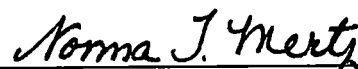
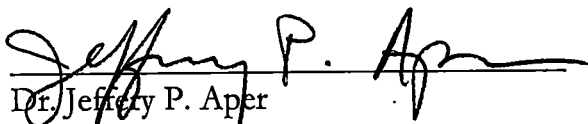

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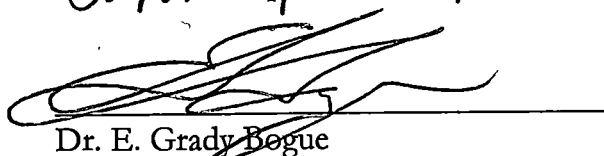
I am submitting herewith a dissertation written by Vivien H. Lattibeaudiere entitled "An Exploratory Study of the Transition and Adjustment of Former Home Schooled Students to College Life." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

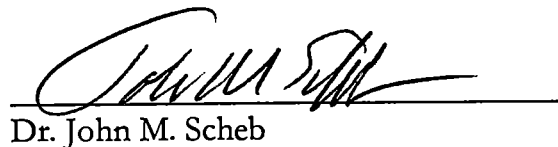


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**AN EXPLORATORY STUDY OF THE TRANSITION
AND ADJUSTMENT OF FORMER HOME SCHOOLED
STUDENTS TO COLLEGE LIFE**

**A Dissertation
Presented for the
Doctor of Philosophy Degree
The University of Tennessee, Knoxville**

**Vivien H. Lattibeaudiere
May 2000**

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DEDICATION

This dissertation is dedicated to

God,

my wonderful husband Derrick,

beautiful daughter Mia,

and my parents,

Wilfred and Olive Hibbert,

without whose assistance, support and encouragement, this project would not have been completed. Thank you all for your love, patience and belief in me.

I love you all very much.

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A very special thanks goes to my wonderful husband, Derrick, for his love, support and faith in me. I am especially grateful for the many hours he spent proofreading this dissertation, as well as my many other papers during the course of my doctoral studies. I am also indebted to my 10-year-old daughter Mia, who has had to spend the first five years of her school life accommodating herself to her mom being in school. I am finally happy to be able to answer her frequent question, "when are you going to be done," with "I am finally all done!"

Lastly, and most importantly, I thank God without whose help and guidance, I would have lacked the desire, strength and perseverance to complete this dissertation.

ABSTRACT

The practice of home schooling is a fast growing educational trend in the United States. Like students in traditional school settings, as home schooled children complete the equivalent of their high school education, many continue their education by enrolling in colleges and universities. However, very little research has been conducted about the experiences of these students in college. Therefore, the purpose of this study was to describe the experiences of former home schooled students as they made the transition from the home school environment into the college culture, and to determine how they adjusted to college life. The conceptual framework for the study utilized a number of student development, adjustment and retention models, including Tinto's reconceptualization of Van Gennep's *Rites of Passage* theory.

Twenty-five former home schooled students attending religiously affiliated colleges and public state universities were interviewed and completed the Student Adaptation to College Questionnaire (SACQ). Another data source consisted of interviews with 22 faculty and staff members identified by students at their institutions, who were able to speak to their experiences in college. The results of the study indicated that former home schooled in the sample were students were very well prepared for college. A number of skills they learned in home schooling contributed to them making a relatively smooth transition into

the academic and social systems of their campuses. Students in the sample scored at the 88th percentile on the academic adjustment subscale, the 76th percentile on the social adjustment subscale and the 84th percentile on the emotional adjustment subscale of the SACQ, compared to the 50th percentile score of traditionally educated students in the questionnaire's normative sample. All data sources consistently revealed that students attending religiously affiliated colleges were much better adjusted to college academically, socially and emotionally than their counterparts attending public universities. Furthermore, the longer students were home schooled, the better they adjusted to college. Overall, the results of the study indicated that students in the sample not only performed and adjusted well in college, but also suggests that home schooling maybe a viable educational option for preparing students to succeed in college.

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C H A P T E R I

INTRODUCTION TO THE STUDY

Background of the Study

Compulsory schooling, or the legal requirement that all school-age children be educated in schools, has been an integral part of American life since the mid-19th century. However, today, when bells ring in schools across the nation, an increasing number of children are legally absent from the typical fray of students noisily making their way to class in the corridors of their school buildings. These conspicuously absent children are being educated or "home schooled" by their parents. The number of children being educated at home in the U.S. has increased rapidly over the past ten years, from an estimated 250,000 children in 1986 to nearly 1.2 million in 1996 (Latham, 1998, Jones, 1997).

According to the National Home Education Research Institute, home schooling is currently growing at a rate of 15% annually (Stream, 1997). Based on its current rate of growth, it is estimated that the 2% of school-aged children currently being home schooled either part-time or full-time will increase to nearly 10% within the next few years (Meighan, 1997). Many believe this is perhaps only the tip of the iceberg (Lines, 1996). This quietly growing educational

revolution, often referred to in the literature as home-based education, is no longer an isolated phenomenon. Rather, it is rapidly becoming a significant force on the American educational landscape.

The idea of parents educating their children at home is not a recent phenomenon. Prior to the mid-19th century in America, and in many other cultures today, children being taught predominantly by their parents, elders, and community members was a natural occurrence (Lape, 1987). In fact, a significant portion of the education of many of America's leaders in a variety of fields, including Thomas Edison, Abraham Lincoln, Woodrow Wilson, John Stuart Mill, Mark Twain, Pearl Buck, Margaret Mead and Andrew Carnegie, was conducted at home by their parents and or tutors (Tocco, 1994). With the onset of the compulsory education movement during the mid-nineteenth century, the government assumed primary responsibility for educating children. Education in schools became compulsory in part to reduce the number of hours children worked in factories and to help "Americanize" children of immigrant families (Lape, 1987). Consequently, until the latter part of this century, with few exceptions, American children by law were formally educated in traditional school settings (Knowles, Marlow, Muchmore, 1992).

The contemporary home school movement began in the 1960s and has increased dramatically. This increase is attributed to widespread dissatisfaction

with public schools and the desire of some parents to shape the moral and spiritual values of their children (Lyman, 1998). In the 1960s, most states did not allow the practice of home schooling (Lines, 1996). However, fierce legal battles over the past twenty years have allowed for the legalization of home schooling in all 50 states. Unlike educational issues such as separation of church and state, the home schooling issue has not been legally settled at the national level through a U.S. Supreme Court decision. Home school lobbying groups have been formed over the past few years to help protect the right of parents who choose to home school their children and to lobby for congressional legislation that would settle the issue on a national level (Lines, 1996).

Legal regulation of home schooling is handled at the state level. Thirty-four of the 50 states have developed specific requirements for parents who wish to educate their children at home (Jones, 1997). Many states require parents to register with the state education agency, local school district or other approved entities, and to comply with certain regulations. Such regulations include the submission of a curriculum plan, the teaching of certain subjects and the regular testing of students. These regulations vary widely from state to state. For example, in Alabama, parents need only inform their local school districts of their intention to home school, while home schooling parents in North Dakota must have a bachelor's degree (Jones, 1997).

Just as legal requirements related to home schooling vary by state, home school instruction also varies, not following any particular pattern (Lines, 1991). Some families choose to purchase preplanned and prepackaged curricula from a variety of publishers who specifically cater to home schooling families. Most use a combination of these curriculum materials supplemented by materials borrowed from local libraries, as well as homemade materials. Others choose to enroll their children in home school correspondence programs like the Calvert School in Maryland or the Clonlara School in Michigan. These schools provide both curriculum materials and services such as testing and evaluation of the work of home school students. Home school families also seek the assistance of tutors to teach certain skills or subjects such as foreign languages, and children participate in field trips and cooperative learning activities with other home school students (Lyman, 1998).

Contrary to stereotypes, Nelsen (1996) suggests that parents who choose to educate their children at home are as diverse as our nation; cutting across all economic, social, racial, religious and educational lines. Indeed, there are national home schooling support groups for a variety of special interest groups including fundamentalist Christians, Catholics, Mormons, Jews, African-Americans, Hispanic and home schooling families with disabled children (Lyman, 1998). However, a number of studies have painted a more one-dimensional portrait of

home schooling families. This portrait is of families where (1) both parents are often involved in home schooling, although 88% of the instruction is conducted by mothers who do not work outside the home; (2) one or both parents have graduated from college or have one to three years of college education; and (3) median household income is approximately \$43,000. In addition, the most frequent occupations of home schooling fathers are accountant, engineer, doctor, professor, lawyer and small-business owner; 90% belong to a Christian denomination; and 95% are white (Ray, 1988, Nelsen, 1996, Kennedy, 1997, Lyman, 1997).

Van Galen (1987) has classified parents who home school their children into two categories, ideologues and pedagogues. Ideologue parents are almost exclusively Christian fundamentalists who take seriously the notion that they are responsible for the education of their children, and that they have received a personal call from God to teach them. They have specific beliefs, value systems, religious doctrine, and a conservative political and social perspective that they want their children to adopt. They choose to teach their children at home because they believe that their values are not being adequately taught in traditional school settings. Ideologue parents tend to pattern the methodology and process of their home school after traditional schools, but vehemently oppose and resist any regulation or interference with home education and are

often suspicious of the motives of school officials (Val Galen, 1987).

Pedagogue parents choose to home school their children primarily for pedagogical reasons, and are more likely to have professional training in education and/or have some familiarity with child development issues. They are a more diverse group of parents who believe that schools do a bad job of educating children, rather than that they teach heresy. While some pedagogue parents are fundamentalist Christians, as a group they place a higher value on being independent from bureaucratic institutions and value the quality of the relationship developed between parent and child in the home schooled environment. They often have a great deal of respect for their children's creativity and intellect, and thus strive to provide natural learning environments that are distinctly different from traditional schools (Van Galen, 1987). No matter what differences exist among home school families, they are united in their rejection of traditional schools as the best means of educating their children and are confident that they can do a better job of teaching them with minimal institutional support (Lyman, 1997).

Statement of the Problem

Although the majority of home school students are at the elementary and middle school grade levels, a recent study conducted by the National Home Education Research Institute indicates that 89% of home schooling parents

plan to educate their children at home through their high school years (Stream, 1997). The U.S. Department of Education estimates the number of students home schooled through the 12th grade has more than doubled since 1990 from about 350,000 to more than 900,000 (Welter, 1997). Like students in traditional school settings, as home schooled children grow up and complete the equivalent of their high school education, many desire to continue their education by enrolling in a college or university and earning a degree. The National Home Education Research Institute found that more than 69% of home schooled high school age students seek admission to postsecondary education, compared to 71% of students who graduate from public schools (Howd, 1998). Toch (1991) found that about 50% of home-schooled students attended college in the early 1990s. Indeed, home schooled students have gained admission to more than 300 colleges and universities throughout the country, including elite institutions such as Harvard, Yale, Massachusetts Institute of Technology, Vanderbilt, and the University of California-Berkeley (Stream, 1997, Welter, 1997). Many others are enrolled at community colleges and small denominational Christian colleges and universities.

In spite of a great deal of anecdotal evidence regarding exceptionally bright and talented home schoolers who score more than 1200 on the SAT's (Howd, 1998, Bowler, 1996, & Fields, 1998), many people remain skeptical about

the likelihood of their success in college. One study found that more than 70% of admissions officers from universities who either did not accept home schooled students or whose admissions policy was not considered "home school friendly," believed that home schooled students would be less successful in college than traditional high school students (Barnebey, 1986). Furthermore, 73% of these admissions officers advised home schooled applicants to enroll at a community college before applying to a four-year college or university.

Despite the presence of home schooled students in colleges and universities nationwide, very little is known about what happens to these students after they enter college. Most of the research on home-based education has focused on elementary or middle school-aged children. Little or no research has been conducted about the experiences of home-schooled students in college. There is an appreciable void in the research literature related to issues such as, why do home schooled students choose to enter an educational environment that is very different from the one in which they were educated? What are their expectations of college before enrolling? How do they navigate within the college culture with its traditional classrooms and physical and social autonomy? How do they adjust academically, socially and emotionally to the college environment?

Conceptual and Theoretical Frameworks

Research indicates that students' success in college or their ability to persist and earn a degree is often dependent on the degree to which they are able to make an effective transition from their home and high school environments, and become integrated and adjusted, academically, socially and emotionally, into the college environment (Pascarella & Terenzini, 1979, 1980, Nora, Attinasi, & Matonak, 1990, Gerdes, & Malinckrodt, 1994). Research related to student success in college is often guided by a number of models and theories related to student development and retention. The combination of a number of these models and theories, including The Freshman Myth, Tinto's Institutional Departure Model and adaptation of Van Gennep's *Rites of Passage* theory, and Chickering's theory of the Seven Vectors of Student Development, provide the theoretical framework for the study. These models and theories are discussed in greater detail in Chapter II.

The most prominent of these theories, Tinto's (1975) theoretical model of student persistence, relates to factors that lead to student completion or departure from college. While this theoretical model has been studied and tested with a variety of college student populations over the past twenty years, it has not been applied to the experiences of home schooled students. Tinto's theory, which focuses largely on the longitudinal process of the causes of student

attrition, postulates that:

Given individual characteristics, prior experiences, and commitment, ... it is the individual's integration into the academic and social systems of the college that most directly related to his continuance in that college... Other things being equal, the higher the degree of integration of the individual into the college system, the greater will be his commitment to the specific institution and to the goals of college completion (p. 96).

Tinto (1988) subsequently developed a conceptual framework of student adjustment to college based on the work of Arnold Van Gennep (1960), a Dutch anthropologist. The adapted constructs from Van Gennep's classic study on *The Rites of Passage*, suggest that the process of college students' institutional persistence involve three stages (separation, transition and incorporation) in moving from one community or culture into another. Tinto (1988) theorizes that college students, "like other persons in the wider society, must separate themselves, to some degree, from past associations in order to make the transition to eventual incorporation in the life of the college" (p. 442). He suggests that the separation, transition and adjustment process can be a difficult process for some student groups, similar to home schoolers, who come from communities, families and or school settings with norms, behaviors, and values that are very different from college environments (Tinto, 1988). Chickering's

theory of the Seven Vectors of Student Development is used along with Tinto's models to further understand the emotional adjustment experiences of former home schooled students in college.

A considerable body of research, particularly quantitative and longitudinal in nature, has been conducted to test these theories and constructs. However, in explicating his conceptual frameworks, Tinto (1988) himself suggests that another dimension, other than a longitudinal approach, is needed to understand the nature of student adjustment to college and factors that may lead to their premature departure. He suggests that research is needed "which employs ethnographic procedures... to explore how students understand the temporal quality of their college careers" (p. 450-451). Given the paucity of research related to the experiences and adjustment of home schooled students to college life, an exploratory descriptive study of the subject seems to be most appropriate at this time. Using a combination of the theoretical models and constructs described above, the study explored the experiences of home school students as they move from the home schooling environment into college life, and determine the degree to which they have adjusted to this new culture.

Purpose of the Study and Research Questions

The purpose of the study was to describe the experiences of home schooled students as they made the transition from the home school

environment into the college culture, and to determine how they have adjusted to college life. The study aimed to inform and construct a portrait of the journey of home school students from high school to college life from their perspectives and from observations of faculty and staff members at their institutions. The following research questions guided the study:

- 1) What were the home school experiences, pre-college decision-making processes and expectations of former home schooled students prior to entering college?
- 2) What were former home schooled students' perceptions and experiences of the process of separating from the home school environment and making the transition to the college culture?
- 3) How do former home schooled students adjust to college life?

Significance of the Study

As the population of home schooled students increases, and they begin to enter colleges in larger numbers, they will become a sub-culture on campuses that administrators will not be able to ignore. The background and pre-college experiences of this population of students are very different from traditional college students; therefore, their needs and interests, and the adjustment problems and issues they face may be quite different from those of other types of student groups on campus. Little to no research exists to help explicate the

experiences of home schooled students and how they navigate the academic landscape. By conducting a descriptive study of college life from the perspective of home schooled students, this study will provide some useful insights into the unique world of these students and help fill a research void. The methodology employed in the study can also provide a model for higher education administrators and faculty to use in identifying adjustment problems in this student population. In turn, it can help to inform the development of policies, programs and services to assist these students in their adjustment to college life and aid in their persistence toward the goal of a college education.

In addition, an increasing number of colleges and universities are actively recruiting home schooled students at home school conventions and conferences (Kennedy, 1995). These admissions' recruiters indicate that they believe the test scores, intellectual independence, initiative, and self-direction of home schooled students are positive indicators of potential success in college (Nelsen, 1996). However, there are still many critics and skeptics who believe that home schooled students are neither academically nor socially prepared to successfully adjust to college and earn a degree. Arthur Levine, president of Columbia University's Teachers' College, has expressed skepticism about national research findings related to home schooling, and he and others have expressed concern about the lack of solid research on how home schooled students adjust and

perform in college settings (Jones, 1997). It is hoped that this study will provide a positive contribution to the research literature regarding the efficacy of home schooling in preparing students to succeed and adjust to the academic and social demands of college. It is further hoped that this study will help spark the interest of mainstream educational scholars to consider conducting further research in this burgeoning and fertile area of alternative education.

Assumptions

This study was based on the following assumptions:

- 1) All college students, in varying degrees and in different ways, go through some type of rites of passage process involving separation from the past and transitioning to incorporation into the college culture.
- 2) Learning about the experiences of home schooled students in the college environment from their perspective is essential to understanding their academic, social and emotional adjustment in college.
- 3) The questionnaire instrument used in the study will produce a valid and reliable measurement of the academic, social and emotional adjustment of home schooled students, as it has done for other student populations.

- 4) Participants will be candid and honest in their perceptions and expressed recollection of events.
- 5) The sampling strategy employed in the study will produce participants whose responses will capture and describe central themes that cut across a great deal of participant variation.

Research Design/Methodology

Given the purpose of the study and the paucity of research in this area, an exploratory descriptive design utilizing qualitative approaches supplemented by quantitative data was seen as the most appropriate methodological research design. According to Denzin & Lincoln (1998),

Qualitative research is multimethod in focus, involving an interpretive approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them.

Qualitative research involves the studied use and collection of a variety of empirical materials---case study, personal experiences, introspective, life story interviews, observational, historical, interactional and visual tests---that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the

subject matter at hand (p. 3).

In-depth interviews were the primary methodology employed in the study because this research method provided the best opportunity to focus on the experiences of home schooled students and how they interpret the world.

Twenty-five full-time former home schooled students currently enrolled in 4-year public and religiously affiliated colleges in one state at the sophomore level or above, who had been home schooled for at least four-years, including their high school years, and who did not graduate from a traditional high school, were interviewed for the study. In addition, twenty-two faculty and staff members, who had first-hand knowledge of each student participant's transition and adjustment experiences in college, were also interviewed.

Field notes of the researcher's observations were written after each interview to help establish a context for interpreting and making sense of the data collected. Observations recorded consisted primarily of descriptive and reflective information about the participants, and the dynamics of the interviewing process. Interview transcripts and field notes were analyzed using the computer software program NUD*IST, specifically designed to analyze qualitative data.

Data from interviews were supplemented with quantitative data from a questionnaire instrument. In addition to being interviewed, students also

completed the Student Adaptation to College Questionnaire, a reliable and valid questionnaire instrument designed to measure student adjustment in college, which has been used extensively with other student populations. The 67-item questionnaire developed by Baker and Siryk (1984) measures five dimensions of student adjustment to college: academic adjustment, social adjustment, personal-emotional adjustment, goal commitment/institutional attachment and overall adjustment. Questionnaire data were analyzed using the computer program SPSS for Windows. The three data sources (student interviews, faculty/staff interviews and questionnaire data) were integrated and triangulated in order to strengthen the reliability of the findings.

Limitations

The study was limited by a number of factors. First, due to the difficulties encountered in identifying the population of former home schooled students at public colleges and universities contacted, participants attending these institutions were selected in a chain sampling approach rather than in a random fashion. Therefore, the experiences and perceptions of student participants from public universities may not be representative of former home schooled students attending their institutions, and may not be generalizable to students attending other public institutions.

Secondly, all but one student participant identified their religious

affiliation as Christian. Therefore, the results of the study may not be representative of the experiences of college students who were home schooled for strictly pedagogical reasons or other reasons not related to religion.

A third limitation may stem from the vagaries associated with the use of interviews as the primary data collection method. The home school movement is still somewhat controversial; therefore, it is not unlikely that student participants in their self-report may have presented information that they perceive would reflect positively on the movement.

Delimitations

Primary participation in the study was delimited to full-time sophomores, juniors or seniors in college who had been home schooled for at least four or more years, including their high school years, and who did not graduate from a traditional high school. Secondary participants included faculty/staff members who had some first-hand knowledge of the transition and or adjustment experiences of home schooled students in the study. Therefore, the results of the study are reflective of the experiences, views and perspectives of students who volunteered to be a part of the study and may not be totally representative of all former home schooled college students, or other faculty/staff members at their institutions.

Furthermore, the study focused on students enrolled in two four-year

public and two religiously affiliated colleges and universities in one state. Therefore, the results of the study may not be generalized to other home schooled college students in other institutional settings in other areas of the country.

Terms and Definitions

For the purpose of clarification, the following terms used in the study were defined as follows:

Home Schooling/Home-Based Education

These terms, which will be used interchangeably, refer to instruction and learning which takes place primarily at home in a family setting, with a parent acting as teacher or supervisor of activities. The home-based education setting often involves one or more students who are members of the same family engaged in educational activities at the grade K-12 levels (Van Galen & Pitman, 1991).

Stages of Rites of Passage

Separation from the Past - the process of disassociating oneself in varying degrees from membership and affiliation in a familiar environment (family, home school environment, friends, etc.) to subsequently affiliation in a new environment with different norms and behaviors. For most students this parting from old familiar ties often

produces stress or causes temporary disorientation and isolation (Tinto, 1988).

Transition to College - a period of passage between the old and the new environment or culture. Having separated from the old environment and culture, students are becoming familiar with, but have not yet acquired the norms or established relationships necessary for integration into the college culture (Tinto, 1988).

Incorporation into College - Having moved through the first two stages, students establish competent membership into the academic and social culture of college by adopting many of its values, norms and behavior patterns through contacts and relationships with peers, faculty members and others (Tinto, 1988). This process as defined is also similar to Kim's (1979) definition of the process of acculturation.

Academic Adjustment

The development of a strong affiliation with the college academic environment both in the classroom and outside of class. This include interactions with faculty, academic staff and peers in an academic nature (e.g. tutoring, study groups etc.), taking action to meet academic demands, and having a clear sense of purpose and general satisfaction with the

academic environment. (Pascarella & Terenzini, 1980, Baker & Siryk, 1984, Nora, 1993, p.235, Gerdes & Mallinckrodt, 1994).

Social Adjustment

The development of a strong affiliation with the college social environment both inside and outside of the classroom. This includes interaction with faculty, academic staff and peers in a social manner (e.g., peer group interactions, forming social support networks, informal contact with faculty), involvement in campus organizations, and managing new social freedoms (Pascarella & Terenzini, 1980, Baker & Siryk, 1984, Nora, 1993, p.237, Gerdes & Mallinckrodt, 1994).

Personal-Emotional Adjustment

The development of stable emotional relationships, strong self-worth, identity, and direction in life. Global psychological stress, somatic distress, depression, anxiety and low self-esteem may characterize lack of personal-emotional adjustment (Pascarella & Terenzini, 1980, Baker & Siryk, 1984, Nora, 1993, Gerdes & Mallinckrodt, 1994).

Goal Commitment-Institutional Attachment

The development of a strong commitment and resolve to complete a college degree and a strong attachment to the institution (Pascarella & Terenzini, 1980, Baker & Siryk, 1984).

Organization of the Study

The study is organized and presented in five chapters. Chapter I includes an overview of the study including introduction, statement of the problem, purpose, research questions, assumptions, limitations and delimitations. Chapter II provides a review of the literature that establishes the context, historical background and traditions of the contemporary home school movement in America. Additionally, Chapter II details a number of conceptual frameworks related to student development and adjustment in college upon which the study was framed. The third chapter articulates the research methods, subjects, sampling procedures, data collection procedures and data analysis methods employed in the study. Chapter IV outlines the findings of the study related to the research questions posed in the study and the final chapter, Chapter V, explicates how the findings relate to the literature, discusses implications for the field of high education and provides recommendations for future research.

C H A P T E R I I

REVIEW OF THE LITERATURE

Introduction

The purpose of the study was to describe the experiences of home schooled students as they made the transition from the home school environment into the college culture, and to determine how they have adjusted to college life. This chapter provides a review of the literature related to home schooling, as well as information and research related to theoretical constructs that frame the study.

The chapter is divided into four main sections. The first section, Home-Based Education in America, discusses some of the major issues related to home schooling nationally. This section includes a brief overview of the historical evolution of the contemporary home-based education movement in America; state regulations related to home schooling; home school curriculum and instructional practices; characteristics of home schooling families; and reasons why parents home school their children. The second section contains a synthesis of the results of research related to the academic and social outcomes of home schooling.

Section three provides an overview of home schooling as it relates to post-secondary education, including research pertaining to former home schooled students in college. The fourth section of the literature review discusses a number of constructs and conceptual models that are combined to provide the theoretical framework for the study. These conceptual models include Tinto's (1975) Institutional Departure Model, his conceptualization of student adjustment and persistence in college based on Van Gennep's *Rites of Passage*, and Chickering's Theory of the Seven Vectors of Student development. The chapter concludes with a summary of the information presented.

Home-Based Education in America

Historical Evolution of Contemporary Home-Based Education Movement in America

The family unit was the primary means of transferring knowledge, skills and values to children prior to the mid 19th century (Cremin, 1970). The few schools available during this time catered primarily to the children of the wealthy in society. After the Civil War, many states began establishing public schools and passing compulsory school attendance laws that required all children of certain ages to attend public or approved non-public schools. The primary objectives of compulsory school laws were: to protect children from being exploited in the labor market; to remove what was perceived by the ruling class as the undesirable

ethnic characteristics of immigrants; and to remedy the ills of the lower classes (Cremin, 1970, Knowles, 1988). By the early 20th century, being educated in schools became the norm in American society and carried with it considerable status (Angelis, 1998). Consequently, until the latter half of the 20th century, with the exception of geographically isolated families, those traveling often or stationed abroad, or other similar exceptions, it was accepted without question that institutional school settings were best suited for educating children to prepare them for the modern world (Knowles, Marlow & Muchmore, 1992).

The modern-day home education movement began in the late 1960s and early 1970s as educators intensified reform efforts against what they perceived to be major inadequacies in the public education system (Knowles, Marlow, Muchmore, 1992). The movement was symptomatic of the civil unrest of the period, as for the first time in decades, Americans became more outspoken in their criticisms of the goals, processes and mechanics of bureaucratic institutions. Three educational reformers from different backgrounds and lifestyles, working independently in their efforts, are most often credited with spearheading the contemporary home education movement (Lyman, 1998).

The first two, Dr. Raymond Moore and his wife Dorothy, are most often credited with initiating the Christian right segment of the home education movement. Dr. Moore was a former Christian missionary, teacher, Principal,

School District Superintendent, Teacher Education Dean, College President and employee of the U.S. Department of Education (Mullins, 1992). Beginning in the late 1960s, the Moores conducted extensive inquiries and consulted with educational researchers and child and family development specialists, regarding the efficacy of educating young children in institutional settings (Lyman, 1998). Their inquiries led them to conclude that the developmental problems of many children were often caused by premature use of their nervous systems and brains.

The Moores came to believe that formal schooling of children in traditional educational settings should be delayed until at least age 8 or even as late as age 12. Further research and investigation led them to the notion that educating young children at home was best for their overall academic and social development (Lape, 1987). After about ten years of research and sharing their ideas around the country through the media, speeches and community meetings, the Moores wrote and published two of the best selling books on home schooling in the country, *Home Grown Kids* (1981), and *Home Spun Schools: Teaching Children at Home* (1982). These books provided guidelines for home education by emphasizing a balance of study, chores and community activities geared toward the developmental needs of children (Moore, 1990).

The other noted pioneer of the contemporary home school movement, John Holt, was an Ivy League graduate and teacher in alternative schools. Holt, a

humanist, appealed most to the counter-culture left segment of the home school movement, including New Agers, ex-hippies and homesteaders (Lyman, 1998). He became a voice for those who believed that schools should be decentralized in a manner that gives more power and autonomy to teachers and parents. He advocated the reform of public schools which he viewed as restricting the natural curiosity of students, discouraging self-directed learning and programming children to recite the right answers rather than teaching them critical thinking skills (Holt, 1964). The views and efforts of Holt, as well as the Moores, were most often met with hostility from the education establishment and skepticism and ridicule from the media and public. After years of working to reform the public education system, Holt ultimately came to believe that the most effective way to educate children was for them to be taught at home. He founded a bi-monthly magazine, *Growing without Schooling*, in 1977, which became a major resource for home school families (Lape, 1987).

As the home-education movement evolved during the 1970s, tension and conflict characterized the relationship between public school administrators and home school parents (Knowles, Marlow & Muchmore, 1992). Educational administrators, teachers and teachers' unions objected to home schooling on a number of grounds. Reasons most often cited were academic, social and financial, since fewer students in schools meant less state funding earmarked for

public school districts (Angelis, 1998). It is difficult to estimate the number of families home schooling their children during the late 1970s and early 1980s. Many parents participating in the practice went underground because of fear of legal reprisals for breaking compulsory school laws (Lape, 1987). Although home schooling did not pose a major threat to the existence of public schools, the increasing number of parents withdrawing their children from school led to litigation in a number of states regarding compulsory education and the rights of parents to educate their children at home (Knowles, Marlow, Muchmore, 1992).

One early court case in the contemporary home school movement, *Wisconsin v. Yoder*, reached the Supreme Court in 1972. In this case, the court granted Amish parents the right to educate their children at home after the eighth grade, provided the parental interest was religious in nature. However, the right was not extended to parents who had philosophical or personal reasons for educating their children at home (Tobak and Zirkel, 1983). This ruling was a major setback for the counter-culture left that comprised the majority of the home school families during this period (Lyman, 1998).

The hostile environment to home schooling families generated by negative media reports, and the vehement opposition of school administrators and the public, caused many families who defied the compulsory school laws to go underground in the late 1970s and early 1980s. Some parents were jailed

because of their decision to home school during this period (Lines, 1996). In one case reported by Knowles, Marlow & Muchmore (1992), a Minister in Salt Lake City, Utah served 30 days in prison for educating his daughter at home without state approval in 1978. Four years later, in 1982, seven fathers, who became known as the "Louisville Seven," and their pastor, were imprisoned in Louisville, Nebraska for refusing to license their home schools with the state and for not complying with the state mandate regarding the use of a certified teacher (Eidsmoe, 1994).

The court ruling in the landmark case of *Perchemlides v. Frizzle* (Massachusetts, 1979), provided some encouragement and acted as a catalyst for the growth of the home school movement nationwide (King, 1983). In this case, the Superintendent of Schools in Amherst, Donald Frizzle, refused to accept the plan developed by Peter and Sue Perchemlides to home school their 8-year-old son. During the dispute, the child was not attending school, and the school district filed a criminal complaint against the parents. The parents were not seeking to home school for religious reasons; instead, they sought a ruling from the court that the school district's rejection of their plan violated their constitutional right to educate their son. The Massachusetts/Hampshire County Superior Court ruled that the right of parents to select alternative forms of education for their children was protected by the constitutional right to privacy

(Lape, 1987). After this case, more and more court cases challenging compulsory attendance laws were decided in favor of parents' rights to home school their children (Tobak & Zirkel, 1983).

By the mid to late 1980s, media coverage of the home school movement began to focus more on the benefits of home-based education and advocated cooperation between public schools and home school families (Knowles, Marlow, Muchmore, 1992). Networking and support groups for home school families became more popular, and the movement grew and became more consolidated. Local, state and national advocacy groups, such as the Christian Home Educators Association of California and the Home School Legal Defense Association, established in 1982 and 1983 respectively, became effective forces in influencing legislation on the state, local and national level (Taylor, 1993).

The growth in the home school movement also led to a proliferation of "how-to books" and curricular materials designed for home schooled children in the mid to late 1980s. Over time these curriculum materials increasingly took on a religious slant, often containing "Biblical passages, moral homilies, and similar religious content throughout the lesson" (Lines, 1985, p. 24). Publishers of home school curriculum materials catering to religious conservatives increased as more of these parents began to view home schooling as an ideal way to inculcate their children with their religious values and world views, which they believed was not

being done in public schools. This development contributed to a change in the landscape of the type of parents who sought to educate their children at home. According to Lyman (1998), by the mid 1980s, the religious right became "the most dominant group to choose home schooling and would change the nature of home schooling from a crusade against 'the establishment' to a crusade against the secular forces of modern society" (p. 7).

The ruling in the *Perchemlides v. Frizzle* case also opened the door for school districts to work cooperatively with home school parents (Bumstead, 1979). Relationships between home school parents and school districts became increasingly more cooperative after the mid 1980s, as parents began to feel more comfortable about their rights to home school and school boards became wary of the cost of litigation. By the late 1980s, education officials began to reluctantly support state legislation in favor of home schooling and to develop mechanisms to track and support home schooled students (Knowles, 1989). School districts such as the Granite District in Salt Lake City, the Cupertino Union School District in California and the San Diego City School District, developed innovative programs in which home schooled students are allowed to use library materials, books, audio visual, computer laboratories, attend special classes, and go on field trips (Knowles, 1989, Knowles, Marlow & Muchmore, 1992). In some of these school districts home school families are assigned a resource

teacher to help set goals for students and to help evaluate their progress (Lamson, 1992).

In the 1990s, a number of states including Iowa and Idaho passed legislation which permits dual enrollment of home schooled students in their local school districts (Angelis, 1998). Dual enrollment allows the school district to continue receiving state aid for home schooled students, enabling these students to participate in specified instructional and academic enrichment programs provided by local schools, as well as sports and extracurricular activities. Although the climate for home schooling in the 1990s has improved dramatically since the early years of the movement, home school advocates believe there is still much to be done. Today, there are hundreds of home school organizations in the country who provide support to home schooling families and continue to advocate for the rights of parents to home school their children (The Teaching Home, 1999).

State Regulations Related to Home Schooling

Legal statutes and regulations related to home schooling fall under the jurisdiction of states in the same manner as other educational issues related to public education. All states have compulsory attendance laws that mandate the number of years, days and hours children are required to attend school. Nevada (1956) and Utah (1957) were the first states to recognize participation in home

schooling as meeting their compulsory education and attendance statutes.

Twenty-five years later, in 1982, as the contemporary home school movement began gaining momentum, Arizona and Mississippi enacted legislation that provided parents with the legal right to educate their children at home (Menendez, 1996, Lyman, 1998). Today, largely as a result of litigation, all states have adopted some type of legislation, statutes or guidelines sanctioning the practice of home-based education (Angelis, 1998). These statutes and guidelines generally require home schooling families to register with a state education agency, local board of education, or a Church affiliated school.

Laws and regulations governing home schooling in some states are considered to be more "home school friendly" than are others. Table II-1 provides a synopsis of legal statutes and requirements related to home schooling nationwide. Although home schooling is legal in all fifty states, only thirty-seven states have adopted legal statutes or regulations that specifically use the term home schooling. Three of these states, Utah, Rhode Island and Maine, give the authority for approval of home schools to school boards or superintendents. Rules governing home schooling in other states, such as New York, Maryland and Ohio, are state board of education regulations rather than state legal statutes (Klicka, 1997).

Table II-1 - State Regulations and Statues Governing Home Schooling

State	Home Schooling Regulations & Statues	Standardize Testing or Alternative	Require Educationally Qualified or "competent" Home School Teacher	Home School may Operate individually or in groups as Private or Church School	Require Instruction time to be equivalent /Comparable to Public Schools	Home School are Approved by Local School District
AK		✓		✓		
AL				✓		
AZ	✓	✓				
AR	✓	✓				
CA			✓	✓		
CO	✓	✓		✓		
CT	✓	✓			✓	
DE						
FL	✓	✓		✓		
GA	✓	✓	✓			
HA	✓	✓				
ID					✓	
IL				✓		
IN				✓	✓	
IA	✓	✓			✓	
KS			✓	✓	✓	
KY				✓		
LA	✓	✓		✓		
ME	✓	✓		✓	✓	✓
MD	✓	✓				
MA		✓				✓
MI				✓	✓	
MN	✓	✓	✓			
MS	✓					
MO	✓					
MT	✓					
NE				✓		
NV	✓	✓			✓	
NH	✓	✓				
NJ					✓	
NM	✓	✓				
NY	✓	✓	✓			
NC	✓	✓	✓			
ND	✓	✓	✓			
OH	✓	✓	✓			
OK						
OR	✓	✓				
PA	✓	✓	✓	✓		
RI	✓					✓
SC	✓	✓	✓			
SD		✓				
TN	✓	✓	✓			
TX				✓		
UT	✓			✓		✓
VT	✓	✓				
VA	✓	✓		✓		
WA	✓	✓				
WV	✓	✓	✓			
WI	✓					
WY	✓					

Only nine states require that home schooling parents who provide instruction meet specific educational requirements. A high school diploma or the General Education Diploma (GED) is required by seven states (North Carolina, New Mexico, Ohio, Pennsylvania, South Carolina, Georgia, and Tennessee). In Tennessee, no specific educational qualification is required for teaching grades K-12, if the home school is associated with a church-related school (Klicka, 1997). North Dakota requires a home schooling parent to have only a high school diploma or GED, provided that he/she is monitored or supervised by a certified teacher for two years. Parents in West Virginia must provide evidence that their formal education is at least four years higher than the most academically advanced child they are home schooling. For example, parents with a high school diploma or GED may home school their children only until they reach high school (Mendendez, 1996).

Four states mandate that home school parents be "qualified," "competent" or "capable of teaching," without indicating specific qualifications (Gray, 1998). A high school diploma or GED is sufficient to satisfy the requirement in Ohio, while even less than a GED is recognized as competent in California and Kansas. In New York, simply complying with home schooling regulations is enough to be deemed "competent" to provide home instruction (Klicka, 1997). A study conducted by Rudner (1999) included a statistical

analysis to determine whether or not there were any differences in the test scores of students whose home schooling parents held state-issued teaching certificates and those whose parents did not. Controlling for grade and parent educational level, no significant difference was found in the achievement levels of students whose parents were certified to teach and those who were not. Proponents of home schooling have used the results of this study in their lobbying efforts to convince law makers that teacher certification does not meaningfully affect the academic achievement of home schooled children.

Designations of home schools vary from state to state. Twelve states regard home schools as equivalent to private or parochial schools (Alaska, Alabama, California, Delaware, Illinois, Indiana, Kansas, Kentucky, Michigan, Nebraska, Louisiana, and Texas). Several other states, including Colorado, Florida and South Carolina, allow groups of home school families to qualify as private or church schools, while operating under home schooling rather than private school regulations (Klicka, 1997).

State regulation of home school instruction also varies. Six states (Connecticut, Indiana, Kansas, Maine, New Jersey and Nevada) require the amount of home school instruction be "equivalent" to instruction time in public schools (Gray, 1998). Courts in Minnesota and Montana have struck down the term "equivalent" because of the vagueness of the nomenclature (Klicka, 1997).

Similarly, Idaho requires that home school instruction be “comparable to public schools,” while Maryland, Delaware and Rhode Island require that home school instruction be “regular” and “thorough” (Angelis, 1998).

The areas of home school instruction that are subject to the most regulations and guidelines are testing and evaluation of academic progress (See Table 2.1). Ten states require standardized testing in certain grades and/or at specific times. For example, Georgia requires home schooling parents to test students every three years and submit annual progress reports. In contrast, New York only requires standardized testing in grades 9-12 (Klicka, 1997). Most states require that standardize test scores be submitted to the local school district, church school at which the home school is registered, or to the state department of education. Sixteen of the 26 states requiring testing permit alternatives to testing. Alternatives include testing or evaluation by a certified teacher, psychologist or person with a graduate degree in education; portfolio reviews with parents and school officials; regular progress reports submitted to school districts; and home visitation and evaluation by the school district (Gray, 1998, Klicka, 1997).

The state of Oklahoma appears to be the most “home school friendly” state. It is the only state that has passed a constitutional amendment guaranteeing the rights of parents to home school their children (Menendez,

1996). Other states, including Michigan, Kansas and Texas, have enacted Parental Rights Acts which affirm the "fundamental rights of parents and legal guardians to determine and direct the care, teaching and education of their children" (Klicka, 1997, p. vi). According to Whitehead & Crow (1993), although home schooling has not yet gained federal constitutional protection by ruling of the Supreme Court or congressional action, it does appear to stand on a solid legal foundation.

A study of academic achievement scores of home schoolers across the nation indicates that state regulation of home schooling has had no significant effect on the academic performance of home schoolers (Ray, 1997). Standardized test scores of home schooled students in states with a high degree of regulation, such as, teacher certification, standardized testing or professional evaluations, are identical (86th percentile) to those of students in states that do not. This finding has led some proponents of home schooling to question the need for rigid state regulation of home schooling if such regulations do not appear to have any impact on student learning (Home School Legal Defense Association, 1997, Ray, 1997).

Home Schooling Curriculum and Instructional Practices

Just as regulations related to home schooling vary by state, home schooling instruction and curriculum vary among home schooling families (Lines,

1991). A study conducted by Ray (1997) indicates that 71% of home schooling parents custom design curriculum by selecting and blending a variety of commercially available curriculum materials. Home schooling parents custom design curriculum to meet the special needs and interest of their children, as well as their families' philosophy of education, lifestyle and belief systems. About 23% use complete preplanned curriculum packages purchased from publishers of home school materials such as Konos Curriculum, A Beka, Bob Jones University Press, Alpha Omega and Saxon Publishers (Ray, 1997, Lyman, 1998). Although a large number of home schooling families utilize these prepackaged curriculum materials, some parents contend that these materials imitate the rigid test-oriented curriculum in public schools that inhibit the creativity, critical thinking, and freedom needed to meet the individual needs of children (Colfax & Colfax, 1988). According to Ray (1999), these families rely less on traditional preplanned structured curriculum activities, and more on homemade materials and library resources that relate to the individual needs and interest of the child. This approach is often called "lifestyle of learning," "learning by living" or "unschooling."

A study conducted by Rakestraw (1988) found that on average home schooling parents spend \$280 per year on commercially prepared instruction materials. A more recent study found that home schooling parents spend an

average of \$546 per home schooled student per year on curriculum materials, field-trips and other incidental educational expenses (Ray, 1997). Proponents of home schooling often compare this figure to the \$5,325 spent on public schooled students annually.

Instructional materials used by other home schooling families (6.5%) include a combination of curriculum materials supplemented by homemade materials, library materials and computer programs (Ray, 1997). Results of the study conducted by Ray (1997) found that home schoolers made extensive use of their local library, with 47% making visits to their local libraries more than 3 times each month. Eighty-six percent of home schooling families own computers and 84% of their children utilize computers as part of their education, compared to the national norm for all U.S. families of 34% and 26% respectively.

Other families (about 3%) choose to enroll their children in satellite schools or correspondence programs that offer curriculum programs, as well as testing and evaluation services (Ray, 1997). Some of these schools include the Calvert School in Maryland, established in 1906; Alaska Centralized Correspondence Course; Family Centered Learning Alternatives in Washington state; and the Christian Liberty Academy (Mullins, 1992). In addition to providing individualized packages of textbooks and workbooks, many of these programs provide correspondence teachers who make periodic home, make

frequent telephone contacts, assist in designing individual educational program plans for students, and help arrange group activities for children in several home school families (Lines, 1991). Home school parents also send tests and other materials to correspondence programs for grading and evaluation by certified teachers and other professionals. In many cases, these correspondence or umbrella schools produce diplomas as well as transcripts of grades that students use to apply for admission to colleges and universities (Personal Communications with Nancy Brown, Director of Berean Christian Home School Umbrella Program, Knoxville, TN, June 21, 1999).

Unlike conventional schools in which instruction is limited to a certain number of hours in a day and days per year, home school instruction can occur at anytime throughout the day and is often extended through the summer months and other traditional school holiday (Ohio State Legislative Office of Educational Oversight, 1995). According to Dr. Brian Ray (1999), founder and president of the National Home Education Research Institute, a wide variety of pedagogy and related activities are employed in a typical day in the life of a home schooling family. He suggests that

Some children may start the day with breakfast then are off to their desk in a 'schoolroom' where they recite the Pledge of Allegiance and then promptly dive into a series of sequential work books. Children in other

families begin the day by feeding the chickens and livestock, then prolonged conversation around the breakfast table, then a gradual shift into minimally-planned mixture of reading novels, practicing phonics, and writing letters to grandparents (p. 8).

In a survey of home schooling parents in Washington state, Wartes (1988) found that 56% of parents reported spending an average of 20 to 30 hours per week in directed educational activities with their children; 24% spend more than 30 hours; 13% spend 15 to 20 hours and about 6% spend less than 12 hours. According to Ray (1999), home schooled children are "formally 'schooled' three to four hours per day and often spend extra time in individual learning endeavors. The amount of formal or structured learning time is directly related to the student's age" (p. 6).

Most home schoolers believe in the philosophy that the world is their classroom (Lyman, 1998). Lyon (1994) contends that

Schooling, rather obviously, is what goes on in schools; education takes place wherever and whenever the nature with which we are born is nurtured so as to draw out of those capacities which conduce to true humanity. The home, the church, the neighborhood, the peer group, the media, the shopping mall... are all educational institutions (p. 3).

Proponents of home schooling further assert that children who receive

instruction simultaneously from their home and the community at large will be more well rounded and culturally sophisticated than children whose learning experiences are primarily confined to school settings (Lyman, 1998).

A variety of methods are employed in home school instruction, with the unifying theme being child-centered learning most often characterized by one-on-one instruction (Mullins, 1992). According to Whitehead & Bird (1984), the effectiveness of home schooling lies in its tutorial method of instruction. The tutorial method has the advantage of providing children with greater opportunities to pose questions and obtain answers to their questions on a more frequent basis than traditional group instruction (Moore, 1984). For example, research indicates that the average home schooled student receives 100-300 personal responses from an adult teacher daily compared to 1-3 responses for the average student in a traditional school classroom (Ohio State Legislative Office of Educational Oversight, 1995).

Williams, Arnoldsen and Reynolds (1894) found that learning in home schooling families they observed tended to occur more from original source materials than textbooks. Learning was more experiential than theoretical, and often "intellectual, social, physical and spiritual ideas and skills are learned holistically, not as separate 'subjects' " (p. 20). Parents often guide children through lessons, and the children, particularly older students, are generally

involved in self-directed learning activities (Mullins, 1992). Williams, et al (1984) also found that the instructional style of families whose children have never attended traditional schools, tended to be very informal and unstructured, relying heavily on homemade materials. On the other hand, families who began home schooling after taking their children from traditional schools tended to conduct instruction initially in a more formal and structured manner, similar to traditional schools; however, over time, their instructional style became less formal.

Home schooling parents often seek the assistance of tutors to teach specialized skills such as musical instruments and foreign languages, or enlist the aid of other parents skilled in particular subjects, such as science or math, to teach groups of children from several home school families (Lyman, 1998, Mullins, 1992). Older children are often called upon to teach younger siblings simple academic exercises and tasks. Home schooled children also engage in a variety of activities outside the home with other home schoolers or other groups (Lines, 1991). A study conducted by Ray (1997) found that home schooled students engage in more than 5 extra-curricular activities outside the home. These activities include participation on sports teams, community service activities, field trips, dance classes, scouting, church activities, internships, missionary trips and part-time employment (Lyman, 1998, Ray, 1999).

Home school curriculum and instructional methods appear to be as

diverse and distinctive as each home school family. Whatever the curriculum or instructional methods used by home schooling families, they often have a strong support network that provides opportunities for parents to share and exchange information about successful instructional materials, methods and educational activities (Ohio State Legislative Office of Educational Oversight, 1995).

Characteristics of Home Schooling Families

The first group of studies which sought to provide a profile or description of contemporary home schooling families were conducted in the 1980s with a variety of samples of home school families in different parts of the country (Gustavsen, 1980, Linden, 1983, Green, 1984, WSSPI, 1985, Pitman, 1985, Taylor, 1986, Gladin, 1987, Wartes, 1987, Mayberry, 1988, Gustafson, 1988, Knowles, 1988). Ray (1988) synthesized the findings of these studies and found the following dominant characteristics of home schooling families during the 1980s:

- (1) Both parents are actively involved in the home school with the mother/homemaker as the teacher most of the time;
- (2) the parents have attended or graduated from college;
- (3) the total household income is \$20,000 to \$30,000 per year;
- (4) over 65% regularly attend religious services; a variety of religious backgrounds are represented;
- (5) three children are in the family;
- (6) formal instruction begins at 5.5 years of age;

(7) a nearly equal number of boys and girls are educated at home; (8) and 70% of the youth are 9 to 12 years old (p. 16).

The results of a study conducted by Mayberry (1988) found that the socioeconomic characteristics of Oregon home schooling families in the study were notably different than the general population in the state. The study analyzed the characteristics of 435 home schooling families in Oregon and found that 42% of home schooling parents had completed college compared to 21% of Oregon's general population, and 37.3% of home schooling families had completed advance degrees. Twenty nine percent of Oregon's general population had not completed high school at that time, compared to only 6% of home schooling parents. Thirty-three percent of home schooling parents were employed in professional/technical fields and 28.8% were self-employed compared to 15% and 9.1% for the general Oregon population, respectively. In terms of income, 45.7% of home schooling families in Oregon had an annual income of more than \$25,000, compared to 27.8% of the general population. In addition, 48.1% of Oregonians lived in large cities or suburbs, compared with only 26.1% of home schooling families (Mayberry, 1988).

Other characteristics of home schooling families found by studies conducted during the 1980s indicated that 90%-93% of families were two-parent households and, depending on the sample, 75%-96% were Caucasian (Pitman,

1985, Wartes, 1987, WSSPI, 1985). Home school families were more likely to live in rural areas, suburbs or small towns rather than large cities or urban areas (Linden, 1984, Green, 1984, Taylor, 1987, Gladin, 1987, Mayberry, 1988). By far, the largest religious affiliation among home schooling families was Christian (as high as 98% in the Wartes study). The vast majority identified themselves as evangelical or fundamentalist Christian, with smaller percentages of Catholics, New Agers, and others religious groups (Gladin, 1987, Wartes, 1987, Gustafson, 1988).

A number of studies related to the characteristics of home schooling families conducted in the 1990s found similar results to those conducted during the 1980s (Williams, 1990, Knowles, Mayberry, & Ray, 1991, Ray, 1991, 1995, 1997, Breshears, 1996). A synthesis of these studies revealed the following characteristics of 1990s home schooling families:

- at least 95% of home schooling families are two-parent households with an average of 3.3 children;
- more than 50% of parents have earned a bachelors degrees;
- median income is \$38,000 to \$43,000 with 44% earning between \$50,000 to \$74,000;
- over 75% regularly attend religious services, with more than 90% being of the Christian faith;
- over 90% are Caucasian; and
- the top occupations of home schooling fathers are engineer, accountant, doctor, professor, lawyer and small business owner.

Dr. Larry Rudner, Director of the ERIC Clearinghouse on Assessment

and Evaluation, conducted the largest and most extensive study of home schoolers to date at the University of Maryland, College Park. The study conducted by Rudner (1999) included a sample of 39,607 home schooled students throughout the country obtained through the Bob Jones University Press Testing and Evaluation Center. Usable data were obtained from 20,760 K-12 home schooled students in 11,930 families. Results of the study found that 88% of home schooling parents had education beyond high school, compared to 50% for the general U.S. population, and in 24% of the families, one of the parents was a certified teacher. The median income of families was \$52,000, which is significantly higher than the \$37,500 median income of American families. Rudner (1999) found that similar to other studies, home schooling families tended to be larger (3.1 children) than the average American family of 1 or 2 children. The home schooled students participating in the study were proportionally younger than the school population nationwide. A little more than 11% of home schooled students were enrolled at the grade 9-12 level, compared to a little more than 30% of all students nationally. The home school population also contained a significantly smaller minority population than the conventional school population nationwide. Only 6% of home schooled students in this study were minorities compared to 32.8% nationally. The largest minority groups were American Indian (2.4%), Asian (1.2%) and African-

American (0.8%).

Results of the Rudner (1999) study also indicated that a little more than 97% of the parents were married couples compared to 72% of families with school-age children nationally. Seventy-seven percent of the mothers did not work outside the home compared to 30% of married women with school-age children nationwide. About 87% of the home schooling mothers that worked outside the home, did so only part-time. Similar to the findings of other studies, the religious affiliation of home schooling families was overwhelmingly Christian, the most dominant being Independent Fundamentalist (25.1%), Baptist (24.4%), Independent Charismatic (8.2%), and Roman Catholic (5.4%). A distinguishing feature of home schooled students found in this study that was not addressed by other studies was that home schooled students tended to watch significantly less television than other students nationwide. Sixty-five percent of home schooled students watched television one hour or less each day compared to 25% of children nationally.

In summarizing the characteristics of families involved in the home school movement, Ray (1999) suggests that:

A wide variety of individuals are involved in home schooling, just as the United States is comprised of a pluralistic population. Home-based education includes (but is not limited to) atheists, Christians and

Mormons; conservatives, libertarians, and liberals; families with 5, 10 and 17-year-old children; low middle and high-income families; Black, Hispanic, White and Asian people; parents with Ph.D.s, parents with bachelors degrees, and parents with no degrees; and families containing 1, 5, and 10 children. Furthermore, there is nothing in the literature to suggest that home-school families are, as a group, outlandish with respect to the characteristics previously summarized. That is to say, they are part of mainstream America in many ways (p. 7).

The Case for Home-Based Education: Reasons Why Parents Home School

Reasons given by home schooling parents for why they chose to educate their children at home is a prominent theme in the home school literature. A number of studies have been conducted in which respondents were asked to rate or list the relevance of several factors that led to their decision to home school their children (Gustavson, 1981, Linden, 1983, Knowles, 1988, Van Galen, 1987, Wartes, 1988, Rakestraw, 1988, Gladin, 1987, Mayberry, 1989, Parker, 1992, Lyman, 1996, Florida Department of Education, 1996). The results of these studies indicate similar reasons reported by parents for home schooling. The reasons most often cited include:

- Desire to instill a set of religious values, beliefs and worldview to their children;

- Desire to protect children from curriculum based on “secular humanism”, which teaches sex education, evolution, and other materials that do not reflect a conservative worldview
- Belief that they can provide a better academic foundation and learning experience for their children than traditional schools;
- Desire for a holistic approach to education that emphasizes direct and experiential learning, in which their children’s natural curiosity and love of learning is preserved.
- Desire for their children to develop social skills without negative peer pressure and other undesirable influences associated with the socialization process in schools;
- Desire to protect their children from exposure to drug, alcohol, violence; and
- Desire to enhance and strengthen family unity and increase parent-child contact.

Mayberry’s (1989) survey of more than 1500 home schooling families in Oregon found that 65% were motivated to home school for religious reasons; 22% for academic reasons; 11% for socio-relational concerns; and 2% to reinforce their New Age belief system which rejects the supremacy of God and upholds the supremacy of humanity. Ray (1999) more recently compiled a synthesis of the literature on the reasons why parents home school their children and found similar results. He found that the reason most often cited by parents is a desire to transmit their religious values, belief systems and worldviews to their children. While traditional public schools operate under constitutional constraints of separation of church and state, home schooling allows parents to freely educate their children within the framework of their religious beliefs; thereby protecting them from what they believe are conflicting values taught in

public schools. More than 60% of the parents responding to a survey conducted by Linden (1983) objected to the lack of freedom to express religious beliefs in school and the teaching of evolution and sex education. In reporting the results of an 18-month long qualitative study that explicated accounts of parents' decisions to teach their own children, Van Galen (1987) states:

Conflicts over values were primarily a concern of the Christian fundamentalists in the study, but other parents from other ideologies also identified areas of conflict with curriculum of public and private schools. The parents believed that values are communicated to schoolchildren in several ways: through direct instruction and through informal interaction with teachers and other students. The parents are equally concerned with both of these means of transmission (p. 168).

Van Galen (1987) classifies parents who home school for religious reasons as ideologues. These parents, mostly Christian fundamentalist, believe they are commanded or called by and responsible to God for educating their children according to Biblical principles (Van Galen, 1988, Mayberry, 1989). They view home schooling not just as an educational alternative, but the only acceptable one to pursue based on the commandments of God (Menendez, 1996). They base this belief on the bible verse, Deuteronomy 6:7, which states:

And thou shalt teach them [God's principles] diligently unto thy children,

and shalt talk to them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou riseth up (Deuteronomy 6:7, King James Version).

They believe that educating their children according to the Word of God is essential, because they recognize the Bible as the only source of all truth and the standard by which all things should be measured (Menendez, 1996).

Therefore, according to Van Galen (1987),

Beyond traditional subject matter, these parents want their children to learn fundamentalist religious doctrine and a conservative political and social perspective. Not incidentally, they also want their children to learn (both intellectually and affectivity) that the family is the most important institution in society (p. 6).

Parents are also home schooling their children for pedagogical reasons. These parents believe that American public schools produce children with poor academic skills who are unprepared for college and the workforce, and that they can provide a stronger academic foundation and learning experience for their children at home (Jones, 1997, Colfax and Colfax, 1988). They believe the quality of education in public schools is woefully inadequate and reject the conformity and bureaucratic nature of the public education system (Van Galen, 1987, Lyman, 1998). Pedagogues, as Van Galen (1987) classifies them, believe

that the learning environment and the “one-size fits all” approach in conventional schools: stifles the creativity of children; promotes unhealthy peer competition; provides very little attention to individual students; and substitutes structure and regimentation for individual exploration and self-directed learning. These parents believe that when educated at home, children can: receive individualized attention; learn at their own pace; be creative in pursuing special interests in depth without limitation of time; have opportunities for hands-on experiential activities; have input in designing their own education; and be free to learn without constant testing (Gray, 1998, Kaseman & Kaseman, 1994, Madden, 1991).

Home schooling parents are also concerned about the lack of emphasis on moral issues in traditional schools. The results of a study conducted by Gustavson (1980) of home schooling parent subscribers to a newsletter published by the Moores, found that 70% of the parents felt that public schools are a threat to moral health of children and that they do a poor job of assisting in the character development of children. Many home schooling parents believe that direct instruction of issues such as respect for person and property, self-control, empathy, and “truth” are not taught in public schools and are essential to producing moral citizens (Williamson, 1989).

The desire to help their children develop social skills and build self-esteem

without negative peer pressure and other undesirable influences associated with the socialization process, was another frequently cited reason for home schooling (Ray, 1999, Wartes, 1988, Van Galen, 1987). A survey of 2,245 home schooling families conducted by the Florida Department of Education (1996) found that 42% of parents cited general dissatisfaction with public schools, including adverse peer pressure, as a primary reason for their decision to home school. Van Galen (1987) reported that the parents in her study were vigilant in their efforts to protect their children from the negative influences of other children with competing values and beliefs during their formative years. Fundamentalist Christian home schooling parents, as well as other parents in the study, expressed the desire for their children to be more influenced by standards held by themselves rather than by the values and norms of contemporary youth culture, including television, movies, rock music, clothing styles, and sexuality. Van Galen (1987) concluded:

While they may differ over what they want to protect their children from, the home schooling parents in this study deliberately maintained distance between themselves and the mainstream society. They are committed to preserving and passing on to their children their own values and beliefs, regardless of whether those values and beliefs are legitimated by available schools. To the extent that public or private schools uphold the values of

the culture from which they wish to remain apart, the parents see the formal and informal lessons of these schools as undesirable or even dangerous places for their children (p. 172).

Parents are also increasingly choosing or considering the home schooling option in order to protect their children from exposure to drugs, alcohol, and violence (Rakestraw, 1988, Lyman, 1998). Increased incidences of drug trafficking and abuse, bomb threats and students killing other students and teachers on school premises, have led many parents to fear for the safety and security of their children attending conventional schools. Enrollment in one home school academy increased by 30% two weeks after one of the worse incident of school violence in history, in which two high school students shot and killed 12 fellow classmates and a teacher, and injured many others (Smoklin, 1999).

Meighan (1996), a leading researcher and proponent of home schooling in Britain, suggests that there are a number of other positive aspects to home schooling. These include:

- Natural learning and “dovetailing”, in which parents assess and enhance the natural learning process of children through a mechanism that is less about teaching and more about learning;
- Efficient and natural use of time, where instruction does not terminate at 3:00 p.m.;
- Non-hostile-learning environment; and

- Adults act as learning agents and coaches, who are partners in the learning process, rather than an instructor who knows and imparts all the knowledge.

In addition, Meighan (1996) suggests that conventional schools were established when our culture existed in an information-poor society. He argues that we now live in an information-rich society and getting children together all in one place to provide access to information no longer makes as much sense. Similarly, North (1987) asserts,

We no longer have to force-feed education to children; they live in a world in which they are surrounded by educational resources... There are several million books in public libraries. There are museums in every town... There are home computers which are easily connected to phones and thus other computers... There are ... the old, the disabled, the very young, all in need of children in their lives, all in need of the kind of help caring and careful youngsters can give, and all of them rich sources of information about the world, and freely available to any child who isn't locked away in school (North, 1987, cited in Meighan, 1996, p. 24).

Another reason often cited by parents for home schooling their children is the desire to strengthen family unity and increase communication and contact between members of their families (Ray, 1999, Blumenfeld, 1995, Van Galen, 1987). Many of these families believe that the amount of time that children in

conventional school are separated from their parents is fundamentally wrong because this causes the family to assume a subordinate role in their children's lives to that of the school (Van Galen, 1987). This, they feel, causes strangers (teachers, students and other school officials) to have more influence over their children than they do as parents. For these families, home schooling is not simply about academics, but about making a public statement of their belief in the importance of strengthening the role of the family. Mothers in Van Galen's (1987) study report that the most satisfying aspects of home schooling are spending time with their children, watching them grow and develop, learning together as a family, developing deeper and closer relationships with their children, as well as facilitating positive relationships among siblings.

Other reasons cited in the literature for home schooling include:

- Opportunity for children with special needs or learning disabilities to move at a pace appropriate for their developmental level;
- Parents' employment involves international business, ministry work or other frequent travel;
- Parents' own negative educational experiences in conventional schools; and
- Children not doing well academically or socially in traditional schools (Blumenfeld, 1995, Angelis, 1998).

In summary, parents choose the home schooling option for a variety of reasons. The most prevalent are: to transmit their religious values and worldview to their children; provide them what they believe to be a better academic

foundation and learning environment; and to protect their children from potentially adverse influences found in conventional schools. According to Divoky (1983),

In spite of the diverse reasons that draw parents to home schooling, they share a profound belief that the public schools are not providing a healthy environment for their children. They also share a need to have some control over their children's learning and development. And they are willing to be different, to take on a socially unorthodox route to rearing the kind of children they want (p. 397).

The Case Against Home Schooling

Most of the criticism of home schooling has been voiced by the public education establishment (Menendez, 1996). The National Education Association, the largest organization of public educators in the nation, took the following stance against home schooling at its 1988 convention and reiterated it in 1994:

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience... The Association believes that if parental preference home schooling occurs, students enrolled must meet all state requirements.

Instruction should be by persons who are licensed by the appropriate

state education licensure agency, and a curriculum approved by the state department of education should be used... (NEA Handbook, p. 271).

Another group of public school administrators, the National Association of Elementary School Principals (NAESP), was even stronger in the expression of its views regarding home schooling:

NAESP is concerned with the increasing number of individuals and groups who are avoiding education in the traditional setting in favor of at-home schooling... Home schooling may:

- 1) Deprive the child of important social experiences;
- 2) Isolate students from other social/racial/ethnic groups;
- 3) Deny students the full range of curriculum experiences and materials;
- 4) Be provided by non-certified and unqualified persons;
- 5) Create an additional burden on administrators whose duties include the enforcement of compulsory school-attendance laws;
- 6) Not permit effective assessment of academic standards of quality;
- 7) Violate health and safety standards; and
- 8) Not provide the accurate diagnosis of and planning for meeting the needs of children with special talents, learning difficulties and other conditions requiring atypical educational programs (cited in Clark, 1993, p. 785).

One of the major criticisms against home schooling is the belief that children need to be taught by qualified professionals (Latham, 1998). Critics maintain that home school students will be academically deficient because it is not possible for even the most well educated parent to possess the depth of knowledge and skills necessary to effectively teach their children all academic subjects. Specialists with advanced training in various subject areas and skill sets are necessary, they contend, in order to provide students with a successful and adequate educational experience (Menendez, 1996). Furthermore, critics argue that the home environment often does not provide the variety of educational resources needed to provide children with a well-rounded and balanced education. Many school officials also believe that systematic evaluation of the academic aptitude and skills of home schooled children is often lacking (Simmons, 1994).

Another major concern regarding home schooling often raised by educators, elected officials and others is what they view as the tendency of home schooling to isolate children from their peers. Critics of home schooling believe this lack of interaction with peers negatively impacts the social and emotional development of children (Meadows, Abel and Karnes, 1992). They argue that students need to interact with other students and teachers besides their parents and siblings in order to share ideas, learn to work together, and be exposed to

people of different races, cultures, nationalities and religious faiths (Divoky, 1983). Spending most of their time with parents and siblings, critics contend, limits the development of various social skills necessary for survival in our complex society (Weaver, Negri & Wallace, 1980, Menendez, 1996).

Some critics of the home school movement, such as Menendez (1996) argue that the educational materials and textbooks used by parents are deficient and inadequate. These textbooks, they argue, provide home schooled students with an unbalanced picture of reality because these children are not exposed to a variety of points of views. After reviewing several textbooks published by two of the leading Christian Fundamentalist publishers of home school materials, Menendez (1996) concluded that the textbooks were:

biased and frequently bigoted... An appalling amount of religious intolerance is conveyed in textbooks issued by Bob Jones University Press and Pensacola College Press... The cultural contributions of America's many ethnic minorities are ignored. Only white Protestant males are acceptable role models... Anti-intellectualism pervades the literature and science textbooks. Writers, including the most distinguished in literary history, are portrayed as dissolute, apostate, and hostile to true religious and moral values. Reading and critical thinking are discouraged. These texts create a ghetto of the mind, and impart a distorted vision of reality,

which may influence those who absorb this information to become determined foes of democracy and pluralism (p. 53-55).

Critics of home schooling further argue that the home school movement encourages a separatist movement that has the potential to divide the country into separate and increasingly contentious cultural enclaves (Lines, 1983). This separatism, critics contend, is encouraged by textbooks and educational materials used by home schooling families and by separatist values being conveyed by home schooling parents to their offspring. Some critics suggest that if a substantial number of parents, similar to the socio-economic profile of most home schooling parents, opt out of public education, the public schools will become a dumping ground for the poor, the unwanted and the forgotten (Menendez, 1996). Furthermore, Menendez (1996) suggests that Christians departing from public schools in large numbers would remove a positive influence from public education that has made a substantial contribution to the stabilization of American society.

Research on Home School Educational and Social Outcomes

Despite criticisms of home schooling, research suggests that home schooled students perform as well or better, academically, than their counterparts in public or private schools, and that their social development is comparable or more advanced than students educated in traditional schools. The following

sections provide highlights of research related to academic and social outcomes of home schooling most frequently cited in the literature.

Academic Outcomes

Research on academic outcomes of home schooling has primarily focused on comparing the academic achievement scores of home schooled and non-home schooled students on a variety of standardized tests. The scores of home schooled students in these studies, in most cases, are compared to the national norm of students attending traditional schools, which is at the 50th percentile. Many of the studies focused on elementary-aged home schooled students, as they represent the largest proportion of students being educated at home.

A number of studies have been conducted with different samples of home schooled students in different states across the country (Wartes, 1987, 1990, Delahooke, 1986, Alaska Department of Education, 1985, Rakestraw, 1988, Ray, 1991, 1992, 1995, Morris, 1992, Hines, 1993), as well as nationally (Ray, 1990, 1997, Rudner, 1998). Wartes (1990) conducted an extended on-going series of studies related to the academic achievement of home schooled students in Washington State over a five-year period. The data used in these studies were Stanford Achievement Test scores of all (100% reporting) home schooled students tested by educational testing services throughout the state of Washington in accordance with state guidelines. Kindergarten through 12th grade

home schooled students in the state consistently scored at or above the 67th percentile level compared to the national norm in most areas including reading, math, science and language. For example, the median score on the 1986 sample ($n = 424$) was at the 68th percentile of national norms. The 1987 median score ($n = 973$) was in the 65th – 66th percentile range, with the highest scores in the areas of science and verbal (vocabulary, word reading and listening), and lowest in math computation (42nd percentile), although math application scores were at the 65th percentile. The 1988 median score for home schooled students ($n = 726$) was also at the 65th percentile, with the same pattern of scores for math and science as the 1987 sample.

Studies in other states in which home schooled students were tested using the Stanford Achievement Test or the Iowa Test of Basic Skills battery also found similar or higher results. The Oregon Department of Education (1990) reported that 73% of home schooled students scored above the 50th percentile in 1988 ($n = 1658$); 75% of Texas home schoolers scored in the 70th percentile or above, 23% between the 50th and 70th and 3% below the 50th percentile (Morris, 1992); and the majority of home schoolers in Pennsylvania scored in the 60th to 74th percentile range (Richman, Girtten, & Snyder, 1990).

Ray conducted a series of studies on the academic achievement of home school students in the states of Montana, North Dakota, Oklahoma, Indiana and

Massachusetts (Ray, 1991, 1992, 1995, 1997, and 1998). The results of a statewide study of home schooled students in Montana whose families returned a survey instrument ($n = 323$), found that students average complete composite scores were at the 72nd percentile, as were their basic composite scores in the areas of language, reading and math (Ray, 1995). Montana students scored highest in social studies (87th percentile) and lowest in math (61st percentile). Ray's (1991) statewide analysis of home schooled students' scores on achievement tests in North Dakota found even higher scores. Students in the North Dakota study scored at the 88th percentile on the complete battery of tests; 83rd percentile on the basic battery (reading, language and math); 84th percentile in reading; 81st percentile in listening, total language and math; 87th percentile in science; and 86th percentile in social studies. The results of Ray's (1992) study in Oklahoma found similar results as in the North Dakota study with students scoring on average at or above the 82nd percentile in all of the areas tested on standardized achievement tests. Indiana home schooled students on average scored at the 86th percentile (Ray, 1997), while students in Massachusetts on average scored in the 85th percentile range on the basic battery (Ray, 1998).

The state of Alaska offers the Centralized Correspondence Study Program (CCS) by mail to home schooled student and other residents who have not completed high school (Ray & Wartes, 1992). Home schooling teachers are

supervised/monitored by certified teachers located in Juneau, Alaska. The Alaska Department of Education's (1986) analysis of students' scores on the California Achievement Tests (CAT) and on the Alaska Statewide Assessment Test (ASA) in reading and math, indicates that students in the CCS home study program tested higher than those in Alaskan public schools (Alaska Department of Education, 1986). For example, The CAT reading scores for CCS students in grades 1 to 3 were .58 to 1.31 standard deviations (SD) higher than the norm for public school students; and grade 1 to 8 math scores for CCS students were .45 to 1.13 SD above the norm, with the exception of 5th grade, which was only .21 SD above the norm.

A study conducted by Hines (1993) examined the difference between the standardized test scores of 4th, 7th and 10th grade home schooled and public schooled students in Arkansas. Public schooled students' scores on the Stanford Achievement Test and home schooled students' scores on the Metropolitan Achievement Test were analyzed using a conversion chart to compare scale and percentile scores. The results of the study indicated that the percentile ranks for home schooled students in all three grades were significantly higher than students in public schools. Home schooled students in the 4th, 7th and 10th grades on average scored in the 74th, 65th and 63rd percentile respectively, compared to public schooled students who scored in the 52nd, 51st and 49th percentile

respectively.

Only a few studies and reports were found in the literature in which the achievement test scores of home schooled students fell below the national average. Rakestraw (1988) conducted a study in which she administered the Stanford Achievement Test to a sample of 84 home schooled students, ages 6-12, in Alabama. The test scores of home schooled students in the study were compared to the scores of all public schooled students in the state even though the populations were not comparable in terms of socio-economic status. Home schooled students did score at or above grade level in most subject areas; however, home schooled students in the first grade fell below grade level in math; 4th grade home schooled students fell below grade level in reading comprehension; and 5th grade home schoolers fell below grade level in vocabulary.

According to Ray (1999), in 1985, the Washington State Superintendent of Public Instruction reported mediocre scores for home schooled students on standardized tests, including the 53rd percentile on math scores and 56th percentile on language. Ray (1999) also reported that in 1998, the New Mexico State Department of Education indicated that "their records show that the academic achievement of the home educated was generally above average, but not as high as reported in most research studies" (p. 10). Similarly, a study

conducted by Dalahooke (1986) comparing intelligence and achievement test scores of children in home and private schools in California, found no significant difference between the scores of the two groups.

A number of large-scale national studies of the academic achievement of home schooled students has been conducted in the 1990s. Most of these studies have been conducted by Dr. Brian Ray for the National Home Education Institute Research (Ray, 1990, and Ray, 1997), of which he is the Founder and President, and for the Home School Legal Defense Association (HSLDA), an advocacy group for home schooling families located in Washington, D.C. The 1990 study systematically sampled 2,163 families from the membership of the HSLDA. Information was received from approximately 1,500 families and 4,600 home schooled students to whom the California Achievement Test, The Iowa Tests of Basic Skills and the Stanford Achievement tests had been administered by their parents or a testing site monitored by states requiring testing. The analysis of test results found that home schooled students scored at or above the 80th percentile in all subject areas including, reading, language, math, science and social studies.

The 1994 study, commissioned by the HSLDA, included test data from the Iowa Test of Basic Skills on more than 16,300 home schooled students in grades K-12 across the country (HSLDA, 1994-1995). The results of this study

indicated that home schooled students' average composite scores on the basic battery were in the 77th percentile. The results of Ray's (1997) nationwide study of more than 5,400 home schooled students were even higher than those found in the first two studies. The results indicated that, on average, these students scored in the 87th percentile range for reading; 80th for language; 82nd for math; 84th for science; 81st for study skills; 85th on the basic battery (reading, language and math); and 87th on the complete battery of tests.

These studies conducted by Ray (1990, 1994, and 1997), as well as some other home school studies, have been criticized because they were commissioned, conducted and/or promoted by home schooling advocates or proponents. In addition, achievement test scores in some of the studies were submitted and reported voluntarily by parents. Ray (1999) himself acknowledged that "perhaps the volunteer nature of participation in Ray's nationwide studies tended to include students whose achievement scores were slightly higher than those in the general home education population" (p. 9) which the studies may have represented. Furthermore, Latham (1998) suggests that the students in some of these studies "may come from an extremely able subset of the population, and would outperform their peers even more if placed in a traditional school setting" (p. 2).

In 1998, the Home School Legal Defense Association once again

commissioned a study on home education in America. This study was different from the other studies in two significant ways. First, the study was conducted by Dr. Lawrence Rudner of the ERIC Clearinghouse on Assessment and Evaluation at the University of Maryland, a researcher not connected with the home-based education movement and whose children attended public schools. Second, home school families chose to participate in the study prior to knowing their children's test scores, thus reducing the likelihood of only high scores being reported (Rudner, 1999). Achievement test scores on the Iowa Basic Skills Test (for grades K-8) and the Tests of Achievement and Proficiency (for grades 9-12) were analyzed for 20,760 home schooled students, making the study the largest research study to date of home-based education in the country (Home School Legal Defense Association, 1999).

The results of the Rudner (1999) study were similar to those found in other studies. Major findings of the study include:

- Almost 25% of home schooled students are enrolled one or more grade levels above their age-level peers in public and private schools;
- Home school student achievement test scores are exceptionally high—the median scores for every subtest at every grade (typically in the 70th to 80th percentile) are well above those of public and Catholic/Private school students;
- On average, home school students in grades 1 to 4 perform one grade level above their age-level public/private school peers on achievement tests;
- The achievement test score gap between home schooled students and public/private schooled students starts to widen in grade 5;

- Students who have been home schooled their entire academic lives have higher scholastic achievement test scores than students who have also attended other educational programs; and
- There are no meaningful differences in achievement by gender, whether the student is enrolled in a full-service curriculum, or whether a parent holds a state issued teaching certificate (p. 29).

Social Outcomes

There is considerable speculation among public educators, and others about the impact of home school on the socialization of children. The prevailing belief is that home schooled students are deficient in social skills and that their self-concepts suffer as a result of isolation from their same age peers attending traditional schools. However, the preponderance of evidence in the research indicates that there is little or no difference in the social skills of home schooled children; if anything, they tend to be more mature and have better social skills than their counterparts in public or private schools. The research also indicates that home schooled students have significantly fewer behavior problems and higher self-concepts than children enrolled in traditional schools (Taylor, 1986, Shyers, 1992, Smedley, 1992).

Taylor (1986) conducted the first study that addressed the issue of the socialization of home schooled students. This study analyzed the relationship between home schooling and the self-concept of a random sample of 224 home schooled students in grades 4-12, selected from two major national home

education agencies across the country. Students completed the Piers-Harris Self-Concept Scale (PHSCS) via mail and their parents completed a demographic questionnaire. The results of the study indicated that home school students scored significantly higher on the global scale, as well as six subscales, of the test than the national percentile norms of public schooled students. The results of the study also indicated that the longer a child was home schooled the higher his/her self-concept, and that the level of their self concepts was unrelated to the educational level of their parents (Taylor, 1986). Taylor concluded, "insofar as self-concept is a reflector of socialization... the findings of the study would suggest that few home school students are socially deprived" (p. 160-161).

Kelly (1991) found similar results with a sample of home schooled students in the suburban Los Angeles, California area. The results of his study indicated that the self-concept scores of home schooled children were significantly higher than the norms for students attending conventional schools. He suggested that factors that contribute to the high self-concept of home schooled students might include low levels of anxiety. Furthermore, Kelly (1991) indicated that "more contact with significant others, parental love, support, and involvement, peer independence, and a sense of responsibility and self-worth may be other contributing factors" (p. 9). A study conducted by Tillman (1995) using the Self-Esteem Index also found the self-esteem of home schooled

students to be above the national norm of students in public schools.

Hedin (1991) conducted a similar study comparing the self-concept of children in home, Christian and public schools, using the Piers-Harris Self-Concept Scale. The sample was drawn from 4th, 5th and 6th grade students who attended large Baptist churches in Texas. The results of the study found no significant difference in the self-concept of the three groups of students. It should be noted, however, that the response rate for home schoolers in the study was relatively low (18%). Taylor suggests this could have contributed to a type II error that falsely retained the null hypothesis of no significant difference, when in fact there may have been a difference between the groups.

Delahooke (1986) investigated the social and emotional development of 9-year-old home educated ($n = 28$) and private school educated students ($n = 32$) in California. The study employed a casual comparative design using the Roberts Appreciation Test for Children to measure children's perception of common interpersonal situations and circumstances. No significant difference was found between the groups on most variables including aggression, limit setting, assertiveness, and reliance on others. The only variable in which a significant difference was found was in the "non-family" sections on the Interpersonal Matrix. Delahooke (1986) suggested that families were the primary focus of interaction for home schooled students, while students in private schools were

more peer focused. She indicated that the study data did not indicate a significant difference in the area of conflict resolution; however, the data suggested that private schooled students were generally more adept at resolving interpersonal conflict with other children than home schooled students.

Shyers (1992) compared the social adjustment of 8 to 10-year old children who were home schooled with those attending traditional schools. Students were administered the Piers-Harris Self-Concept Scale and the Children's Assertive Behavior Scale, and were observed in their interpersonal interactions. The results of the study found no significant difference between the groups in self-concept scores or assertiveness tests. Both groups scored higher in self-concept than the national average, but were slightly passive in their response to social situations. The only significant difference between the groups of students was found in their observed behaviors in free play and group interaction activities. Students attending traditional schools had significantly more behavior problems, were more aggressive, competitive and louder than home schooled students.

A similar study conducted by Smedley (1992) used the Vineland Adaptive Behavior Scale to assess the socialization and communication skills of a demographically matched group of home and public schooled students. The results of the study indicated that home schooled students were significantly more mature and had better social skills than students in public schools.

A few studies examined the social networks of home schooled students to determine if these children were being socially isolated. The Delahooke (1986) study, previously cited, investigated the social activities of home-educated students and those attending private schools. The frequency of participation in various activities was much higher for home schooled students than for private schooled students. For example: 39% of home schooled students participated in organized sports compared to 34% of private schooled students; 64% vs. 9% for play group activities; 100% vs. 84% for church activities; 44% vs. 32% for organized clubs; and 68% vs. 41% for other extracurricular activities, for home and private students, respectively.

Rakestraw (1988) found similar results. More than ninety-eight percent of the home schooled students in her study sample participated in religious activities; 88.3% in music activities; 48.3% in sports activities; 35% private or public school functions; 18.3% community service organizations and 90% interacted with children in their neighborhoods. More recent studies also confirm that home schooled students participate frequently in a variety of activities with their peer group and other groups of children and adults (Tillman, 1995, Ray, 1997).

Chatham (1991) studied the social networks of adolescent home and conventionally educated students, ages 12-18. Social network was operationally

defined as all the people that students interacted with on a regular basis during the period of one month. Data for the study of a sample of 21 home schooled and 20 public schooled students were collected from student journal entries, follow-up surveys, Cornell Parent Behavior Description, and observations. The results of the study indicated that home and public schooled adolescents had similar opportunities for interactions in a variety of areas including; with people of other races, gender, and family relationships; activity types; conversational topics; places of interaction, with the exception of school; and length of acquaintance. The groups of adolescents, however, had differing opportunities for interaction with contacts in the areas of age groupings; origin of relationships; relationship types; frequency of interaction; closeness and supportiveness. Chatham (1991) noted that the results of the study also indicated that

Home schoolers are 'at risk' in the sense of feeling less closeness towards and receiving less support from their relationships overall than similar groups of public schoolers who participated in the study. Although this was not true for family relationships, it showed up clearly in friends and peer friendships, in which the home schoolers have less opportunity to interact than the public schoolers do (p. xiii).

Critics of home schooling argue that the results of most of the studies conducted related to home schooling should be viewed with caution because the

home schooled children used in a number of these studies were not drawn at random from the population (Latham, 1998). Nevertheless, the results of studies favoring the efficacy of home schooling in terms of academic achievement and socialization, along with more favorable media coverage and wider public acceptance, have all helped to make home-based education an increasingly mainstream phenomenon (Knowles, Marlow, Muchmore, 1992). How students educated at home school function and adjust when they leave their home school environment and attempt to further their education in college, however, is an area that has received very little attention from researchers.

Home Schooling and College

Overview

What happens to home schooled students after completing the equivalent of their high school education? According to Ray (1997), 69% pursue postsecondary education and 31% seek employment, compared to 71% and 29% for public school graduates, respectively. The home school movement caught the attention of the academic world in 1983 when Harvard University accepted its first home schooled student, Grant Colfax (Oland, 1998). Colfax went on to graduate magna cum laude, become a Fulbright Scholar, and later a graduate from Harvard Medical school. His two brothers, who were also home schooled, followed in his footsteps by graduating from Harvard.

According to Oland (1998), the high profile case of the Colfax siblings at Harvard was considered a major watershed event for the legitimacy of home schooling at the post-secondary level. Since the Colfax siblings attended Harvard, the number of colleges and universities accepting home schooled students has climbed steadily. The Home School Legal Defense Association estimates that more than 750 colleges and universities now accept home schooled students (Klicka, 1999). Many offer full financial aid packages and academic scholarships especially for home schooled graduates. For example, Nyack College, in Nyack, NY, and Liberty University located in Lynchburg, VA, offer up to \$12,000 in scholarship funding to home schooled students, \$1,000 for each year they were educated at home (Kliwer, 1997).

Home schooled students are now enrolled in all types of higher education institutions, including elite four-year private and public research institutions, liberal arts colleges, Christian colleges and community colleges. Patricia Lines, a leading home school researcher at the U.S. Department of Education, commented in one article, "actually, I don't know of a single college or university that doesn't accept home school graduates anymore" (Kliwer, 1997, p. 4). However, Muncy (1996) suggests that home schooled students are more likely to enroll in religious affiliated and/or small colleges whose curriculum is "conservative" and "Christian centered," rather than large state institutions that

teach what parents might perceive to be "secular and liberal ideology."

In fact, most of the recent enrollment growth at Christian colleges and universities reported in recent years can be attributed directly to the increased presence of former home schooled students at these institutions (Tarricone, 1997). Many of these colleges are eager to enroll these students because of their strong Christian foundation and their academic performance. For example, in 1994, 212 or 10% of the students at Oral Roberts University were home schooled (Oral Roberts University, 1994). The mean standardized test score for home schooled students at the institution was 24 on the ACT and 1005 on the SAT, which were consistent with the mean score for all Oral Roberts University students, but higher than the national average. Similarly, the 1998 American College Test (ACT) High School Profile Report indicated that the mean score of graduating home schooled students on the ACT was 22.8 out of a possible 36 points, compared to the national average of 21.0 for students attending traditional high schools (Fields, 1998, Klicka, 1999).

A study conducted by Chatham (1991) indicates that home schooled adolescents have stronger emotional attachments to their families than students attending traditional schools. Muncy (1996), therefore, suggests that home schooled students may prefer to attend colleges and universities in close proximity to their homes, like community colleges, which often draw students

from their immediate surrounding geographic area. Anecdotal evidence of this trend can be found in many media news reports related to former home schooled students and college (Welter, 1997, Ordozensky, 1996, Bowler, 1996).

A reasonable amount of non-empirically based information found in the literature also suggest that many home schooled students enroll in courses at community colleges during their high school years to supplement their home school curriculum and or to prepare for entering four-year colleges and universities (Bowler, 1996, Welter, 1997, Kliewer, 1997). In one account, Welter (1996) writes:

Shaw, a senior at Virginia Tech, started taking college courses at Piedmont Virginia Community College near her home in Charlottesville County at age 15, because she said, 'that's when I was ready.' At 17, she transferred to Tech. Now she not only maintains a 4.0 grade point average, she also carries a heavy course load with a double major in physics and math and minors in biology and chemistry" (p. E1).

Many other home schooled students are encouraged to attend community colleges because these colleges have "open" admission policies that often do not require standardize testing and other formal evaluation guidelines used by four-year colleges (Jenkins, 1998). Community colleges also provide college level academic work that helps to ensure a more seamless transfer of home schooled

students to four-year colleges and universities (Barnebey, 1986, Ordovensky, 1996, Kliewer, 1997, Brown, 1998). Ordovensky (1996) reported that one home schooled student, a National Merit Scholar who scored 1,380 on the SAT and 32 on the ACT, was encouraged to enroll in courses at a community college by admissions officials and he "did just that. He took general chemistry (a lab science) and pre-calculus at Chattanooga State Technical and Community college. His transcripts shows two A's " (p. 06D). According to Muncy (1996), "the phenomenal growth of home schooling makes the unique characteristics of the home schooled student a particularly attractive target market for higher education institutions seeking to increase their enrollments of academically excelling and socially mature students" (p. 82), who are self-motivated and directed in their style of learning.

Higher education institutions from Harvard to fundamentalist Christian colleges have had to develop policies to evaluate the academic credentials of home schooled students who apply for admission to their institutions. Since home schooled students do not earn traditional high school diplomas, admissions directors at mainstream institutions, who believe they are seeing the beginning of a wave of home schooled students, are grappling with how to evaluate these applicants (Shea, 1996). According to Calloway (1997), often, "admission personnel cannot easily get a feel for what has been learned at home, nor can

they visit the home school as one might visit an alternative high school. Since there is no monolithic model of home education, there is no single formula for assessment" (p. 9).

Many universities, therefore, treat home schooled applicants like high school dropouts. In some states, such as New York, home schooled students cannot be admitted to four-year institutions in the state university system (CUNY) without first graduating from a two-year college. Many universities, like Old Dominion University, require that home schooled applicants take the state exam to earn the General Equivalency Diploma. Others, like the University of Virginia, require students to take two to five College Board achievement subject tests which are evaluated along with portfolios of students' work and personal essays (Welter, 1997). Proponents of the home school movement, argue that these policies unfairly discriminate against home schooled applicants (Tarricone, 1997).

The most recent reauthorization of the Higher Education Act encourages colleges and universities to avoid singling out home schooled applicants for differential treatment by requiring them to take additional tests and adhere to additional standards beyond those required of students graduating from traditional high schools (Klicka, 1999). One passage of the U.S. House of Representatives Report that accompanied the legislation states:

The committee is aware that many colleges and universities now require applicants from non-public, private or non-traditional secondary programs (including home schools) to submit scores from traditional standardized tests... (GED) or ... SAT-II) in lieu of a transcript/diploma from an accredited high school. Historically,... the SAT II was not designed for, and until recently was not used to determine college admissions. Given that standardized test scores (SAT and ACT) and portfolio or performance-based assessments many also provide a sound basis for an admission decision regarding these students, the Committee recommends that colleges and universities consider using these assessments for applicants educated in non-public, private, and non-traditional programs rather than requiring them to undergo additional types of standardized testing. Requiring additional testing only of students educated in these settings could reasonably be seen as discriminatory... The Committee believes that college admissions should be determined based on academic ability of the student and not the accreditation status of the school in which he or she received a secondary education (House of Representatives Report, 1998, p. 147).

The American Council on Education (ACE) and the American Association of State Colleges and Universities (AASCU) recently called on their

member institutions to develop admission guidelines and policies for home schooled students which reflect a balance of the "need for accurate assessment of their academic preparation with a sensitivity to their special circumstances and attributes" (Klicka 1999, p. 9). A number of states, including Georgia, are reviewing legislation to eliminate additional testing requirements for college bound home schooled students. Others, such as Tennessee and North Carolina, have already adopted more "home school friendly" policies that require their public institutions treat home schooled graduates in the same manner as high school graduates from traditional high schools (Terricone, 1997, Fields, 1998, Klicka, 1999).

— The increased popularity of former home schoolers attending college has also led the Home School Legal Defense Fund to implement plans to build and establish a college in a Virginia suburb outside of Washington, D.C., with an alternative curriculum targeted especially at home schooled students, (Bradley, 1997). The college was originally envisioned as a two-year vocational/technical school; however, the plan evolved into the development of a four-year institution that will emphasize vocational apprenticeship in the fields of science, government and journalism (Personal Communications with the Provost and Vice-President for Academic Affairs of the College, April, 1999). Planners for the college are currently seeking accreditation from the regional college-accrediting agency. The

Provost and Vice-President of Academic Affairs, Bradley Jacob, expects the college to enroll its first class in the fall of the year 2000, with a degree program in public policy and government relations.

Research Related to Home Schooling and College

- According to Prue (1997), research on home schooling began appearing in the 1980s, with most of the studies being conducted by graduate students as dissertation studies. Consequently, many of these empirical studies have not been published in mainstream academic journals which are readily accessible to educators, researchers and policy makers. Furthermore, there are a limited number of studies in the existing literature related to former home schooled students in the post-secondary educational setting. As a result, very little is known about the efficacy of home schooling in preparing students to adjust and succeed in college.

Most of these studies related to home schooling and college have been conducted in the 1990's as the first full generation of home schooled students grew up and began seeking admission to colleges and universities. The empirical research to date has consisted largely of two categories of studies. The first category is related to college and university admissions requirements for home schoolers, and the knowledge, attitudes and experiences of college admissions personnel with home schooled applicants (Barnebey, 1986, Klicka, 1999, 1996,

Prue, 1997). The second consist largely of quantitative studies aimed at comparing some aspect of academic achievement between students who have been home schooled and those educated in traditional school settings (Mexcur, 1993, Oliveria, 1994, Jenkins, 1998, Gray, 1889).

Three studies were found in the first category. One study, conducted by Barnebey (1986), sought to identify and compare the admissions requirements, by institutional type and size, for home schooled applicants at 210 selected four-year institutions. The study also examined the attitudes of admissions officers toward home schooled students attending college. Twenty-one percent of the institutions surveyed indicated that they had admitted home schooled students. Although no statistically significant difference was found among the type and size of institutions that accepted home schooled students, large research and doctoral-granting universities were more likely to admit these students than smaller liberal arts colleges. In addition, private institutions were more likely than public institutions to accept home schooled students. Eighty-three percent of institutions that admitted home schooled students accepted the GED in lieu of high school transcripts and all institutions required students to submit written essays and standardized test results, such as the ACT and SAT.

The study conducted by Barnebey (1986) also found that 76% of admissions officers from institutions that accepted home schooled students

believed that these students would succeed in college, while 70% of admissions officers of non-accepting institutions believed that home schooled students would be less successful in college than students who attended traditional schools. In fact, 73% of admissions officers from institutions who did not accept home schooled students indicated that they encouraged home schooled students to attend a community or junior college before applying for admission to their institutions.

Ten years later, in 1996, the National Center for Home Education conducted a survey of a sample of colleges in all 50 states to determine their admission policy related to home schooled applicants (Klicka, 1999). Compared to 21% in the Barnebey (1986) study, 96% of the institutions reported having enrolled at least one and as many as 200 former home schooled students. Forty-four of the institutions responding indicated that they had written or verbal policies in place for evaluating home schooled applicants, and 93% accepted portfolios in lieu of transcripts and diplomas from traditional high schools or the GED.

A similar study conducted by Prue (1997) used electronic mail technology to assess the attitudes and experiences of admissions officers nation-wide that worked with home schooled applicants. The response rate for the e-mail survey was only 16%, with 210 of 1289 institutions responding. Prue (1997) admits that

while more cost effective and efficient than traditional mail surveys, the use of electronic mail technology did not achieve the high response rate expected due to lack of up-to-date e-mail addresses, system incompatibility and other unknown factors. Even so, the results of the study are worth reporting. The findings indicate that most admissions officers from institutions responding reported:

- Increasing numbers of home schooled applicants applying to their institutions each year;
- Having some knowledge and experiences working with home schooled students;
- Having favorable attitude toward home schooled students;
- Currently having formal admissions policy to evaluate home schooled applicants; and
- Believing that the home school movement would have a significant impact on higher education in the near future.

Forty-nine percent of admissions personnel responding to the survey indicated that they believed that most or all former home schooled students admitted to their institutions were succeeding academically, while the same percentage (49%), indicated that they were not cognizant of the academic status or success of home schooled students attending their institutions.

A similar study utilized traditional questionnaires mailed to admissions officers at 105 community colleges in three states---Michigan, Oregon and Texas (Jenkins, 1998). The results of the study indicated that while only 47% of the community colleges responding had formal policies for evaluating home schooled applicants, another 40% were accepting these students without any

specific written policies governing the practice. Similar to the Prue (1997) study, nearly 50% of community college admissions officers indicated that they had no knowledge or opinion about the academic performance of former home schooled students at their institution. Jenkins (1998) suggested that this finding indicated that admissions officers either lack direct experience with home schooled students or lack data on which to report on their academic performance.

The second category of research studies related to home schooled students in college consist largely of quantitative studies comparing some aspect of academic achievement between students who have been home schooled and those educated in traditional schools (Mexcur, 1993, Oliveria, 1994, Jenkins, 1998, Gray, 1889). The results of these studies do not present a clear trend.

One study conducted at three private Christian colleges compared the academic achievement of college freshmen who had graduated from public, private, Accelerated Christian Education (ACE), and home schools (Mexcur, 1993). The results of the study, which compared ACT scores and GPA, found no statistically significant difference in the academic performance among the groups. The results of the study may be questionable, however, because only 10 of the 632 students in the study were home schooled.

A similar study compared ACT English sub-test scores and grades in

freshman English courses of 60 former home schooled students with those of 60 students who graduated from both conventional private and public schools (Galloway, 1995). The results indicated that home schooled students scored significantly higher on ACT English sub-tests than students who graduated from public and private schools; however, no significant difference was found among the groups in the performance of assignments or grades in freshman English courses. Another study conducted at three four-year colleges and universities in Georgia, employed a survey methodology to investigate similar variables related to the academic achievement of 56 home schooled students and 44 traditional students (Grey, 1998). The results of this study found no significant difference between home schooled students and students who attended traditional schools, in their SAT scores, GPA and mean English grade.

The study conducted by Jenkins (1998) at community colleges in three states, cited previously, also addressed similar variables related to the academic performance of 101 home schooled students and a comparable group of students who attended traditional schools. Unlike studies conducted at four-year institutions, the results of this study found statistically significant difference between GPA and standardized reading and math scores of home schooled and non-home schooled students. Home schooled students had higher mean scores in these variables than their counterparts who attended traditional schools

regardless of gender, part-time or full-time enrollment status or age at the time of their admissions. Based on the results of the study, Jenkins (1998) concluded that "based on the performance of home schooled students, their preparation for college has been as good or better than that of the overall freshmen population at the community college" (p. 143).

Oliveria (1994) compared the critical thinking skills of college freshmen that had graduated from the same four educational settings as used by Mexcur (1993). In this study, the California Critical Thinking Skills Test (CCTST), designed to test the critical thinking skills of college students, was administered to: 58 home schooled graduates; 50 graduates of Accelerated Christians Education programs typically offered by church affiliated schools; 195 public schooled graduates; and 485 who had graduated from conventional Christian high schools. The results of the study found no statistically significant difference between the groups on any of the variables tested; therefore, Oliveria (1994) concluded that secondary educational settings, as a whole, did not appear to account for differences in the critical thinking skills of college freshmen.

The only study found addressing similar issues as ones addressed by this study was conducted by Galloway and Sutton (1997). The study tracked 180 college students who had graduated from home schools ($n=60$), public schools ($n=60$) and Christian schools ($n=60$) over a four-year period, to determine their

success in college. Indicators of college success included a variety of academic, cognitive, affective/social, psychomotor and spiritual factors. The results of the study indicated that home schooled students ranked significantly higher than the other two groups of students in all factors except psychomotor. Home schooled students ranked first in 10 of 12 academic indicators; first in 17 of 23 cognitive indicators; first in 7 of 10 affective/social indicators; and first in 7 of 11 spiritual indicators. Galloway and Sutton (1997), therefore, concluded that home schooled students could perform as well as traditionally educated student academically and in other areas necessary for college success.

There are a number of issues related to home school research that are worth noting. First, a number of researchers who have conducted studies related to home schooled students in college indicate that they have encountered difficulties and challenges in gaining access to former home schooled students in order to draw their samples (Prue, 1997, Jenkins, 1998, Gray, 1998). Because the home schooling phenomenon is still relatively new to colleges and universities, many have not created systems to identify or track these students. Prue (1997) reports changing the original intent and purpose of her study after her experiences in trying to identify home schooled students enrolled at institutions. She states:

Identifying home school students attending college was the most

challenging and revealing aspect of the study. Most of the over 50 public and private higher education institutions contacted has no special designation or field in their student databases which could indicate that a student had been home schooled. Therefore, admissions personnel had no simple way of identifying home schoolers within their freshmen classes (p. 2).

Similar difficulties were experienced in identifying home schooled students enrolled in large private and public institutions for this study. On the other hand, most Christian colleges and universities contacted had developed mechanisms to identify and track these students.

In addition, the sample sizes in many of the studies conducted to have been relatively small. This is again due to the small percentage of home schooled students on campuses compared to the number of students who graduated from traditional high schools. Until the number of former home schooled students in college increase sufficiently to receive special attention from college and university enrollment management personnel, research with this population will continue to be a challenge.

Lack of sufficient numbers and access to home schooled students from which to draw random representative samples has also been a major limitation of home school research. This condition makes it very difficult to conduct research

in this area, particularly experimental or causal-comparative studies that “simultaneously and carefully control for various background variables in order to more clearly determine whether home schooling causes positive or negative effects” (Ray, 1999, p. 18). This is likely to change in the future; however, in the interim, the number of home schooled students currently enrolled in college makes this area ripe for conducting in-depth qualitative research with small purposive samples of these students. Qualitative studies of the phenomena can provide more in-depth insights into various aspects of the impact of home schooling on students at the post-secondary level.

Conceptual and Theoretical Frameworks

Even as increasing numbers of former home schooled students are entering colleges and universities each year, with the goal of earning a college degree, very little is known about the likelihood of them remaining in college and achieving their goal. Research indicates that more than 40% of traditional college students leave higher education without earning a degree, with 75% of these dropping out within the first two years of college, and 20% during the freshman year (Tinto, 1987, Mallinckrodt & Sedlacek, 1987). A substantive body of literature exists which suggests that students' success in college and their ability to persist and earn a degree depend on their pre-college expectations and the degree to which they adjust, integrate or acculturate academically, socially and

emotionally into the college environment (Pascarella & Terenzini, 1979, 1980, Nora, Attinasi, & Matonak, 1990, Gerdes, & Malinckrodt, 1994). The transition to college for many students is characterized by many complex challenges in academic, social and emotional adjustment (Chickering, 1969). Some students are able to make the transition and adjustment to college life successfully, while others are unable to effectively overcome the “culture shock” and eventually dropout of college.

Research related to student success in college is often informed by a number of theoretical frameworks related to student development and retention. The combination of a number of these constructs and models, including The Frog Pond Effect, Tinto's Institutional Departure model, Tinto's adaptation of Van Gennep's *Rites of Passage* theory and Chickering's theory of the Seven Vectors of Student Development, provided the theoretical framework for the study. Following is an overview of various constructs from these models and theories that provided the conceptual framework and underpinning for studying the pre-college events, expectations, transition and adjustment experiences of former home schooled students in college.

The Freshman Myth and Frog Pond Effect: Anticipatory Integration

The construct of pre-college expectation or anticipatory integration, addressed by the first research question of the study, is a significant predictor of

attrition. It encompasses the expectations formed by students about their ability to adjust to college life, before actually entering college. A number of studies that have compared students' pre-matriculation expectations of college with their actual experiences after being on campus for a semester, have found that many students enter college with unrealistically optimistic expectations of life in college (King & Walsh, 1972, Whiteley, 1982). This idealized, pre-conceived view of college life, sometimes called the "freshman myth," is often followed by feelings of disillusion when students' high expectations are not met (Cooper & Robinson, 1988). A study conducted by Baker, McNeil And Siryk (1985) found that this experience can have a negative effect on college students and increase their likelihood of dropping out. They found that students who over estimated their college academic and social successes sought counseling assistance at a higher rate than their cohort group, had lower grade point averages, lower retention rates and were less likely to complete their college degree in four years.

A similar syndrome of over anticipation of college success is called the "frog-pond effect" (Davis, 1966). In this case, students who are high achievers academically and socially in high school expect they will do equally well in college; however, once they enter college, the increased level of competition among the new set of peers who also excelled in high school, causes many of these students' performances to be only average. Research has shown that

increased academic or social competition can result in adjustment problems for many of these students, frequently causing their self-concept and academic confidence to suffer during their freshman year (Feldman & Newcomb, 1969, Tinto, 1975, Astin, 1975). Nevertheless, as students learn to make the necessary adjustments to the competition in the new environment, their academic performance generally improves by their sophomore year (Pascarella & Terenzini, 1991).

Tinto's Institutional Departure Model

This study also examines constructs included in the most prevalent theoretical framework related to student retention, Vincent Tinto's (1975) Institutional Departure Model (See Figure 2.1). This model, based on research by Spady (1970) and Durkheim (1961), theorizes that students' background characteristics (including personal attributes, family background, and pre-college schooling) correlate with each other to affect both their commitment to the goal of graduating and their commitment to the institution. Within the academic system, high goal commitment generally translates into higher academic development and achievement, which in turn leads to strong academic adjustment or integration into the college environment. Within the social system, high institutional commitment generally produces higher participation in extracurricular activities and increased peer group and faculty interactions, which

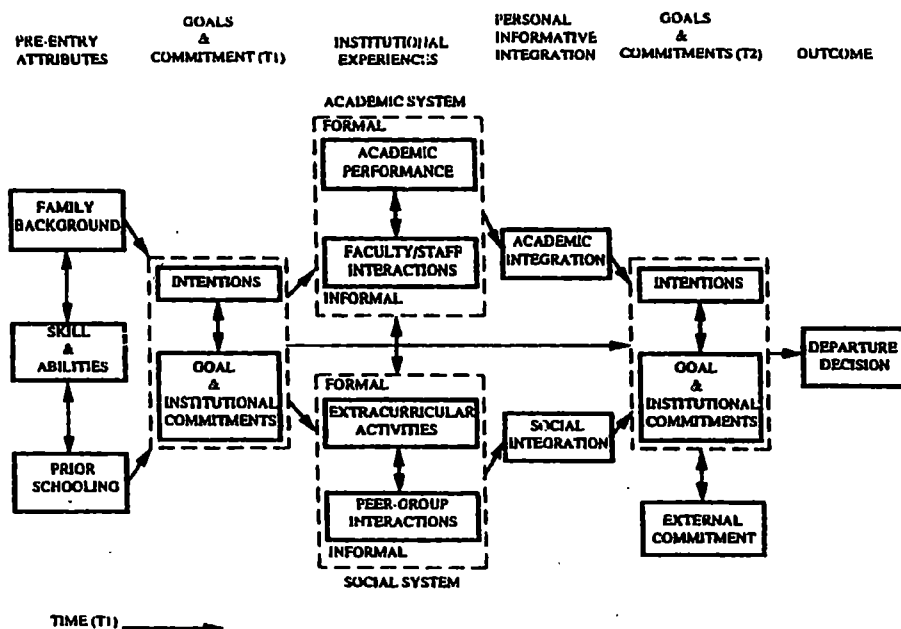


Figure 2.1 Tinto's Institutional Departure Model. In Tinto (1987), *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press (p.114).

in turn leads to stronger social adjustment within the college environment. Strong academic and social adjustment is more likely to reduce the likelihood of students dropping out of college (Tinto, 1975, Pascarella, 1982).

Pascarella and Terenzi (1978, 1980) and a number of other researchers have conducted longitudinal research studies confirming the efficacy of Tinto's model (Pascarella, Smart & Ethington, 1986, Nora, 1987, Nora & Rendon, 1990). The focus of these studies involved analyzing the relationship of the constructs of academic and social adjustment, and goal commitment/institutional attachment, to institutional departure. Most of these studies found that students'

backgrounds or pre-college characteristics and the structural and organizational features of the institution (e.g., public or private, four-year or two-year, size, selectivity) were two major sets of variables that affect students' academic and social integration into the college environment.

The relationships among some of these constructs contained in Tinto's Institutional Departure Model also helped to provide the conceptual framework for this study. The following sections provide a brief overview of the constructs of academic, social and emotional adjustment, as well as goal commitment and institutional attachment. The experiences of home schooled students in college as they relate to these constructs was the focal point of the third research question posed by the study.

Academic Adjustment. The construct of academic adjustment in Tinto's model involves more than the scholarly potential or academic achievement of students. Research indicates that while academic performance is highly correlated to retention, it accounts for no more than one half of the variance of students' decision to drop out of college (Pantages & Creedon, 1978); therefore, the construct of academic adjustment is much broader than academic performance, (i.e., GPA), and extends to issues such as development of a strong sense of purpose for attending college, taking appropriate actions to meet academic demands, and general satisfaction with the academic environment

(Baker & Siryk, 1989). Academic adjustment also involves the development of a strong affiliation with the college academic environment, both inside and outside the classroom, including interactions with faculty, academic staff and peers in academic tasks and activities (Baker & Siryk, 1989, Nora, 1993, Gerdes & Mallinckrodt, 1994).

Social Adjustment. Research indicates that social adjustment, another construct in Tinto's model, may be just as important as academic factors in determining whether students persist towards earning their degree or drop out of college (Baker & Siryk, 1989, Nora, 1993, Mallinckrodt, 1988, Pantages & Creedon, 1978). Social adjustment refers to the degree to which students manage the new freedom of being on their own, form new social support networks and become integrated into the social life of college. Students who have socially adjusted to college life often have strong affiliations within the college environment, both inside and outside the classroom. These affiliations include interaction with faculty, academic staff and peers in a social manner, involvement in campus organizations and managing new social freedoms (Pascarella & Terenzini, 1980, Baker & Siryk, 1984, Nora, 1993).

Social development or adjustment to college is determined by the quality of students' physical and psychological involvement in the life of the institution (Astin, 1985). Student involvement in extracurricular activities, and informal

contact with faculty and staff help build vital social support networks, which have been found to play a strong role in students' decisions to drop out of college (Hays & Oxley, 1986, Lenning, Beal & Sauer, 1980, Terenzini & Wright, 1987).

Goal Commitment/Institutional Attachment. A third predictor of student attrition in Tinto's model is individual goal commitment, or the development of a strong personal resolve on the part of a student to complete his/her college degree (Bank, & Slavins, 1987, Pascarella & Terenzini, 1980 Baker & Siryk, 1984). Tinto (1987) suggests that students' personal dispositions, related intent and commitment to obtaining their degrees are important attributes, which not only establishes the boundaries for their academic achievement, but also affects the quality of their overall experiences in college. Students with a stronger commitment to completing their degree or those having long-term educational or occupational goals are more likely to earn their college degree. This is often the case with students who are pursuing careers that require the completion of professional or terminal degrees as a pre-requisite for employment in their chosen field (Frank and Kirk, 1975). According to Tinto (1987), in these instances, the goal of occupational attainment becomes the motivating force for the completion of the degree, with the attainment of the former dictating the completion of the latter.

Commitment or attachment to the institution in which a student is

enrolled also impacts the likelihood of his/her persistence toward earning a college degree (1987, Pascarella & Terenzini, 1980 Baker & Siryk, 1984).

Research indicates that, all other things being equal, students are more likely to graduate from a specific college or university that they have a personal commitment or attachment to than one to which they have ambivalent feelings (Terenzini, Lorang & Pascarella, 1981). Institutional commitments often result from family traditions of a parent having attended the same institution or the perception that graduating from a specific institution, such as an elite ivy league college, will increase the student's chance for success in their chosen field (Tinto, 1987).

Although there are certainly other factors that contribute to student attrition in college, anticipatory adjustment and actual adjustment in college play a significant role in students' decisions to persist toward earning their degree.

Tinto (1987), however, is clear to point out that

In many respects departure is a highly idiosyncratic event, one that can be fully understood only by referring to the understandings and experiences of each and every person who departs. Nevertheless, there does emerge among the diversity of behaviors reported in research on this question a number of common themes as to the primary causes of individual withdrawal from institutions of higher education. These pertain on one

hand to the disposition of individuals who enter higher education and, on the other, to the character of their interactional experiences within the institution following entry (p. 39).

Chickering's Theory of the Seven Vectors of Student Development

The construct of emotional adjustment, not specifically addressed in the Tinto model, has also been found to affect student retention in college (Pappas & Loring, 1985, Vredenburg, O'Brien & Kramer, 1988). Research indicates that college students, particularly freshman, often have to cope with emotional feelings of home sickness, loneliness, depression, nervousness, irritability, shyness (Guinagh, 1992, Brown & Christianson, 1990), and a variety of other stresses that affect their adjustment to college life and subsequent persistence toward completing their college education. The construct of emotional adjustment also involves students' ability to develop stable relationships, strong self-worth, identity and direction in life (Baker & Siryk, 1984, Nora, 1993, Gerdes & Mallinckrodt, 1994).

Chickering's (1969) theory of the Seven Vectors of Student Development has been found to be predictive of student emotional/psychological adjustment to college, and was a logical addition to the conceptual framework of the study. This model of student development suggests that college students progress through the following seven developmental tasks or vectors which influence their

emotional/psychological adjustment to college: achieving competence, managing emotions, becoming autonomous, establishing identify, freeing interpersonal relationships, clarifying purpose and developing integrity. Chickering further contends that students' progress through the vectors can be impeded or enhanced by issues such as institutional size, residence hall arrangements, student groups and culture, curriculum, teaching and evaluation methods.

Van Gennep/Tinto's Stages of Student Adjustment

The final conceptual model that contributed to the theoretical underpinning of this study was Tinto's Stages of Student Adjustment to College. Subsequent to his development of the Institutional Departure Model, Tinto (1988) conceptualized student adjustment and persistence in college based on the work of Arnold Van Gennep, a Dutch anthropologist. Van Gennep (1960) studied the rites of movement and membership in tribal societies. As a result of his studies, he postulated that life is comprised of a series of passages or movements from membership in one group or status to another. Individuals progress through these passages throughout their lifetime from birth to death. Passages from one group, status or culture to another (such as birth, graduations, entrance into adulthood, and marriage) often involve specific ceremonies or rites of passage, which provide orderly transmission of the beliefs and norms of the group or culture to help individuals successfully move through the times of

change. The rites of passage process involve three stages: (1) separation from old associations, (2) transition to learning the norms and behaviors of the new group, and (3) eventual total incorporation into the lifestyle or culture of the group (Van Gennep, 1960).

Tinto (1988) adapted constructs from Van Gennep's classic study on *The Rites of Passage*, as a way of characterizing the process of student adjustment and persistence in college as the movement from youth to adult status in society.

According to Tinto

College students, after all, are moving from one community or set of communities (most commonly those of the high school and the family) to another. Like other persons in the wider society, they must separate themselves, to some degree, from past associations in order to make the transition to eventual incorporation in the life of the college (p. 442).

Tinto (1988), therefore, conceived the process of college students' institutional persistence as involving three related and interactive stages or passages from one community or culture into another. He suggests that similar to Van Gennep's *Rites of Passage*, students typically must pass through the following three stages in order to complete their degree: separation, transition and incorporation.

Separation. The separation stage requires students to physically and socially disassociate themselves from membership in their past communities (home, family, high school, friends) and move into a markedly different intellectual and social environment from the one they left behind. The movement generally involves moving from one culture or environment where the students are known and are comfortable with the norms and behaviors, to a new culture or environment in which they are strangers expected to navigate uncharted waters.

According to Tinto (1987), "for virtually all students, the process of separation from the past is at least somewhat stressful and the pains of parting temporarily disorienting" (p. 95). For many college freshmen, the move to college is the first long-term separation from their parents and family and their first real opportunity for independence. Students' persistence in college depends largely on how well they are able to manage the separation from family and their newfound freedom, as they navigate the intellectual and social maze of college.

Transition. The transition stage involves a period in which students have separated from past associations, yet still have neither fully acquired the necessary patterns of behavior and norms nor established the personal bonds related to community membership needed to successfully integrate into the new college culture. In this stage, students are essentially pulled between two worlds

(Tinto, 1988). According to Lokitz and Sprandel (1976), these “students often feel stripped of their social identities by the move to college, having lost the social identity, moorings afforded by parents’ place in the community and by their own place in their high schools and among peers” (p. 274). Pascarella & Terenzini (1991) also found that the transition from high school to college can be difficult on the academic, as well as social self-concepts, of students (social self-confidence, popularity, leadership ability, etc).

According to Tinto (1988), students like home schoolers, who are from communities, families and or school settings with values, norms and behaviors that are very different from college environments, often have a difficult time separating and making the transition and adjustment to college life. In addition, Tinto suggests that in seeking to avoid the stress of separation and transition, students residing at home while attending college may fail to see the need to become involved in the on-going intellectual and social life in college; therefore, they often restrict their interactions with members of the campus community. Although this may not prove to be problematic for these students at the outset, Tinto argues that the lack of separation, transition and integration into the intellectual and social systems in college often negatively affects the persistence and completion goals of many of these students over time.

Incorporation/Integration. The incorporation stage is characterized by "moving away from the norms and behavior patterns of past associations... adapting norms appropriate to the new college setting and establishing competent membership in the social and intellectual communities of college" (p. 446). Failure to become incorporated or acculturated into the various college systems often leads to isolation and departure from college. Tinto (1988) concluded that the "process of institutional departure may be seen as being differentially shaped over time by the varying problems new students encounter in attempting to navigate successfully the stages of separation and transition and to become incorporated in the life of the college" (p. 442).

A number of research studies have tested constructs related to Tinto's Institutional Departure Model, Chickering's Theory of the Seven Vectors of Student Development, and Tinto's adaptation of Van Gennep's *Rites of Passage* with a variety of college student populations, including first generation college students, non-traditional students and various groups of minority students (Burr, 1992, Christie & Dinham, 1991, Kraemer, 1997, Crews, 1991, Nora, Attinasi & Motanak, 1990, Nora, 1987). However, these models have not been applied to college students who have been home schooled.

Summary

The past twenty-five years has seen a resurgence in home-based education of children in America. With home schooling now legal in all fifty states, more than 1.2 million parents are taking advantage of this educational option for a variety of reasons, the most prevalent being, teaching religious values, providing students with a more personalized educational experience, strengthening family ties and safety concerns. Home school educational and curricular practices vary from family to family. Most utilize a combination of commercially available curriculum materials and homemade projects that encourage hands-on learning. Although families of different backgrounds, religions and races are actively involved in home schooling, the research indicates that most families involved in the practice are Christian, white, middle class, two-parent families living in suburban America.

The literature contains as many arguments for educating children at home as it does against the practice. The main arguments against the practice, which suggest that parents without college degrees are ill suited to teach their children and that children educated at home are socially deficient, are not supported by research. Although the research related to these issues has been criticized as not meeting standards for experimental inquiry, the evidence indicates consistently that the academic performance of home schooled students is often higher than

that of students in traditional school settings. Research also indicates that home schooled students are as socially adept as their public school counterparts, and are less apt to cause discipline problems.

In one respect, college can be considered a continuation of the goal of the American educational process to acculturate students with the values, beliefs and attitudes that led home schooling parents to reject conventional schools; yet, increasing numbers of home schooled students are entering the academy each year. The literature presents a relatively clear picture of the academic and social impact of home schooling on students in Kindergarten through twelfth grade; however, very little research exists that explicates how these students make the transition from the home school environment and adjust to college life. Issues related to the transition of former home schooled students from the home school environment into the college culture, and their subsequent academic, social and emotional adjustment to college life, issues previously unaddressed are addressed in this dissertation using a combination of theoretical frameworks including Tinto's Institutional Departure Model, Chickering's Theory of the Seven Vectors of Student Development, and Tinto's adaptation of Van Genneep's *Rites of Passage*.

C H A P T E R I I I

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of the study was to describe the experiences of home schooled students as they made the transition from the home school environment into the college culture, and to determine how they have adjusted to college life. Furthermore, the study aimed to inform and construct a portrait of the journey from high school to college life from the perspective of students who have been home schooled.

The study was guided by the following research questions:

- 1) What were the home school experiences, pre-college decision-making processes and expectations of former home schooled students prior to entering college?
- 2) What were former home schooled students' perceptions and experiences of the process of separating from the home school environment and making the transition to the college culture?
- 3) How do former home schooled students adjust to college life?

This chapter outlines the research design of the study, sample and

sampling procedure, research methods, data collection procedures, data analysis and trustworthiness of the data/standards for evaluating qualitative research.

Overview of Research Design

Given the purpose of the study and the paucity of research in this area, an exploratory descriptive design involving qualitative methods, supplemented by quantitative approaches, was seen as the most appropriate methodology. Qualitative methodology was selected as the primary research method for the study because its inquiry methods and epistemological assumptions match well with the purpose and type of research questions posed by the study. A major aim of the study was to gain detailed insights into the transition and adjustment experiences and perceptions of college students who were home schooled. This aim is congruent with the goals of qualitative research, which is concerned with acquiring in-depth understanding of a phenomena by seeking to access the lived experiences of individuals as they perceive, understand and interpret on-going events, rather than seeking to understand cause and effect relationships (Patton, 1991). Furthermore, the purpose of this study and of qualitative research "is not to establish statistical generalizability, but to broaden the scope of situations investigated in detail by the researcher and thus widen the scope of understanding" ... and meaning that events have for the persons being studied

(Bradley, 1993, p. 438).

Bogdan and Biklin (1992) enunciate five features which are characteristic of qualitative research studies, which guided the research design and implementation of the study:

- 1) Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument, rather than inventories, questionnaires or machines.
- 2) Qualitative research is descriptive, in that data collected are generally in the form of words or pictures rather than numbers.
- 3) Qualitative researchers are concerned with process rather than simply with outcomes or products.
- 4) Qualitative researchers tend to analyze their data inductively by building abstractions, concepts, hypotheses or theories from the data themselves.
- 5) 'Meaning' is of essential concern to the qualitative approach... i.e. how people make sense of their lives and experiences from their perspective (p. 29-32).

In-depth interviewing is one of the most common modes of qualitative inquiry, and is the primary method employed in this study. The interview method was selected based on the assumption that the perspectives, thoughts and feelings of home schooled students are meaningful, and that they can be made explicit through the interview process (Patton, 1990). Conducting interviews provided insights into the research topic from the perspectives of former home schooled students and how they experienced situations.

The studies and writings of Attinasi (1991) support the method of interviewing students as an alternative to the more traditional variable analysis

and statistical methods used in studying student experiences and outcomes at colleges and universities. He argues that

progress in understanding college student outcomes such as persistence has been retarded by our failure to take into consideration the meanings the phenomenon of going to college holds for students. The premise for this argument is that it is on the basis of meanings that human beings act. Yet, those who study outcomes (including institutional researchers) tend to ignore student meanings, either because they assume they already know them or because they consider them irrelevant. As with social researchers generally, their focus is on the relationship between static independent and dependent variables, with little concern for the intervening process of interpretation (p. 6).

To further strengthen the research design, additional methods and types of data were collected, both qualitative and quantitative. These included interviews of faculty and staff at the institutions students attended, two questionnaire instruments completed by students and field notes. Triangulation of research methods and data sources is one technique often used by qualitative researchers to strengthen the research design, minimize intrinsic bias in the research and strengthen the reliability of the findings (Gay, 1996, Denzin, 1970).

Research Settings

Students and faculty/staff members involved in the study were enrolled or employed at two religiously affiliated and two public colleges and universities in the state of Tennessee. The first religiously affiliated institution, Lee University (LU), located in Cleveland, Tennessee, has an undergraduate and graduate enrollment of about 3,000 students. The university operates under the auspices of the Church of God and "is firmly committed to the conservative, evangelical, Pentecostal religious position of its sponsoring denomination" (Lee University Catalog, p. 9). The second religiously affiliated institution, Bryan College (BC), located in Dayton Tennessee, is an independent non-denominational Christian liberal arts college, enrolling approximately 450-500 students. Its mission as described on its website catalog is "to educate students to become servants of Christ to make a difference in today's world" (www.bryan.edu).

The two public universities from which students and faculty/staff members were selected to participate in the study are a part of the University of Tennessee statewide system of campuses. The first, the University of Tennessee, Knoxville (UTK), located in Knoxville, Tennessee, is the state's flagship public research university, enrolling more than 26,000 undergraduate and graduate students in a wide variety of fields of study. The university is best known in the state and nationally for athletic teams that have won national championships in a

number of major collegiate sports. The second public institution, the University of Tennessee, at Chattanooga (UTC), located in Chattanooga, Tennessee, describes itself as a "metropolitan university dedicated to meeting the general and professional educational needs of area residents. UTC, which enrolled more than 7,000 undergraduate and graduate students in the fall of 1998, has been described by students in the study as primarily a commuter campus.

Sample and Sampling Procedures

Description of Sample

Participants in this study consisted of a purposeful sample of 25 full-time sophomores, juniors and seniors, who had been home schooled for at least four years, including their high school years, and who completed home schooling rather than a traditional high school. Students were either residential or non-residential students attending four-year public or religiously affiliated colleges and universities in the state of Tennessee. Thirteen students attended religiously affiliated colleges/universities and 12 attended public universities. Secondary participants in the study consisted of faculty and administrators/staff members at these institutions who had some first-hand knowledge of the transition and/or adjustment experiences of the former home schooled students who participated in the study. The strategy of selecting a purposeful sample for in-depth study is based on Patton's (1990) argument that this sampling strategy produces

information-rich cases "from which one can learn a great deal about issues of central importance to the purpose of the research" (p. 169).

There is no rule of thumb regarding sample size when conducting qualitative research (George, 1991, Patton, 1990). According to Patton (1990) "the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size" (p. 185). This study was aimed at conducting an in-depth examination of the college experiences and adjustment of home schooled students in detail, rather than investigating the breadth and scope of the phenomenon on a large scale. Therefore, a target number of 20 students and faculty/staff pairs (10 from each institutional type) were deemed adequate for this exploratory study. The final sample included 25 students and 22 faculty/staff members.

Sampling Procedures

According to Erickson (1995), there are many difficulties and challenges associated with conducting research with the home school population. First, it is often difficult to identify participants who can provide an accurate representation of the experiences of this group. Second, many are strongly opposed to or suspicious of research into their practices because of the political implications of research that may be damaging to their cause. Third, it is currently difficult to

identify home schooled students attending colleges and universities because the numbers have not increased to the point that most institutions are tracking them as a group in their management information systems.

In order to minimize these difficulties, the researcher established relationships with key individuals in the home school movement in the state of Tennessee, including the Directors of a number of Regional Home School Associations and the Tennessee Home School Association. In addition, admission officers at various four-year colleges and universities throughout the state were contacted for assistance in helping to identify former home schooled students enrolled at their institutions.

The researcher attempted to locate one public and one religiously affiliated four-year college or university in the state of Tennessee that enrolled a sufficient population of former home schooled students from which the desired number of students needed for the sample could be selected. However, a sufficient number of students from one institution could not be identified or did not volunteer to participate in the study. Therefore, students were selected from two religiously affiliated and two public colleges and universities.

The Office of the Vice-President of Student Affairs and the Director of Enrollment Management at the two religiously affiliated institutions assisted the researcher by contacting former home schooled students at their institutions

from a list generated by their Office of Enrollment Management. All students on the list at both institutions were contacted by phone and/or mail to solicit their participation in the study. Ten students at Lee University and five students at Bryan College responded and expressed their willingness to participate in the study.

None of the four-year public universities contacted in the state was able to accurately identify former home schooled students enrolled at their institution. Therefore, the sample of students from public institutions was selected through a chain sampling approach. Students responded to a request for volunteers from a note sent out via electronic mail by the local home education support group, the Smoky Mountain Chapter of the Tennessee Home Education Association. Names of additional students were provided to the researcher by an Agricultural Extension Agent who works with 4-H home schooled groups in the University of Tennessee system. Each student who agreed to participate in the study was asked to recommend other college student who were previously home schooled, until the desired number of participants at four-year public universities was identified.

Each student participant in the study was asked to identify two or three faculty, administrators or staff members at their institution who had first-hand knowledge of their transition in the areas of academic, social or emotional

adjustment to college life. These faculty/staff members were contacted by telephone at random until one identified by each student expressed his/her willingness to participate in the study. In three cases, the same faculty member was identified by more than one student; therefore, there were three fewer faculty/staff members interviewed than number of students participating in the study.

A number of criteria were used in recruiting participants for the study. Those criteria included: the number of years home schooled (minimum of 4 years, including high school years such that the student did not receive a traditional high school diploma); philosophy of home school parents (pedagogues or ideologues); higher education institutional type (four-year religious affiliated, liberal arts, private or public colleges and universities); residential or non-residential status; gender (male and female); and enrollment status (sophomore level or higher). Every attempt was made to obtain a diverse sample of participants that encompassed as many of the factors or characteristics as possible. Although the general population of home schooled students is not evenly distributed with regard to these characteristics, the final sample reflected a balanced combination of a number of the desired criteria.

Research Methods

Interviews

In-depth interviews were the primary data collection methodology employed in the study. Stewart and Cash (1974) define interviewing as "a process of dyadic communications with a predetermined and serious purpose designed to comprehend behavior and usually involves the asking and answering of questions" (p. 4). Conducting in-depth interviews provides the best opportunity to focus on the experiences of individuals and how they interpret the world (Patton, 1990). Former home schooled college students and faculty/staff members identified by each student were interviewed for the study. According to Weiss (1994), interviews are conducted in order to:

- 1) Give us access to the observations of others.
- 2) Gives us a window on the past.
- 3) Learn what people perceive and how they interpret their perceptions.
- 4) Learn how events affected people's thoughts and feelings.
- 5) Learn the meaning people ascribe to their relationships, their families, their work and themselves.
- 6) Learn about settings that would otherwise be closed to us.
- 7) Rescue events that otherwise would be lost (p. 1-2).

The interview procedure employed was a standardized open-ended format based on constructs of Tinto's model and his reconceptualization of Van Gennep's *Rites of Passage*. Most of the questions contained in both the student and faculty/staff interview protocols were designed to reflect each of the major

constructs of the theories (See Appendices H & I). These constructs include students' expectations of college prior to attending, and the process of separation, transition and incorporation or adjustment to college life in a number of areas (academic, social and personal-emotional adjustment, goal commitment-institutional attachment and overall adjustment). Interview questions were worded in an open-ended manner to encourage participants to respond on their own terms, and to avoid soliciting dichotomous responses (Weiss, 1994).

Questions on the student interview protocol included:

- What was it like for you to be home schooled?
- What did you think being in college would be like before you started college?
- Describe what it was like for you to leave your home and family and go to live at college.
- Describe what things were like for you during the first few weeks of college.
- Describe how you are doing academically in terms of handling your course requirements.
- Tell me about your social life at college.
- Describe how you deal with the pressures of college life.
- What would you tell younger home schooled students about college?
- Looking back, in what ways do you feel that home schooling prepared you for college?

Questions on the faculty/staff interview protocol included:

- What has been your overall experience with former home schooled students at _____ College/University?
- In your estimation, in what ways are former home schooled students more or less prepared for college, compared to students who attended traditional schools?

- How do you believe that _____ has handled the transition from the home school educational environment to college?
- How do you believe that _____ has done academically in terms of managing course requirements?
- How has _____ adjusted socially to college life?
- How do you feel that _____ has handled the pressures of college life?

Although interviewees were asked the same questions in the same general order to facilitate data analysis, care was taken to allow enough flexibility in probing for deeper responses to questions and for pursuing unanticipated issues as needed.

The student interviewing process focused on the collection of four types of data designated by Bauman and Adair (1992) as range, specificity, depth and personal context. Range refers to eliciting and obtaining information on the full scope of home schooled students' perceptions and reactions to their college experience. Specificity involves obtaining exact details, including examples about the various experiences reported by respondents. Depth refers to the researcher's attempts to obtain a detailed and rich understanding of home schooled students' cognitive, emotional, perceptual and evaluative meaning of the college transition and adjustment process. Personal context refers to information that directly relates to each student's unique characteristics and experiences that may have influenced his or her perceptions of the transition and adjustment to college life (Bauman and Adair, 1992).

Every effort was made in all interviews to adhere to guidelines for asking interview questions suggested by Dana, Kelsay, Thomas and Tippins (1992).

These guidelines included:

- 1) Asking short and precise questions;
- 2) Asking questions one at a time;
- 3) Avoiding questions to which answers are either implied or given; and
- 4) Avoiding the use of language and jargon that may make a respondent uncomfortable.

Weiss (1994) recommends that pilot interviews be conducted in order to "help clarify the aims and frame of the study before interviewing its primary respondents" (p. 15). The researcher had planned to conduct pilot interviews with student participants prior to conducting interviews to be included in the data analysis. However, before they could be done, an unexpected opportunity arose early in the research process for ten student interviews to be conducted at one institution in a two-day period just prior to the end of the 1999 spring semester. Therefore, the Student Interview Protocol (Appendix H) was essentially pilot-tested on the first three interviewees. The process of the first three student interviews allowed the researcher to check the timing, sequencing, and flow of the interview dialogue, and to ensure that questions elicited the breadth and scope of experiences and perceptions sought. After these interviews, some questions were sequentially rearranged to improve the natural flow of the dialogue. Furthermore, a number of additional questions were added as a result of new themes that had emerged in these interviews. Additional questions related to such issues as: (1) did they attend a community college prior

to enrollment at a four-year institution; (2) were they home schooled under the auspices of an umbrella or correspondence school; (3) how other students and faculty reacted to them when they revealed that they were home schooled; (4) their perceptions of the adjustment of other home schooled students on their campus; and (5) whether they would choose to home school their own children in the future. The initial student interviews were also useful for testing the quality and functioning of the audiotaping equipment.

The Faculty/Staff Interview Protocol (Appendix I) was pilot tested with one faculty member and one administrator on two of the universities campuses involved in the study. As a result of the pilot interviews, two additional questions were added to the faculty/staff interview protocol. These questions related to faculty/staff members' perceptions and observations of home schooling as an educational option, and their observations related to the overall strengths and weaknesses of former home schooled college student participants in the study.

Field Notes

Field notes were written immediately following each interview, which helped to establish a context for interpreting and making sense of the data collected. These notes were composed primarily of descriptive and reflective information about the participants and the interview process. Descriptive information included notes about the physical appearance, mannerisms, and

expressions of participants, description of the physical setting, researcher and participant interactions, and reconstruction of unanticipated dialogue or issues that needed further attention or clarification. Descriptive notes included observations related to the interview process, additional questions that needed to be asked, as well as emerging patterns or themes. Separate reflective notes were also written on issues related to the researcher's personal assumptions, beliefs and views that might affect or bias data collection or analysis. As Bogdan and Biklen (1992) suggested, the reflective part of field notes were important because, as an instrument of data collection, it was important for the researcher to take stock of her own views, assumptions and behaviors that may have biased the research process and findings.

Questionnaire Instrument

Student participants completed a short questionnaire (Appendix F) designed to collect demographic and background information, and the Student Adaptation to College Questionnaire (SACQ). The SACQ (See Appendix G), developed by Baker and Siryk (1984), was chosen for the study because it has been found to be highly reliable (Cronback alpha .92 to .95) and valid (.7 to .8) in a number of studies with other college student populations in a variety of higher education institutional settings (Baker and Siryk, 1989, Lapsley, et al, 1989, Crews, 1991, Burr, 1992, Gedes & Mallinckrodt, 1994, Kreamer, 1997).

The SACQ is used for both counseling and research purposes. It was developed in order to help identify students who are at risk for dropping out of college because of transition and adjustment problems, as well as to be a source of dependent variables in studies aimed at determining personal and environmental factors that affect student adjustment in college (Baker and Misebaum, 1979). The instrument is copyrighted by the developers and published through Western Psychological Services; therefore, a copy of the instrument could not legally be attached for review in the appendices. The 67-item questionnaire instrument contains 34 positively keyed items and 33 negatively keyed items designed to measure five dimensions of student adjustment to college: academic adjustment, social adjustment, personal-emotional adjustment, goal commitment institutional-attachment and overall adjustment.

The Academic Adjustment subscale consists of 24 items related to the academic components of the college experience. Within the Academic subscale are four clusters: motivation, application, performance and academic environment. Reliability on this subscale has been reported from .82 to .90 (Baker & Siryk, 1985, Baker & Siryk, 1989, Rice, Cole & Lapsley, 1990, Gerdes & Mallinckrodt, 1994). Significant correlation has been found between academic adjustment and freshmen GPA , as well as membership in an academic honor

society (Baker & Siryk, 1989).

The 20 items that make up the Social Adjustment subscale relate to the social and interpersonal aspects of adjustment to college life. Within the Social Adjustment subscale are three general clusters which include social relationships and involvement with faculty, students and staff on campus; management of social separation from family and friends; and satisfaction with social aspect of college life. Reliability coefficients on the social adjustment dimension range from .83 to .91 (Baker & Siryk, 1985, Baker & Siryk, 1989, Rice, Cole & Lapsley, 1990, Gerdes & Mallinckrodt, 1994). Scores on the Social Adjustment subscale have been found to correlate positively with participation in social activities on campus (Baker & Siryk, 1989).

The Personal/Emotional subscale consists of 15 items that address the degree to which students are experiencing general psychological or emotional adjustment problems. This subscale consists of two general clusters: psychological and physical well being. While personal and emotional adjustment is not a variable in Tinto's structural model, elements of this variable are present throughout his conceptualization of the three stages of the *Rites of Passage* process. Reliability coefficients on the personal/emotional adjustment dimension range from .77 to .86 (Baker & Siryk, 1985, Baker & Siryk, 1989, Rice, Cole & Lapsley, 1990, Gerdes & Mallinckrodt, 1994). Low scores on the

personal/emotional adjustment subscale have been found to be predictive of students entering psychological counseling (Baker & Siryk, 1989, Gerdes & Mallinckrodt, 1994).

The 15 items of the Goal Commitment/Institutional Attachment subscale relate to students' level of commitment to the institution and resolve to complete their degree. This subscale contains 1 item in common with the Academic Adjustment subscale and 8 items with the Social Adjustment subscale. The clusters of this subscale measure students' feelings and perceptions related to: (1) their degree of satisfaction with being in college in general; (2) their satisfaction with the particular institution in which they are enrolled; and (3) their commitment to earning their degree. Reliability on this subscale has been reported from .77 to .86 (Baker & Siryk, 1985, Baker & Siryk, 1989, Rice, Cole & Lapsley, 1990, Gerdes & Mallinckrodt, 1994). Significant correlation has been found between goal commitment/institutional attachment and overall satisfaction with college (Baker & Siryk, 1989, Gerdes & Mallinckrodt, 1994).

All 67 items contribute to the calculation of the full-scale score aimed at measuring students' overall adjustment to college. Responses to the items of the SACQ are completed according to a Likert-type format ranging from "applies very closely to me" to "doesn't apply to me at all." Higher scores on the overall scale and the subscales indicate better overall adjustment to college in that

particular dimension (Baker & Siryk, 1984).

Data Collection Procedures

Approval was obtained from The University of Tennessee (UTK) Institutional Review Board for conducting research with human subjects prior to the start of data collection (See Appendix J). Informed Consent Forms for students and faculty/staff members were developed in accordance with the standards and requirements of the UTK Institutional Review Board (IRB) and signed by participants prior to being interviewed (See Appendix C and D). Informed Consent Forms outlined the purpose of the study; the procedures and time commitment involved in participating in the study; risks and benefits associated with participation; and the name, telephone number and e-mail address of the researcher. Additionally, the names and telephone numbers of the Major Professor and the IRB Office were also included on the Consent Form for participants to contact for additional information, if necessary. Participants were assured that their participation was strictly voluntary and that they could decline to participate at any time during the study without penalty. Students and faculty/staff members were also assured that the information they provided would be kept confidential by: the use of pseudonyms and code numbers to identify questionnaires, audio-tapes and transcripts; keeping data securely locked away in the UTK Claxton Addition Education Building; and by reporting results

of the study in aggregate form rather than individually.

The researcher made initial contact with student participants by telephone to explain the purpose of the study and to schedule interviews. These contacts also provided an opportunity to build rapport and mutual trust with participants. According to Bauman & Adair (1992), building a good level of rapport between the researcher and respondent is essential for encouraging participants to self-disclose and provide in-dept information needed about the phenomena under study.

In cases where the researcher had to travel long distances to conduct interviews, student participants were mailed a packet a week prior to the scheduled interview. The packet contained a cover letter (Appendix A), a Student Participant Consent Form (Appendix C), the demographic questionnaire and the Student Adaptation to College Questionnaire. Participants were asked to complete both questionnaires and the Informed Consent Form and return them to the researcher at the time of their scheduled interview. In other cases, students completed the questionnaires immediately following their interview. Either prior to or at the end of interviews, students were asked to identify two or three faculty, administrators or staff members at their institutions who had first-hand knowledge of their transition and academic, social or emotional adjustment to college life.

All student interviews were conducted in person, on the college/university campuses or another location agreed to by the participant, with the exception of one that was conducted by telephone because the student lived more than 250 miles away from the researcher. Student interviews were approximately 40-50 minutes in length, with the shortest lasting 35 minutes and the longest lasting 50 minutes.

Faculty and administrators/staff members identified by students were contacted at random, by telephone, until one identified by each student was found who was willing to participate in the study. A cover letter (Appendix B), information sheet about the study (Appendix E), and a Faculty/Staff Informed Consent Form (Appendix D) were mailed to the selected faculty and administrator/staff members. When Informed Consent Forms were returned, 20-30 minute interviews were scheduled. Thirteen interviews were conducted via speaker telephone from the researcher's home office. Eight faculty/staff member interviews at the University of Tennessee, Knoxville, the researcher's home campus, and one at another campus were conducted in person.

Interviews were conducted between May and August 1999. They were tape recorded with the consent of participants and verbatim transcripts made to facilitate data analysis. Weiss (1994) supports the practice of audiotaping interviews because it allows the researcher to capture data word for word,

including the nuances and complexities of speech patterns, inflections, pauses and other cues which provide contextual insights for analysis and interpretation of data. Tape recording interviews also minimizes the possibility of misinterpreting participants' statements and makes it easier for the researcher to focus his/her attention on the respondent during the interview process. Attempting to focus on taking copious notes during the process of the interview can negatively affect the flow, dialogue and depth of participant responses.

Weiss (1994) points out, however, that tape recording can be intrusive and has the potential for becoming a deterrent of participant candor, depending on the subject under study and the level of risk associated with responding to questions. This did not appear to be a problem in this study. Most of the students appeared quite relaxed, willing to share information, and appeared to pay little attention to the tape recorder. Verbatim transcripts were made of the interviews to help facilitate data analysis.

Stake (1995) suggests that the credibility of a qualitative study is strengthened by the implementation of a process called "member checking." In this process,

the actor [participant] is requested to examine rough drafts of writings where the actions or words of the actor [participant] are featured, sometimes when first written up but usually when no further data will be

collected from him or her. The actor [participant] is asked to review the material for accuracy and palatability. The actor [participant] may be encouraged to provide alternative language or interpretation but is not promised that that version will appear in the final report. Regularly, some of that feedback is worthy of inclusion (p. 115).

In this study, students were presented with the opportunity to review their interview transcripts and make additions and deletions, as well as review and provide input into the preliminary results of the study. Students expressing an interest in participating in the member checking process (total of 10) were mailed a cover letter (Appendix K) and a copy of the transcripts of their interview with a request to provide confirmation and further illumination and clarification of their responses. Eight students returned transcripts with corrections and additions. As suggested by Merriam (1998), a cover letter (Appendix L) along with preliminary analysis and interpretation of the data were also e-mailed to another random sample of fifteen participants requesting their comments on the plausibility of the tentative findings.

Data Analysis

Qualitative Analysis

Analysis of qualitative data in the study was an on-going inductive process involving: reading and re-reading of transcripts and fieldnotes; identifying

patterns and themes across and within interviews; coding data; making constant comparisons; and making sense of the data within the context in which they were collected (Taylor and Bogdan, 1984). Student and faculty/staff interviews were coded and analyzed separately and compared to determine confluent and/or divergent themes.

The computer software program NUD*IST, specifically designed to analyze qualitative data, was used to help analyze transcribed interview data and typed fieldnotes. The researcher adhered to Coffey and Atkinson's (1996) suggestion that,

it is important to identify the relevant analytic strategies before turning to the computer for analytic support... furthermore, researchers must define for themselves what analytic issues are to be explored, what ideas are important, and what modes of representation are most important (p. 196, 187).

Therefore, the researcher made decisions regarding coding categories, terms to be searched and other issues that could not be decided by any computer program. The computer program was used to perform and expedite some of the following mechanical analytic functions:

- Creation of a document storage system and database for exploration, retrieval and content analysis of interview transcripts and fieldnotes.
- Creation of an index system for coding and organizing the data into patterns and themes via a highly flexible tree structure.

- Coding data by attaching segments of text to emerging patterns and themes and making them available for inspection through reports.
- Conducting patterns, word and string searches to help identify themes and verify coding.
- Recording, writing and dating reflective notes and comments on aspects of the data analysis process, emerging interpretations, or ideas to be used as the basis for further analysis.
- Exploring meaning by linking, connecting or separating relevant data segments to form additional categories or clusters of data.
- Counting frequencies of responses and identifying unanticipated patterns and themes.
- Testing theories and ideas by merging, comparing or relating different themes and patterns simultaneously (QSR NUD*IST User Guide, 1997, Coffey & Atkinson, 1996).

After the initial phases of coding and identifying patterns and themes were completed, constructs identified by Tinto's model of student persistence and rites of passage were used to guide the second major analytic phase of the interview data, which included the identification of common themes and patterns. According to Miles and Huberman (1984), in looking for themes and patterns "one cannot decide in a vacuum which classes [topics of themes found] are 'right or 'best.' There must be a clear linkage to the study's conceptual framework and research questions" (p. 223). However, particular attention was given to the search for patterns and themes not previously identified by existing theory or research. Appendix M provides a listing of themes and patterns generated in the preliminary phases of data analysis through the use of the NUD*IST computer software program.

Quantitative Analysis

The third phase of analysis involved computing individual and sample descriptive statistics, including sample mean scores of student responses on both the overall adjustment to college scale, as well as the four adjustment subscales (academic, social, personal-emotional, and goal commitment institutional-attachment) of the Student Adaptation to College Questionnaire (SACQ). Statistical computations of students' raw scores on the SACQ, as well as the demographic questionnaire, were done using the computer software program SPSS for Windows. Given the size of the sample, descriptive rather than inferential statistics were computed on the results of the questionnaires.

Students' level of adjustment to college was determined by their individual scores and sample mean scores on each of the subscales of the SACQ. These results were then compared to findings from the qualitative data (student and faculty/staff interviews) as a way of cross-checking and validating the consistency of information derived from the three different data sources (Patton, 1990).

The contents of field notes were read and re-read throughout the data analysis process to provide a framework for the context of the data and to help make sense of the findings. Therefore, the three data sources (student interviews, faculty/staff interviews and questionnaire data) were integrated and

triangulated not only to strengthen the research design and help to enhance the quality and credibility of the findings (Van Maanen, 1983), but also to help provide a more complete picture of the experiences and adjustment of former home schooled students to the college environment.

Trustworthiness of Data

Lincoln and Guba (1985) suggest that the soundness, trustworthiness, and neutrality of qualitative data can be evaluated against four criteria that are appropriate for the paradigmatic assumptions of qualitative research. These criteria are credibility, transferability, dependability and confirmability. These constructs are synonymous with the terms reliability, validity and objectivity often associated with conventional quantitative studies.

Credibility refers to measures taken by the researcher to adequately represent the constructions of the phenomena under study, and to ensure comprehensiveness and authenticity of the data and findings. In accordance with guidelines suggested by Lincoln and Guba (1985), as well as Bradley (1993), credibility in this study was established in a number of ways, including:

- Conducting multiple interviews;
- Participating in in-depth discussions with local and national leaders of the home school movement;
- Attending a national home school conference;
- Triangulation of multiple methods and data sources;
- Conducting discussions and debriefings with doctoral committee members and another researcher;

- Searching for negative disconfirming cases; and by
- "Member checking" and conducting follow-up discussions with participants, to confirm and clarify interpretation of data, as needed.

Transferability, the second of the four criteria of trustworthiness, refers to the degree to which the researcher's working hypothesis about one context can be applied to other contexts. Although replicability and external validity are not major ontological assumptions of qualitative research, the strength of the research design and usefulness of a study can be evaluated by demonstrating how the working hypothesis, methods and findings can be transferred to other settings (Marshall & Rossman, 1989). Marshall (1985) suggests that demonstrating the transferability of qualitative research is often contingent upon how well the researcher documents the research processes and presents the study in writing. In documenting this study and writing the dissertation, the researcher has made every attempt to adhere to guidelines put forth by a number of authors including Marshall (1985) and Zuruba, Toma & Stark (1996). Guidelines adhered to in this study demonstrating transferability include:

- Clearly explicating the purpose of the study, reviewing applicable literature and providing a theoretical framework for the study;
- Describing the sample and how it was selected;
- Providing justification and explicit description of data collection methods employed;
- Adequately defining terms and concepts;
- Using data to document analytic constructs;
- Locating and accounting for negative instances of the findings;
- Presenting and discussing competing hypotheses;

- Discussing potential biases, personal interests and assumptions of the researcher;
- Providing detailed description of the data analysis process and strategies; and
- Clearly explicating the theoretical significance and generalizability of the study.

The third criterion of trustworthiness of qualitative research, dependability, refers to the manner in which the researcher accounts for changing conditions in the phenomenon chosen for the study, as well as changes in the design created by increasingly refined understanding as the study progresses. Indicators of dependability cited by Lincoln and Guba (1985) that were employed in this study include:

- Designing the study with enough scope and depth to avoid early closure;
- Resistance to early closure was also minimized by interviewing more students than originally planned;
- Making appropriate inquiry decisions and methodological shifts when needed such as conducting more interviews than planned;
- Use of pilot interviews serving as practice and detecting problematic questions that would fail to produce in-depth responses;
- Triangulation of data methods and sources;
- Development of comprehensive categorical schemes and exploration of relevant areas, related as well as unrelated, to theoretical constructs framing the study; and
- Responsiveness to all data, whether confirming or disconfirming theoretical constructs.

Confirmability, the fourth criterion of trustworthiness in qualitative research, refers to the degree to which the findings and conclusions of the study are supported by the data collected and can, therefore, be confirmed by other

researchers. In accordance with guidelines suggested by Lincoln and Guba (1985) confirmability in this study was established in a number of ways, including:

- Audio-taping and transcribing all interviews;
- Categorizing constructs based on Tinto's conceptual models;
- Adhering to data analysis procedures suggested by renowned qualitative researchers, such as Lincoln and Guba (1985), Miles & Huberman (1994) and Coffey & Atkinson (1994);
- Utilizing well-known computer software programs to help facilitate both qualitative and quantitative data analysis;
- Ensuring that all findings and conclusion are grounded in the data collected;
- Including both positive and negative results in the findings as quotes made directly by participants; and
- Providing confirmation of the veracity of findings through vigorous review by the researcher's doctoral committee, consisting of four experienced researchers.

Researcher as Instrument

The researcher's interest in this topic grew out of interacting with a friend, who home schools her four young children. This friend, by Van Galen's (1987) definition, is an ideologue who believes that God has called her to home school her children. In discussing the issue of home schooling with this friend, the researcher inquired as to whether she and her husband had plans for their children to attend college in the future. This discussion, and reading a number of articles related to the growing number of home schooled students enrolling in religiously affiliated institutions during the same period of time, provided the

impetus for this study.

In qualitative research, the validity of the data is determined by the degree to which observations or interviews accurately reflect the perceptions, experiences, feelings and opinions of the participants, and consequently, allow appropriate interpretation of narrative data (Gay, 1996). Because the researcher is the instrument of data collection in qualitative research, the data collected or its interpretation, can be subjected to error or bias. Therefore, it is of paramount importance to the soundness and trustworthiness of this study that appropriate steps were taken to guard against possible researcher biases, and that any possible biases, as well as strengths that the researcher brought to the study, be identified (Merriam, 1998).

The researcher adhered to the following guidelines suggested by Merriam (1998) and Marshall & Rossman (1989) to help minimize bias in the interpretation of data:

- The researcher's Major Professor and a colleague who recently completed her Ph.D. degree in Education acted as "devil's advocates" or peer examiners by critically questioning the data analysis and emerging interpretations in various stages.
- Constant searches were conducted for negative or disconfirming cases.
- The data were checked and rechecked for possible rival hypotheses or emerging constructs that did not fit with existing theories.
- Separate value-free descriptive field notes were written, in addition to reflective notes that expressed the assumptions, biases or beliefs of the researcher that could bias the research findings.
- Two other researchers were enlisted to code samples of verbatim transcripts to ascertain inter-coder reliability.

- Member checks were completed in order to gain confirmation, illumination and comments on data and tentative findings.

The researcher is a Christian who believes that the Bible is the inerrant, infallible and inspired word of God, and thereby, attempts to live by its principles and precepts. This fact turned out to be advantageous in terms of gaining the trust of the leadership of the local home school movement, who are also Christians, and partially as a result, were very cooperative in providing assistance in recruiting participants for the study. Although a great deal of effort was made to maintain the integrity of the study, it is unrealistic to believe that the interpretation of the data was not influenced in some way by the Christian worldview of the researcher. Therefore, it is up to the reader to judge the veracity, soundness, trustworthiness, and neutrality of the information presented.

It is also important to note that the researcher has had formal instruction and experience in conducting both quantitative and qualitative research studies through her doctoral study and through various administrative positions in higher education, government and the non-profit sector. Therefore, she was extremely sensitive to the issue of potential researcher bias throughout the process of conducting this study.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

The aim of the study was to describe the experiences of home schooled students as they made the transition from their high school home schooling environment into the college culture. The study was framed by the following research questions:

- 1) What were the home school experiences, pre-college decision-making processes and expectations of former home schooled students prior to entering college?
- 2) What were former home schooled students' perceptions and experiences of the process of separating from the home school environment and making the transition to the college culture?
- 3) How do former home schooled students adjust to college life?

This chapter outlines the findings of the study collected via standardized open-ended interviews of former home schooled students and faculty members, field notes and two questionnaires, a demographic questionnaire and the Student Adaptation to College Questionnaire. Following presentation of data about the

participants in the study, the findings are presented in terms of the research questions.

The Participants

Students

Twenty-five former home schooled students participated in the study. Seventy-six percent (19) were female and 24% (6) were male. Although extraordinary efforts were made to recruit minority participants, there was no ethnic or racial diversity among the student participants in the study. All student participants were Caucasian. The age of students ranged from 19 to 22 years of age with the majority being 19 or 20 years old. Forty percent were sophomores, 40% juniors and 20% were seniors.

As indicated in Table IV-1, 60% of the student participants were home schooled for more than 10 years, with 40% of them having been home schooled from kindergarten through the 12th grade (K-12th grade).

Table IV-1 Length of Time Home Schooled

	Frequency	Percent
4-6 years	6	24.0
7-9 years	4	16.0
10-12 years	5	20.0
13 years	10	40.0
Total	25	100.0

The other 40% were home schooled between four and nine years. Forty-four percent have three or more siblings that were also home schooled, and 52% have one or two siblings who were home schooled.

Fifty-two percent (13) of the student participants attended religiously affiliated institutions of higher education and the other 48% (12) attended public universities in the state of Tennessee. All of the students attending public universities resided in the state of Tennessee, whereas, 61.5% of participants attending religiously affiliated institutions resided outside the state of Tennessee, in states including Washington, Ohio, Alabama, Michigan and Georgia.

As indicated in Figure 4.1, 68% of student participants either lived in off-campus housing or at home with their families and commuted to campus. A smaller number, 32%, lived on campus. All of the student participants attending public universities lived at home and commuted to classes with the exception of one who lived on his own in a community near campus. Sixty-six percent of students attending religiously affiliated institutions lived on campus, 26% in off-campus housing and 8% at home.

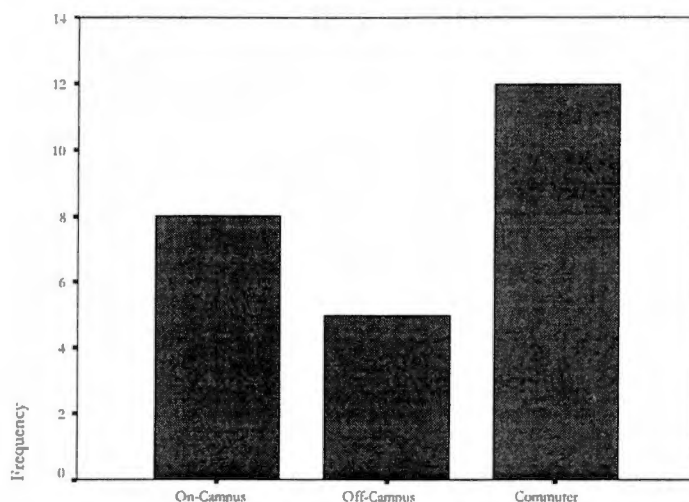


Figure 4.1 Residential Living Status

Table IV-2 provides a summary of participants' major fields of study. Almost one-third of the students majored in a fine arts program, such as photography, graphic arts or music, and 16% majored in education. Seventy-five percent of those majoring in education listed music education as their major. Business curricula such as accounting and finance were the next most popular majors among participants (24%), followed closely by the social sciences (20%). The hard sciences were the least popular majors, with only 8% of participants selecting majors in those fields.

Table IV-2 Academic Majors

Major	Frequency	Percent
Business	6	24.0
Education	4	16.0
Fine Arts/Music	8	32.0
Sciences	2	08.0
Social Sciences	5	20.0
Total	25	100.0

Sixty-four percent of student participants reported their annual family income as \$40,000 and above (See Figure 4.2). Forty percent reported annual family income above \$60,000 per year, while 8% reported income of less than \$20,000 per year. The mean annual family income of the sample was \$44,000. The annual family income of students attending religiously affiliated institutions was \$50,000 compared to \$38,000 for students attending public institutions.

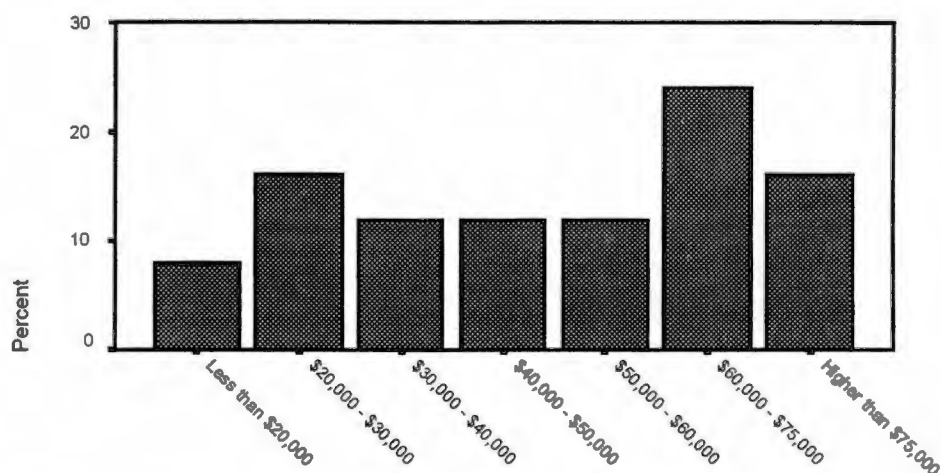


Figure 4.2 Annual Family Income

Table IV-3 details vocations listed by students as father's primary occupation. Thirty-six percent of students' fathers were employed in a variety of construction trade positions, including construction manager, plumbing or electrical contractor. Twenty-four percent were employed in some type of business management or sales position, while 8% were ministers or other members of the clergy. Seventy-six percent of students listed homemaker/home educator as mother's primary occupation. Twelve percent listed mother's occupation as teacher, and 12% indicated that their mothers were employed in other positions such as secretary for the family business, church worship director or bakery manager.

Finally, all students, with the exception of one, indicated their religious affiliation as one of a variety of Christian denominations (See Table IV-4). Thirty-two percent listed their religious affiliation as non-denominational Christian, 28% as Southern Baptist and 36% as other Christian denominations

Table IV-3 Father's Primary Occupation

Occupation	Frequency	Percent
Business Management	3	12.0
Business Sales	3	12.0
Construction Trades	9	36.0
Engineer	2	8.0
Minister/Clergy	2	8.0
Professional (Physician, Lawyer, etc.)	4	16.0
Other (Farmer, Musician)	2	08.0
Total	25	100.0

Table IV-4 Religious Affiliation

Religious Affiliation	Frequency	Percent
Christian	8	32.0
Southern Baptist	7	28.0
Assemblies of God	4	16.0
Church of God	2	8.0
Pentecostal	1	4.0
Evangelical Free Church of America	2	8.0
None	1	4.0
Total	25	100.0

including Evangelical Free Church of America, Church of God and Assemblies of God. One student indicated that he is currently not affiliated with a religious faith although he was raised as a Christian.

Faculty/Staff

Twenty-two faculty and staff members were also interviewed for the study. Three pairs of students identified the same faculty or staff member to be contacted about their transition and adjustment to college. Sixty-eight percent of those interviewed were male and 32% were female. Seventy-seven percent (17) were faculty members who taught the students in one or more courses, in a variety of subject areas including math, music, history, Bible, Latin, education, sociology and economics. Forty percent of the faculty members interviewed also acted as the students' academic advisors, and 27% employed student participants as lab assistants, tutors or work-study assistants. On average, faculty members

were acquainted with students for one to three years. Three faculty members were acquainted with four of the student participants for more than 10 years because they attended the same church as the students or because of interactions in 4-H youth groups.

Twenty-three percent of the faculty/staff participants (6) in this category were administrators in a variety of positions including Administrative Assistant to the President, Director of Enrollment Services, Research Librarian and Academic Advisor in the Athletic Department. Five of the administrators interacted with students in an employment setting and the sixth as an athletic coach. On average, administrators were acquainted with students from one to two years.

Research Question I:

What are the home school experiences, pre-college decision-making processes and expectations of former home schooled students prior to entering college?

This section outlines the findings related to the home school experiences of participants, including why their parents chose to educate them at home and how they thought about and made the decision to enroll in college. The findings pertaining to this research question were derived from student and faculty interviews and a demographic questionnaire completed by students.

Home School Experiences

The home school experiences of each participant in the sample were as different and individual as each student. However, there were a number of common themes that emerged from among their experiences.

Reasons Parents Chose to Home School. Participants in the study were home schooled for a variety of reasons (See Table IV-5). The most frequently cited reason reported by students for their parents' decision to home school them related to their religious beliefs.

Table IV-5 Reasons Parents Chose to Home School

Reasons for Home Schooling	Frequency	Percent
Religious	9	36.0
Educational	5	20.0
Combination of Educational & Religious	5	20.0
Parental Concerns Real Problems with Public Schools	6	24.0
Total	25	100.0

Student responses in this area fell into two general areas. The first category of religiously motivated decision making involved parents praying for God's guidance and believing that He specifically called them to home school their children. Following are two statements that typify this category of decision-making:

I really believe that it was just something the Lord put on their [parents'] hearts to do. . . My mom had heard of some people who had home schooled and she had thought it

was really strange. She didn't know if it was legal, or what they were doing. Why weren't their kids in school? But she was really inquisitive about it at first and she and my dad just began to pray about it and came to believe that this would be something that God would have them do. Then they just did it out of obedience to God, even though it was kind of unknown territory.

Well, my mom was a speech therapist, so she has been in the education business for a long time. She told me she was just thinking one day about the education of my brothers and I. She said one day she just thought she felt like God was telling her, well, you can care about everyone else's kids, but what are you doing with your kids? And she realized that our education was very important to her, and she has a master's degree, so she decided that she would home school and give us the best education.

The other reason related to religion cited by students for their parents' decision to home school them had to do with their parents' desire to teach their children biblical principles and their moral and ethical values and belief system.

Comments regarding this sentiment included:

It was mainly because our parents wanted to teach us the Godly principles that they wanted us to learn. You can't get those in the schools. Plus it's just not going to be as good if you go to a Christian school rather than being at home with your family.

And, like I said they [parents] wanted to mold me into the person that they wanted me to be by instilling their Christian values and morals in me, and I believe they were able to do that successfully.

Most participants pointed out that they and their families did not believe that home schooling was for everyone. However, they believed that it was an excellent way of building a strong foundation that helped to equip them to survive in today's complex world. The words of one student help to illustrate this perspective:

I think our religious beliefs really came into play. Home schooling is not for everyone, but for those that it is for, it really is a decision that I think the parents prayed about, and they really felt that this was the best way to go. Because there is so much stuff out there nowadays, you know? And it's not what a lot of people think, that home schooling is sheltering. My parents didn't feel it was really sheltering but more of a really good opportunity to lay a strong foundation, so that when I did go out into the real world, I would have that foundation. And that basically is what you really need to make it out there.

Twenty percent of the participants indicated that they were home schooled primarily for educational reasons. Interestingly enough, this reason was most often cited by students attending religiously affiliated institutions. A variety of educational rationales for home schooling were cited, including the ability to receive individualized attention, less distraction than in public school, and the belief that parents could do a better job educating their children. These themes are reflected in the following quotes:

I would say we were home schooled for educational reasons because they [parents] believed that one-on-one time and individual attention would be good for us, and so they felt that was the best way to go.

I would have to say the main reason was educational, because religiously both my sister and I were very strong in our faith, so I don't think they were concerned that going to school was going to hinder us in that way. I just think that they felt that if we went to school, we would miss out on getting the best education possible because there are so many distractions with other kids and all the stuff happening in schools these days.

Twenty percent of students indicated that they were home schooled for a combination of religious and educational reasons, as reflected in the statement of one student:

My mom is a certified teacher so she felt capable of doing a good job at this, and also my parents felt also that God called our family to be a home school family, and so I think it's a mixture of both religious and academic reasons.

Twenty-four percent of students, primarily those attending public universities, cited perceived or real problems with public schools, primarily safety concerns, as another reason for being home schooled. One student's account of safety problems in public schools was particularly striking:

When I was in the fifth grade, a kid was picked up for dealing drugs. Another kid knifed another kid before class. And another time while I was sitting in class, this desk just got shoved on top of my head and I was pinned between the desk for a long while. The teacher didn't say anything about it. . . . And just about every day my parents were having to go in and confront something that was going on that the teachers would just ignore or whatever. So that's why they pulled me out, just because it was physically too dangerous.

The majority of students who had attended public schools prior to being home schooled reported being actively involved in the decision to withdraw from school. Primary reasons for asking their parents to withdraw them from school included being bored or unchallenged in school, feeling that traditional schooling was not an efficient use of time and being turned off by excessive peer pressure to conform. One student commented:

I talked to my mom around Christmas that year and told her that I wanted to be home schooled. So it was my decision and no one else's. And after that I just didn't go back to school because of the way it worked out. So, I said goodbye to everyone at Christmas break and came home and I was a lot more relaxed at home. I felt like we were wasting time in public school. A lot of time was spent just trying to keep the class quiet, changing classes, and walking around for hours, it seemed. Being at home gave me more time to do more work and focus on the things I needed to learn and liked to do.

About 32% of the students, many of whom were home schooled from kindergarten through 12th grade, reported that their parents were initially hesitant about home schooling and had only intended to home school them for one year. However, the experiences and academic results led them to continue in subsequent years:

Initially, my parents struggled with whether or not to send me to school. They really wanted to keep me at home, so they decided, okay, let's try teaching him kindergarten at home, just to see how we like it and how he does, then we'll look at things at the end of the year. We liked it so well that Mom and Dad both said, hey, you know, let's try first grade. Well then always, year after year we said let's try the next grade. So in the end, it went all the way through high school.

[S]o we decided we would try home schooling for one year. We would then wait to get back the standardized test scores and then my dad would look over them and he would make the final decision based on the results. Well, our first year of home schooling was wonderful. We had so much fun. We learned so much and of course our test scores were just the same, if not better than they were when we were in school. So my dad said yes, lets do it!

Academic Aspects of Home Schooling Experience. Fifty-six percent of participants listed their mother as their primary home school instructor. Only one student reported his father as his primary home school instructor, while 36% of participants indicated that both parents were actively involved in their home school instruction, and one student indicated that she was instructed primarily by video.

Overall, most students expressed the belief that their parents were well qualified to teach them at home. Sixty-eight percent of participants' mothers had

earned a bachelor's or master's degree, while 20% were high school graduates.

Similarly, 64% of fathers had earned a bachelor's, master's or professional degree, while 20% were high school graduates.

Descriptions of the typical home school daily schedule were remarkably similar among participants (See Figure 4.3).

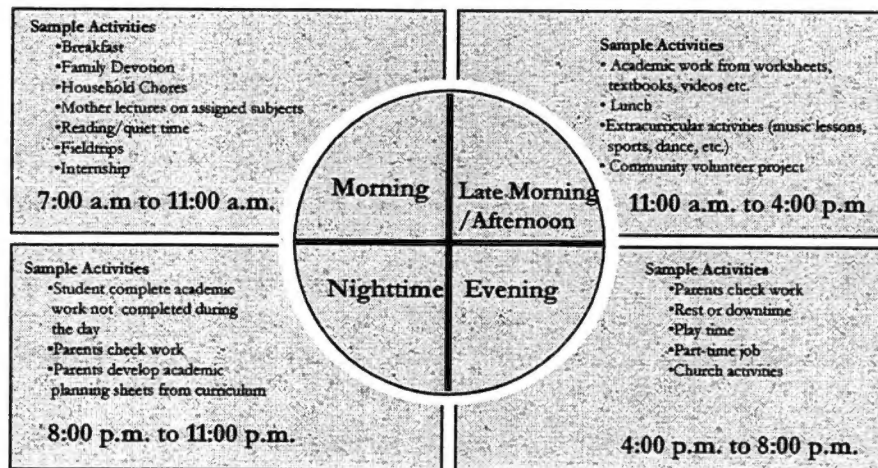


Figure 4.3 Sample of Typical Home School Daily Activities

The typical home school morning involved family devotions centered on Bible study, household chores, and schoolwork. Afternoons consisted primarily of extracurricular activities such as sports, music lessons, and field trips.

Schoolwork not completed during the day was often completed during the evenings as homework. The following is a fairly representative response given by one student when asked to describe her typical home school day:

I have a younger brother and sister. In the mornings we got up, had breakfast and then had our family devotion time. Then my mom would read aloud so that we would have family time together. Then we would each spend the rest of the morning doing our own individual school work out of our books and have quiet time to pursue our Math and other various subjects. Then in the afternoon we had extracurricular type activities. I took dance and my sister took flute. Then sometimes we went on different fieldtrips with our home school group.

The data indicated that parents provided close guidance and supervision of students' work during the elementary and middle school years of home schooling. However, the majority of participants reported that they studied on their own and that most of their work was self-directed, with much less oversight from their parents, during their high school years. As one participant stated:

Usually, for the most part, I would just study on my own and she [mother] pretty much let me teach myself and then she would check on me every now and then to make sure that I was doing what I was supposed to be doing. She would give me goals for the week and things like that, and I would just do it.

Just as one student reported receiving instruction primarily through videotapes, several other students, primarily those attending religious institutions, reported that they received some instruction through the A Beka video series, a method similar to satellite courses on college campuses. Thirty-six percent of participants reported receiving instruction through this method from middle school through high school. Most participants also reported receiving instruction from other home school parents and tutors in certain subjects such as chemistry, algebra, and languages. One student explained how this worked:

When we were in high school home school, or whatever you call it, my mom got us involved with a co-op program. We would go every Friday and take classes such as Chorus, Spanish, Biology and 4-H with other home school students. We did things that you couldn't do on your own, or that we needed a group of kids to do.

In the case of home school curricula selection, the majority of participants indicated that their mothers generally made decisions with their input, particularly as they grew older. The curricula often included a combination of curriculum materials purchased from specific publishers, and homemade hands-on projects. Eighty percent of the students reported that their parents purchased educational materials, primarily books and videos in a variety of subject areas, mostly from Christian publishing companies, including A Beka, Bob Jones University Press, Saxon, American Training Institute and Alpha Omega. A few students reported using the Bible, Adult Basic Education and GED books, along with textbooks and other materials purchased through local home school resource fairs and Christian bookstores.

Instructional activities reported most often included lectures by parents or tutors, independent work in textbooks, fieldtrips, internships and a variety of hands-on projects and creative activities, like those described by these students:

One year we did a totally hands-on curriculum with no textbooks or anything and learned all of our subjects through activities that we were interested in. I raised rabbits; my brother calculated baseball averages. We built the tabernacle in the Bible according to scale, which took about 90 man-hours. It was a lot of work. It turned out to be eight feet by ten feet and it was beautiful.

Sometimes we didn't even use books. For example, for my vocabulary, we'd do things like play scrabble and do crossword puzzles and things like that. We went to many different historical sites and that's how I learned a lot of history. So a lot of it was through hands-on experiences and not just textbooks.

Most students also reported participating in a number of field trips planned by local home school groups or associations each year for home schooling families. According to one student:

Our home school group planned many field trips every year for just home schoolers. They were always educational and fun. Once we visited Allied Laboratories and toured their facilities. . . . Many of the field trips were for all ages. Sometimes we had everybody from little babies to people who had already graduated from high school.

The data also indicated that 83% percent of participants attending public universities and 30% of those attending religiously affiliated colleges were enrolled during their high school years under an "umbrella school." These schools, primarily Christian schools, provided home school students with a general college preparation curriculum similar to ones used by traditional high schools to help them prepare for college. Some umbrella schools were located in the community where students lived and some, similar to correspondence schools, were located outside their communities. Umbrella schools provided a variety of other services, including:

- 1) offering classes at their facility in courses where the students benefited from group learning, if located in close proximity to students;
- 2) providing extracurricular activities;
- 3) organizing home school sports teams;
- 4) maintaining and producing students' academic transcripts;
- 5) making arrangement for students to take standardized tests;

- 6) providing an accredited high school diploma if all requirements were met; and
- 7) organizing graduation ceremonies.

Following are two students' comments regarding umbrella schools:

Academically, I followed the curriculum requirements for a pre-college degree provided by Gateway, which is an umbrella school in Nashville. It includes everything that you need to take if you're heading into college. I had to take two years of foreign language, so I took Spanish. I had to do a performing art, and for that requirement I played the piano. And then, of course, I had to take math, so I did algebra I, II and geometry. I also did United States history, foreign history, literature and everything else you would have to do if you were in public school.

I also went to Friday classes sponsored by the Berean Christian School, which is the name of the umbrella school in Knoxville that I got my high school diploma through. They arranged for me to take standardized tests like the TCAPS and ACT, and they kept my files and grades. They set up the Friday classes in subjects like chemistry and math. . . . They did health classes and computer classes, choir, art and basically the whole college prep thing. They offered different courses and activities each year, even foreign languages.

In addition to taking classes organized by home school support groups and umbrella schools, 68% of participants indicated that they enrolled in courses at their local community colleges during their junior and/or senior year of high school. In fact, three of the participants earned their associate's degree from a community college prior to enrolling in their current institutions. The number of students who dually enrolled in community college courses was about the same for students attending religiously affiliated and public universities. The primary reasons for enrollment were to get a head start on college coursework, to save tuition cost, or because they found the subject difficult to learn on their own:

When I was a senior, I was jointly enrolled at a community college. So I took at least 12 to 14 hours of classes in English, psychology, and math, just to kind of get started because I knew that the major that I decided on was going to take at least four years if not five. And I really didn't want to be in college for five years. I basically wanted to get a jump-start on it.

Thirty-two percent of students, particularly those who had never attended public schools, indicated that they or their parents were concerned at different points in their home education about whether they were at the same level as their peers in public schools. These fears were often alleviated by the results of standardized tests, which were required by students' home states. One student stated:

From my perspective, I was always the worrier--you know, am I doing what I'm supposed to do? Am I at the same level as my peers? Can I compete with them academically? The way I found out was, we would be tested every three years with the standardized tests, and we always tested at the level or above our peers. So that was always a comfort to me, as well as my mom to know that we were on track.

Students' parents or their umbrella schools also kept records of their grade point averages (GPA), which were calculated from students' grades earned in their home school courses. The reported mean home school high school GPA of participants attending religiously affiliated colleges and universities (3.84) was slightly higher than that of students attending public universities (3.77).

Social Aspects of Home Schooling Experience. A majority of the participants indicated that due to concerns expressed by relatives and friends about the potential of home schooling for isolating children and limiting their

socialization, their parents were particularly careful to provide a variety of opportunities for socialization outside the family environment. As one student commented:

When we first got started home schooling, everybody told my parents that we would be social misfits, and I think at first they were afraid of that because they didn't know anyone who had been home schooled. So, when we began that was a fear, so they were committed to exposing us to many things and it turned out completely the opposite. Not only did we interact with a lot of people...we learned and developed skills that helped us to relate to people who weren't just like us. I ended up having friends all over the world from activities that I have been involved in. . . . Plus our parents started a support organization and home school baseball league in Georgia as my brother got high school age because he wanted to play baseball. He's now a professional baseball player for the New York Yankees in their minor league system.

Former home school students in the study were involved in a variety of social and extracurricular activities. By far, the major source of social activities for most of the participants (92%) was their church. Participation in church activities was a reflection of the importance and pervasiveness of these families' commitment to the Christian lifestyle. As one student stated, *"I went to church all the time and did a lot of things there. Every time the doors were open I was there."*

Participants reported that they were involved in an average of four to five extracurricular activities simultaneously during their high school years and that they were actively involved for at least two hours each week. Social and extracurricular activities most often reported by participants included:

- Church activities (Bible study, youth groups, choirs)
- Performing Arts (music, piano, dance, art, etc.)
- Sports (team and individual)

- Recreational activities (roller skating, ice skating, parties)
- Field trips
- Community group activities (Girl Scouts, Boy Scouts, 4-H, etc.)

The data also indicated that the majority of participants were involved in community activities with other people outside their home school and church, groups that provided interaction with people with different lifestyles. As one student was quick to point out:

As I grew older, I was involved in more outside activities. . . . I would volunteer and do things with other kids who were not necessarily all home schoolers, either. A lot of the kids we did volunteer work with were from all different backgrounds of life.

The majority of students also reported that home schooling helped them learn to relate to individuals of other age groups, not just their peers. One student commented:

One of the things I enjoyed about home schooling was I didn't have friends that were just my age. I had friends who were older than me and friends who were younger than me. My mom's friends were my friends and it just gave me the opportunity to work on my communication skills. . . . When I would be talking to my mom and her friends it really helped to develop my vocabulary and communication skills, and helped me adapt to different personalities.

Twenty percent of students who had attended public schools indicated that they kept in touch with their old friends from school and continued to socialize with them, while another 20% reported feeling lonely after losing contact with friends from school and wished they could go back to school. Similarly, 24% of students, particularly female students who had never attended

traditional schools, reported that they were not able to develop many close friendships with same-age peers, a situation they hoped would change in college.

Emotional Aspects of Home Schooling Experience. Four major themes emerged from the data related to the emotional aspects of the home schooling experience. Nearly two-thirds of the participants, including many who never attended traditional schools, indicated that home schooling provided a safe haven for them to develop as individuals without having to deal with undue pressure to conform to standards set by society or their peers:

I think it gave me a chance to be an individual instead of feeling like I had to be like everyone else, wear the same clothes as everyone else, or do exactly what they were doing. Because I didn't know anyone who was doing exactly what I was doing, and I didn't know what everyone else was doing...it gave me the chance to develop as me instead of trying to be more like everyone else in my class.

For me it [home schooling] was like a safe haven. I didn't have to worry about someone picking on me, and telling me I looked ugly. I didn't have to worry about them putting me down because I did not live where they lived or whatever. So for me it was better that way.

It [home schooling] really helped me to deal with being different. I didn't have as much pressure to conform to what everybody else was doing. I didn't feel guilty for being me and that was kind of cool. I didn't have a lot of stresses and self-confidence or self-esteem issues that I think a lot of high school kids go through.

More than half the respondents reported that their home schooling experiences made them secure in the knowledge that they were loved and cared for by their family during the critical growing and maturing years of childhood. Several also expressed feeling very close to their family members and being able

to get along well with them because they had spent a great deal of time learning the nuances of their personalities. These feelings were uniform among both male and female participants, as reflected in the words of these two participants:

Female Student - Emotionally, I felt more secure at home and more secure in myself because I was with my parents and knew where I stood in terms of them. I emotionally felt that they cared more about me than if they sent me to school because they spent so much time with me. I knew that it was difficult for them, and that it would have been easy for them to say, all right, you are all going to school because we don't have time to do this. So emotionally, it showed me that they probably cared more than if they had sent us to school, even though they did give us a choice once we did reach high school age to go to school if we wanted to go. Also emotionally, I think it has made our family a lot closer and we are very close. Everybody gets along pretty well. There are fights from time to time but we resolve them well. I don't know that it would be the case if we had gone off to school. Like my older sister, I would consider her to be my best friend. She is two years older than I am. If we had gone our separate ways in school, I don't think it would be the same.

Male Student - I think it really helped me to be home schooled because my parents were always there for me. If I had a concern, I could go to my parents, and to me that's very crucial for a child to be able to have that constant support and reassurance there every day on a regular basis. As a result, when I came to college, I have been able to deal with the stresses and the emotional side of life in a lot more positive manner.

A third theme was that through their home schooling experience former home schooled students were able to develop a strong relationship with God and strong Christian morals and values, which has helped them to become emotionally stable people. One male student boldly asserted:

Through home schooling, my parents taught me early to have a strong relationship with the Lord, Jesus Christ. They instilled Godly character in me and it's because of the investment that they've made that now I'm reaping the rewards. I feel that emotionally I am ahead of most of the students here. I don't mean to say that in an arrogant manner, but I believe that because of the values they've instilled in me, now they're reaping and bearing fruit and it put me ahead in many aspects of my life.

Nearly half of the participants reported that home schooling provided a stable, protective environment in which to grow, make their own decisions, and focus on developing their own individual talents and abilities, at their own pace.

It was a good time for me to grow and focus. Mom helped each of us to really focus on different issues at different times. She helped us to develop our talents and abilities and taught us how to apply them to our lives to make them better.

My parents have always felt that it was important for me to be an independent person and to learn to make responsible choices. So, I grew up in an atmosphere where, yes, I was obedient to them, but I was also encouraged to make my own decisions. Home schooling was wonderful for me to learn how to do that in a protective environment where my parents would let me make decisions, let me develop an image of myself under their watchful eye, not in school where I was involved eight hours a day and they didn't know how and what kind of image I was developing.

The only negative emotional aspect of home schooling cited was reported by the 20% of students who had attended public school prior to being home schooled. These students expressed the desire to go back to school during their freshman year of high school so that they could "hang out" with friends, a feeling they indicated subsided after a short time.

Positive and Negative Aspects of Home Schooling Experience.

Forty percent of the students in the sample never attended a traditional school, while 60% attended public or private Christian schools for an average of 5.5 years. Overall, the longer students were home schooled, the more positively they described their home school experience. All students, with the exception of one, reported his or her home schooling experience as "great" or "wonderful" for a

variety of reasons. Table IV-6 contains a list of the positive and negative aspects of home schooling most often reported by students in the sample. Flexibility, opportunities to get involved in a variety of activities, and one-on-one attention topped the list of advantages of home schooling most often cited by students:

With home schooling your schedule was freer than usual, so we were able to travel a lot more and study abroad more than we ever would have been able to if we were in a regular school. . . . We went on trips to Europe for a month one time and studied in Switzerland, France, England and Scotland. Then we took trips to the East Coast where we visited Washington D.C. and a lot of other interesting places. We just got to do a lot of different activities and things, which I really enjoyed. I think I got a lot better perspective of what the world was like.

Table IV-6 Positive and Negative Aspects of Home Schooling

Positive	Negative
➤ Flexibility ➤ Opportunities to participate in a variety of one-on-one activities ➤ Able to work at own pace ➤ One-on-one attention ➤ Being able to spend quality time with family members ➤ Gaining Christian values ➤ Dual enrollment in community college ➤ Able to graduate from high school early ➤ Helps students become self-motivated ➤ Cooperative learning experiences with other home schoolers ➤ Able to pursue and spend more time on special interest	➤ Missed out on prom, band and other traditional high school activities ➤ Missed social aspects of attending school ➤ Not able to be with other students outside family

Many of the students who were home schooled from kindergarten through 12th grade characterized home schooling as a culture or way of life that has helped to shape their characters, and credited their parents' commitment to their well-being and education for their success in college. One student was particularly passionate in expressing this point:

To me, home schooling was a great experience. I don't think that I would be the person that I am today if I had gone to a public school or to a private school. Being able to be at home with my mother and my father, of course, mostly my mother because she stayed at home with me, she was able to pour herself into me and I believe that the character I have today was molded by my parents' commitment to teaching me at home and to instilling the Christian values that they had into my heart.

Only one disconfirming case was found in the sample, in which a participant reported having a somewhat negative home school experience. This student, who was home schooled for his four years of high school only, reported that he was "thrown out of class at home" during several of his mother's lectures, for "acting up too much."

As indicated in Table IV-6, overall, students reported a relatively small number of disadvantages to being home schooled. These drawbacks were only reported by 32% of the participants in the sample. Twenty-five percent of students who reported drawbacks, who attended public schools prior to being home schooled, found it difficult at first to adjust to the home school environment. Fifty percent of students who had never attended a traditional school reported feeling that they missed out on some traditional high school

activities such as, football games, band and attending the prom. Two others reported having the desire to go to school primarily out of curiosity:

When I was in high school, around the ninth or tenth grade, I wanted to go to public school, just to see what it was like, but I never actually did. Looking back now, sometimes I wish I had gone maybe for a year or so just to see what it was like, but then a lot of people have told me, you didn't miss that much, so I just said, well, okay.

Pre-College Decision Making Process

Sixty-four percent of students, equally representing those attending public and religiously affiliated colleges and universities, expressed that attending college was not a decision they made, it was something they always knew they would do. The primary reason for this "knowing" was that attending college was expected or emphasized by parents from childhood. Other students indicated that education was highly valued by their families, or that parents or other family members were college graduates; therefore, they were expected to attend college:

I guess I never thought of not going. My parents both went and it just seemed like the next step out of high school. Plus my dad works at the university, so it was a natural.

Really, I think it's been drilled into me the whole time. We had discussions with other home schooling parents who felt like college was a waste of time, that you could become whatever you wanted to be without a college education. But both of my parents are college educated. My dad has his master's degree and is pursuing his doctorate, and so to them and to me college is very important.

Not surprisingly, another group of students (20%) indicated that they decided to attend college in order to obtain the credentials needed for employment in their chosen field.

I always had been brought up to believe that college is good, it is not evil. It helps you get further in life, it helps you to develop and have a career. . . .

I didn't want to work in the store for the rest of my life and I knew that in order to do anything of substance, have a good career or make any real money I would have to go to college. So that is basically the reason.

Other reasons reported by students for their decision to enroll in college included the desire to:

- obtain a good education;
- continue to learn, grow and develop their potential;
- continue to play sports;
- make new friends;
- get away from family and live in the dorms; and
- take advantage of opportunities that presented themselves in the form of scholarships and other financial assistance that they were not anticipating.

Many students credited family members and/or God for helping to prepare and inspire them to go to college:

I would say that God and my parents working together helped to prepare me the most.

I would say that my mom was the person who helped prepare and influence me the most to go to college. She has been an inspiration to me. She was an education major, and I am going to choose to teach, to do music education, probably because of her.

Factors Influencing Students' Choice in Selection of a College/University. Analysis of the data revealed a clear distinction between the former home school students who chose to attend a religiously affiliated institution and those who chose to attend a public institution.

“Religious College Oriented Home Schoolers.” As a group, the 52% (13) of former home schooled students in the study who chose to attend religiously affiliated colleges and universities, hereafter classified as “Religious College Oriented Home Schoolers” or “RCOHS,” expressed little or no interest in applying to secular public or private colleges or universities of any size or reputation. Figure 4.4 depicts major factors influencing these students’ decision to attend religiously affiliated colleges/universities.

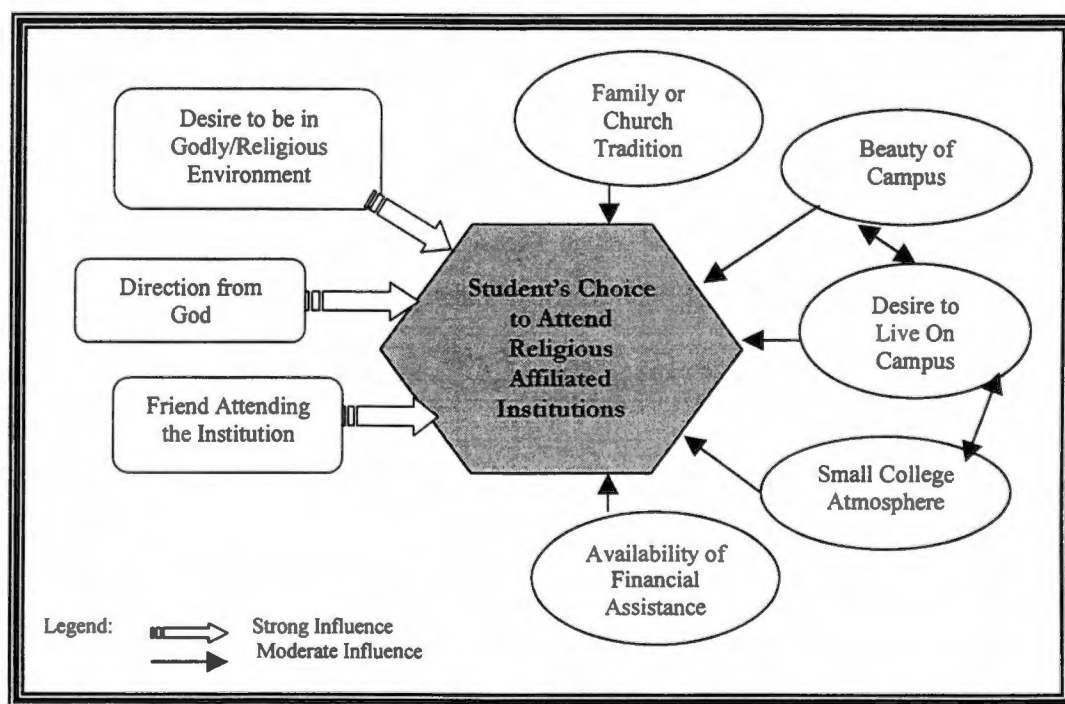


Figure 4.4 Major Factors Influencing Students’ Choice to Attend Religiously Affiliated Colleges/Universities

Ninety-two percent of these students indicated that they never considered attending any type of college other than a religiously affiliated university because they wanted to be in a college environment that was in line with their religious values and beliefs. The following comments were typical of responses made by "RCOHS" regarding this issue:

It was just not a consideration. I knew that the academics would be comparable at a public university, but just the whole environment there would not be good for me emotionally or spiritually. The people there just have completely different views, morals and ethics that would not benefit me.

I just wanted to continue to get an education in a Christian environment with the morals and ethics that I was accustomed to.

Secular schools will just rip you to shreds, they really will. I don't know, maybe it's just that being from the north it was a more liberal institution, but I went to a community college and I would go into English class and when students found out that I was a Christian, they would try to do everything just to convince me that there wasn't a God. I just think it's really hard to survive in a place like that, because I did it for two years. I had a bad experience and I am grateful for it because I think that I am more secure in who I am but I really did not want to do it again.

Thirty percent of "RCOHS" noted that they felt it would be a more difficult to make the adjustment to college going from the home schooling environment into a secular university:

The main reason I did not consider a secular university is that I wanted to put myself in an environment where I could be nurtured spiritually. I felt like if I went to a secular university, yes, I could still learn and grow and it would probably be a good experience. I just didn't feel like I was ready for that. For me going from a somewhat protected environment into a state institution that didn't uphold my beliefs would probably be harder to adjust to than coming here to a Christian school.

One of the major factors that influenced the decision of "RCOHS"

to enroll in a private, religious affiliated university was a strong belief that God directed them to select the specific college or university they attended. More than 85% of these students indicated that this direction came through answered prayers or by God working out specific circumstances related to financial aid or the admissions process in a manner that helped to facilitate their enrollment:

It was again a kind of God-ordained thing. We looked at several schools. . . . So I prayed about it a lot. Then I actually enrolled in another school, when something came up with several of the classes that was going to put me behind a semester because they were not going to be offering those particular classes. . . . A lot of things happened and I know that it was pretty much God's will that a week before school started I ended up getting enrolled here and it was really neat, the series of events that took place to get me here.

I did look at several schools. . . . And I went home and said, Mom and Dad, let's pray about this. . . . So, I prayed about it, they prayed about it, and God just opened doors for me to be able to come financially. The timing was right so I came the second semester of my freshman year.

Only one student attending a religious affiliated college indicated that his first choice was a major public university. His primary reason for wishing to attend this university was because he had been a zealous supporter of its sports teams since he was a young boy. However, he eventually chose to attend a religiously affiliated college because, *"I knew it was where the Lord wanted me, so I went ahead and went there."*

The decisions of "RCOHS" to attend a religiously affiliated institution were influenced by other factors, including the availability of scholarships and

other financial assistance, the more personalized atmosphere at a smaller institution, the beauty of the campus and the desire to leave home and to live on campus. Most were introduced to the religiously affiliated institution they attended through friends or acquaintances who were currently enrolled at the same institution. In the end, the data revealed that, as a group, "RCOHS" appeared to have selected the college or university they attend for the purpose of continuing to enhance their spiritual development just as much as for their intellectual development.

"Secular College Oriented Home Schoolers." As a group, the 48% (12) of former home schooled students in the study who chose to attend public institutions, hereafter classified as "Secular College Oriented Home Schoolers" or "SCOHS," expressed very little interest in attending religiously affiliated institutions. Although all but one of these students described themselves as Christians or very religious, they chose to go against the status quo by attending a public university. "SCOHS" chose to attend public universities because they felt that they had a good religious foundation from home schooling and/or they were looking forward to the challenge of being exposed to a different environment:

I didn't really look at religious colleges a whole lot. I felt that I already had a religious background from my parents, home schooling and all that. . . . So I really didn't feel like I needed to go that route and was looking forward to something different, you know, a new challenge.

Figure 4.5 depicts other major factors influencing these students' decisions to attend public universities. Many "SCOHS" also expressed the sentiment that they did not wish to attend religiously affiliated colleges or universities because they felt that these institutions were too restrictive:

I did not think about a religious school that much. I didn't want to be forced to wear a dress or to dress a certain way, or not be able to express myself. . . . I did not want to be restricted that way. I did not want to have to express my Christianity in certain ways.

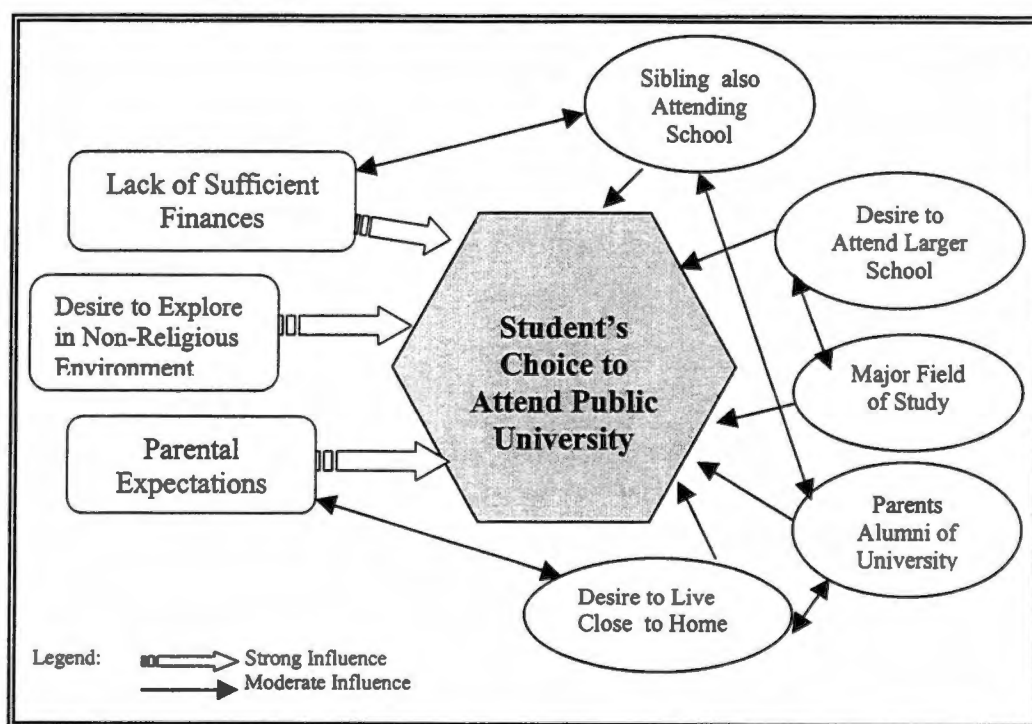


Figure 4.5 Major Factors Influencing Student's Choice to Attend Public Universities

What I like about a secular university is that everybody can be themselves. If you don't like what somebody did, you just got over it. At a Christian college, or any type of denominational college, everybody is exactly the same. I was criticized at one of these colleges once for wearing a baseball cap. I mean, it was so stupid. You can't listen to what you want to listen to in music, you can't watch certain movies or read certain books. I do not believe that God meant for life to be so restrictive. So I really had no desire to go to one once I found out what it was like to attend one.

Fifty-eight percent of "SCOHS" indicated that financial factors also weighed heavily in their decision to attend a public university. Forty-one percent had other siblings who were also in college and expressed that they could not financially afford to attend a private university or attend college outside the state:

The deciding point was that I got enough financial aid to pay for school. You know, my family is not wealthy. We didn't have the money to pay for both my sister and I to attend school here.

Well, the main thing was that they offered me a tennis scholarship and I figured I could pay my parents back by me paying for my education and not making them have to pay for it.

Another strong factor influencing the choice of "SCOHS" to attend public institutions was parental expectations. The majority of these students said that their parents preferred that they live close to home. Most of these students indicated they had no problem adhering to their parents' wishes on this issue because they would miss their families if they attended college far away from home. Twenty-five percent of "SCOHS" expressed that their parents wanted them to carry on the family tradition of graduating from the university they attended:

I always knew that I would end up coming to _____[University] I grew up here and my parents are alumni of the university. . . . Even though they left it up to me to decide if I wanted to attend another university, I knew they wanted us to carry on the family tradition of graduating from _____[University].

Other factors influencing the decision of "SCOHS" to attend public universities included: the institution had a nationally recognized program in the student's major field of study, the student liked the idea of graduating from a large well-known university, and he/she had siblings who were also attending the university.

College/University Application Process. Most of the former home schooled students in the study reported that applying to college was not a difficult process, and that in most cases they followed the same procedures as students graduating from traditional high schools. However, the data also revealed that public universities were somewhat less "home school friendly" in their admissions process than religiously affiliated colleges. Prior to 1998, home school students applying to public universities in the state of Tennessee were required to take the General Educational Development (GED) test in addition to submitting a list of courses, grades and ACT or SAT scores. This was the case for 25% of students, primarily juniors and seniors, who attended public universities. These students described the application process as frustrating and slow:

Oh, the whole thing was a pain. I had to take the GED test and then it seemed that we were going back and forth all the time, giving them more and more information, delay after delay. It seemed like because there weren't many home schoolers here, they didn't exactly know what to do with us.

Another student described her experience with applying to a public university shortly after public universities in the state changed their policies to treat home school applicants as they would any other high school graduate:

Before I came here, you had to take the GED to get into the university if you were home schooled. I don't know if I was the first or second home schooler that came in after the law was passed, but that year was the first year that they had to take the home school diploma. . . . So I told them that I was not taking the GED and that I got a 27 on the ACT. . . . so everything got put on hold. It was a tense situation because my getting into college could have been delayed. I applied early but didn't find out that I was accepted until after the law was passed that summer.

Eighty-three percent of students attending public universities reported that they registered under an umbrella school in order to avoid what they perceived as the resistance of public universities to accept home schoolers. As one student commented:

I had no problems because I put on my application that I attended Gateway Christian School. It is an umbrella school. So, as far as the University knows, I went to Gateway, which is how it worked. I had heard home school students say that they were afraid to come here because they tended not to want to accept home schoolers. So every one of us enrolled under Gateway, which we can do according to state guidelines. . . . So we would follow their [umbrella school] curriculum, take tests, and if we meet their guidelines we would get our diplomas. We can even attend their graduation ceremonies. So then Gateway sent everything to the university. My diploma, transcript and everything is certified from Gateway Christian School and everything is stamped with their seal. So it is as if I went there, except I did it from home. That made the whole thing a lot easier to deal with.

Students applying to religiously affiliated institutions appeared to have few problems with their application process whether they were enrolled under an umbrella school or were independent home schoolers. Thirty percent of the participants attending religiously affiliated institutions were enrolled under an umbrella school, while 70% were considered to be independent home schoolers. All of the students attending religiously affiliated schools reported that they went through the same admissions process as any other student, i.e., submitting an application, transcripts detailing courses, grades and extracurricular activities, and SAT or ACT scores. Most found the process to be relatively simple and routine, and expressed that their college or university was very helpful and interested in having them enroll at their institutions:

The people in Admissions were very helpful. I called several times with questions and they always had an answer, and so it was a fairly simple and painless process.

They seemed to be pretty used to home schoolers around here. So actually it really wasn't much different than if I had gone to public or private school. I had to submit an application and I had to have a transcript, so my dad made up a transcript. It had to be signed by a Principal and of course my dad was my principal. And like I said, they knew that I was home schooled and there was no problem. They admitted me and I got a scholarship based on my SAT score.

Most students reported taking the ACT or SAT tests through the auspices of their umbrella school. The mean reported ACT and SAT scores for students attending religiously affiliated institutions are notably higher than those of students enrolled at public universities (See Table IV-7).

Table IV-7 Mean ACT and SAT Scores

	ACT	SAT
Religiously Affiliated University Students	27.6	1304
Public University Students	24.6	1102
Total	26.1	1203

The process of applying to four-year institutions was much easier for former home schooled students attending both types of institutions who had taken courses at community colleges than for those students who had not. Most of these students indicated that institutions, particularly public universities, had fewer questions about their application when they submitted transcripts of courses they had taken and grades they had received from a community college. One of these students who attended a religiously affiliated institution remarked:

It was pretty easy. I didn't even have to take the ACT or SAT. I have never taken them because I went to a junior college for a while. I had so many credit hours from there that I was just able to transfer here very easily, without ever having to take the normal entrance tests. So that was pretty good.

Knowledge and Expectations of College Life

Three general patterns emerged from the data related to the pre-college knowledge and expectations of former home schooled students. These patterns are depicted in Figure 4.6. Participants who had enrolled in courses at a community college during their high school years (68%) reported that they had a good idea of what college would be like academically, as well as socially:

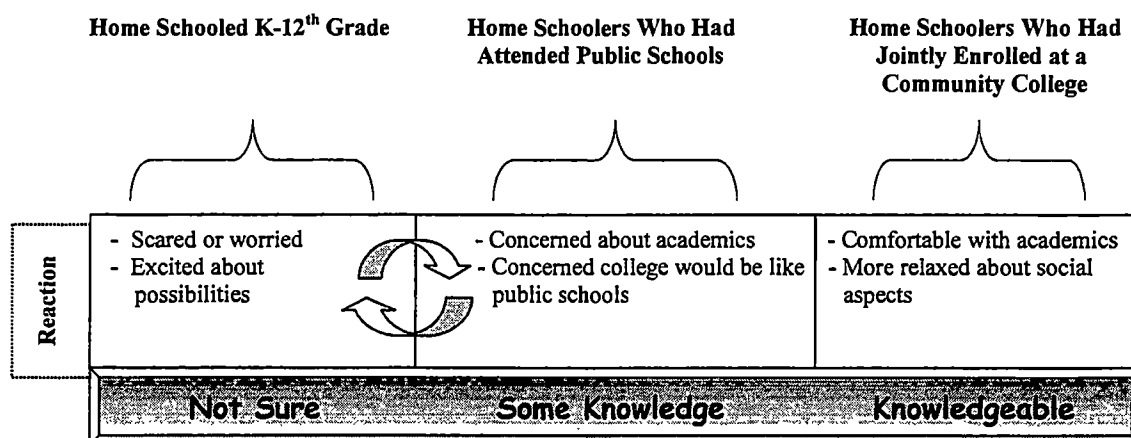


Figure 4.6 Students' Level of Knowledge of What to Expect in College

When I was in 10th grade, an opportunity opened up for me to take classes at a community college. . . . so I guess I kind of got a taste of college before I left home to come here. I was able to see how a college classroom works and how I needed to study to get good grades. So, when I came to _____ [University] that was pretty much already engrained in me. And socially I was able to get the gist of things, so I was more relaxed and didn't expect a problem.

On the other hand, the majority of students who had not enrolled in classes at a community college, which included several who were home schooled from K-12th grade and others who had attended public schools, indicated that they were not sure what college would be like prior to enrolling. As a result several students reported feeling worried or nervous primarily because they did not know anyone on campus:

Well, I was terrified. I thought that it was going to be some horrific experience. That I was never going to see my family again.

I figured it would be kind of hard, being this far from home and not knowing a soul here. I figured it was going to be something.

Half of these students indicated that although they were anxious and didn't know what college was going to be like, they were also excited about the prospect of going to college.

Only 26% of participants who had been home schooled from K-12th grade reported being somewhat nervous because they did not know what it would be like being in a large classroom setting for the first time:

I was a little unsure and nervous about how it would be. I mean I had classes in home school where there were about six or seven of us and so it was a little like a classroom setting. But it was not like Psychology 101 during my freshman year where there were 150 to 200 people in the class. So I really had no idea what it was really going to be like.

Twenty percent of participants who had attended public schools early in their school careers prior to being home schooled, expressed being nervous about going to college because of their previous experiences in public school:

I was kind of afraid it was going to be a bit like my compulsory education experience had been, which was not a great deal of fun, so I was a little bit worried about it. But I was excited too because everyone kept telling me that college was different.

Most students, particularly those who were home schooled from K-12th grade and some who had attended public schools, indicated that they had some idea that college would be very challenging academically. This knowledge and expectation was obtained not from direct experience, but primarily through discussions with family members or friends who were currently enrolled at the same institution:

I had my sister to go by. She kind of told me what to expect. I knew it would be hard because instead of having a subject all year round, you have it for one semester and then you go on to totally different stuff the next semester. I knew it would be challenging academically, just learning all of that information and remembering everything for tests.

The expectations of 24% of students, particularly female students attending religiously affiliated universities and who were home schooled from K-12th grade, revolved less around academics and more around social issues. Most of these students expressed that they were expecting college to be a place to meet new people and to develop close friendships. As one student stated:

My biggest expectations in coming to college, or what I was most excited about was not the schoolwork, it was actually getting to live in the dorm and meeting new people. It wasn't really about getting away from my family and being alone, it was just to be able to develop relationships with other people. I wanted to come here and get involved. I could see myself years from now when I graduated what kind of person I wanted to be. I wanted to have been involved on campus and I wanted to have a lot of close friendships that I developed over that time that I could keep for a long time after that. I have had a lot of friends that were just mostly, you know, surface friendships and I really wanted that chance to live in the dorm and meet the girls in the hall and just make real good friends here.

Research Question Question II:

What are home schooled students' perceptions and experiences of the process of separating from the home school environment and making the transition to the college culture?

This research question focused on ascertaining participants' perceptions and faculty/staff members' observations regarding the process of students' separation from the home school environment and how they made the transition to college life. Results pertaining to this research question were derived primarily

from student and faculty/staff interviews.

Separation: Making the Move from Home School to College

The process of physically leaving home, disassociating from the secondary school environment and entering college, is a significant experience faced by new college students throughout the nation every year. Separating from the home school environment and enrolling in college did not appear to be a substantially different experience for former home schooled students than that experienced by traditional college students.

Freedom Associated with Separation Phase. Most former home schooled students in the sample attending both types of institutions reported that they enjoyed the freedom associated with going away to college and/or being on their own, because they were able to make their own decisions about their daily lives:

It was a lot of fun, actually. I wouldn't tell them [parents] this, but it was a blast. I got to go to the movies whenever I wanted. I got to basically do whatever I wanted within the rules of the college.

However, these students stressed that this freedom did not include behaving in an irresponsible manner. Instead, they stated that their freedom came with the responsibility for making competent decisions about how they spent their time, and the activities they engaged in, so they could maintain the proper balance between their academic and social lives:

Managing my freedom meant that if I knew that I had a test the next day, I could either choose to go with my friends to Denny's or something, or I could study for my test and I usually would have to say, 'no I can't go with you guys tonight'.

I found out that I didn't really want to do a whole lot of the things that my parents were against. . . . When I got to school and had the opportunity to do some of those things, I found out that I didn't want to. Just because I wasn't used to them; they didn't appeal to me as I thought they would have, and they would not be to my benefit.

The majority of students attending both types of institutions reported that the freedom that came with going to college was an extension of the freedom and trust that their parents had placed in them to make good decisions during their home school high school years:

It was not that difficult to handle the freedom of being here because I knew my parents trusted me and so I pretty much could do whatever I wanted to do within wide limits. I know my limits and I have very high standards, and so I watched who I hung around, and I made sure that they were the type of people I needed to be hanging around with. We went to decent places. We never went out partying, drinking and all that; we just went bowling, hung out at the mall, and watched movies at friends' houses or something like that.

Negative Emotions Associated with Separation. Almost 60% of students reported negative feelings or emotions associated with separation from past associations and going to college (See Table IV-8). These negative emotions included anxiety, fear, loneliness, homesickness, stress, confusion and, as in the words of one student, "*feeling scared out of my mind.*" There was very little difference in the number of negative emotions reported by students who attended public or religiously affiliated colleges and universities. Female

Table IV-8 Emotions Associated with Separation

Type of Emotions	Religiously Affiliated Universities	Public Universities	Percent of Responses
Positive	9	5	31.0
Negative	14	12	58.0
Neutral	4	1	11.0
Total	27	18	100.0

Note: More than one feeling was expressed by many students; therefore, the number of responses exceeds the number of participants in the sample.

students reported negative feelings about their transition to college more often than did male students. The primary reasons for negative emotions related to the process of separation were somewhat different for students attending the two different types of institutions. All of the participants who attended public universities either lived at home and commuted to college or lived off campus. Therefore, negative emotions, expressed by more than 65% of these "SCOHS," related less to moving away from home, and more to the overwhelming feeling of leaving the home school environment and having to navigate their way around a large university campus during their first few weeks of college. In addition, some of these students expressed difficulties at first with being in a large classroom setting with several hundred students, and feeling the pressure of having to learn large amounts of information in a short amount of time:

The first week of classes was pretty scary. After several days of stumbling around and finding the buildings, one day, I thought I was in my math class, but I was actually in my nutrition class. There were at least 300 people in the class. It was crazy. So I sat

up in the top of the lecture hall in the back and the teacher was way down there and he looked like a Little Tykes person. I said to myself, where am I? What am I doing here? So it was very very scary. Trying to find all the classes and being on my own on this big campus.

I think my eyes were probably as big as saucers for the first couple of days. . . . I wandered around campus and got lost, which was probably the normal freshman experience. I just felt overwhelmed, because I felt unprepared in terms of knowledge of the campus and the classroom--you know--what the professors were expecting of me.

Thirty-six percent of faculty members interviewed at the two public universities confirmed these findings. The academic advisor of one student attending the smaller of the two public universities remarked:

Well, she would come by every once in a while and we would talk because she had a class on the same floor as my office. And like every freshman, she was having some problems. It was difficult for her the first few weeks. I think she was a little bit shell shocked with all the processes and all the people around all the time because the university has about 8,500 students.

Thirty-three percent of "SCOHS" also expressed that leaving the home school environment and moving into large college classrooms caused them to sit back and quietly observe in order to determine how to handle themselves in particular situations. As one student stated:

When I first went into classes, I was quiet because I wanted to observe everyone else to see what everyone else was doing. Then I would watch the professors to see how they did things and responded. I learned not to say certain things to tick them off. I observed for quite a while and then when I got more used to the setting and how things were done and all the different people, then I was able to be more myself.

Fifty-eight percent of faculty and administrators interviewed at public universities also observed that the "shell shock" of attending a large university

and the large classroom setting appeared to have caused many former home schooled students to be reluctant to communicate or participate in class when they first entered college:

She appeared at first to be a very quiet young lady. She just really didn't say a word for the first two weeks. I had to drag things out of her to get her to talk, but after a while, she really opened up.

In class, she was very quiet and observant at first. I think she was feeling everybody out. But after a short while she became a part of the group.

A little less than half of those faculty members, however, took the time to qualify their responses by stating that they were unsure if their observations had any connection to the fact that these students were home schooled:

Well, I noticed that during the first part of the semester that she used to sit in the back of the room in the corner all the time and didn't say much...but then I don't know if that had anything to do with her being home schooled.

Other negative emotions expressed by "SCOHS" regarding the first few weeks at public universities included feeling frustrated, stressed or uncomfortable dealing with some of the bureaucratic and logistical issues encountered at a large institution. Issues included being crammed into crowded classrooms, trying to find parking and standing in long lines to register or pay bills. One student who had never attended traditional school remarked about a fact of college life that most students who have attended traditional schools take for granted:

I remember one of the hardest thing about it was getting used to lugging my backpack full of books around all day. I was just not used to that. I came home sore the first couple of days.

Most "RCOHS" attending religiously affiliated colleges and universities lived on campus. Most of their negative feelings and emotions focused on leaving their homes and families. Seventy-five percent of them expressed that it was very difficult for them to leave their families to attend college because they are very close to family members. Indeed, separation from family was much more difficult than separation from friends:

It was very hard at first because, although I am really independent in a way, I love my family. It was very hard having to leave my parents and their care and knowing that I had food on the table and a roof over my head, and now I have to take care of that all myself. So it was pretty hard.

The intense feelings of anxiety and loneliness felt by one student during the first week or two of college was representative of the comments of 40% of these "RCOHS:"

To be honest, I laid there in the room and bawled for an hour, literally. It was kind of strange, but my roommate and I didn't see much of each other the first week, but once I started to get to know my roommate, things got a little bit easier. But it was still really hard, the first day especially. I just cried and cried and I called my Mom and told her I hate it, come and take me home. I was just so scared and so nervous. I didn't know anybody. I was just lonely. I felt like I was utterly alone. Like I had been dropped off the planet and nobody even cared.

Most "RCOHS" indicated that having other friends attending the institution when they arrived on campus was the most important factor in mitigating the feeling of loneliness. This was confirmed by 31% of faculty members at the institutions:

She already had a core group of friends here who came from the same home school group. I think that was a very strong factor that allowed it to be a very good separation and transition process for her.

Supportive parents were the second most important factor in helping “RCOHS” cope with the process of leaving home. This theme was reported by the majority of these students who lived on campus. As one student described the experience:

What really helped me was that my Mom and Dad were very supportive of me during the first few weeks that I was here compared to my roommate's parents. They cried for two days solid when they were here helping her unpacking her stuff, and then they would call every day to check on her. They held on so tight it was just too much. If my Mama and Daddy had acted that way, I would have been miserable. But my parents didn't make a big deal out of it. They were just as excited for me to go away to college as I was. They really encouraged me and cheered me on as I stepped out to do this new thing, to begin this new phase of my life.

About 40% of “RCOHS” reported that their roommates and other new friends they met on campus were also instrumental in helping them to cope with the separation process. One student remarked:

I was very homesick at first, but my friends really helped me a lot. They would invite me to go out with them, and it kept my mind off being homesick. My roommate, she was never homesick; so she was available and she helped comfort me and she would say, 'you'll be okay, you're going to be going home to visit in a little while'. So that really helped me to stick it out those first few months.

Positive Emotions Associated with Separation. Positive emotions related to going off to college for the first time, such as excitement and happiness, were reported by students attending religious institutions almost twice as often as by those attending public institutions. Positive emotions expressed

by 61% of "RCOHS" were most often related to having fun meeting new people and doing new things with the knowledge that if they ran into problems their families were easily accessible for support:

Leaving home and coming here the first few weeks was so much fun! Just awesome. Getting the chance to meet so many new people was really a great experience for me. Not going to a regular high school, you just don't meet as many people. I had a group of friends at church and through home school groups, but really other than that I didn't know a whole lot of people. So being here I have met so many people from all different backgrounds, which has been great.

I had a lot of fun moving in and the first few weeks just doing all the typical college type things; going to classes, hanging out with new people I met. And plus I knew that my family was just a phone call away if I ran into any problems and needed them. So it was fun.

The 41% of "SCOHS" that expressed positive emotions about their first few weeks on public university campuses did so for almost identical reasons as those "SCOHS" that expressed negative feelings. Rather than being nervous or overwhelmed by the campus, these students were fascinated and stimulated by the large campus atmosphere and classroom setting:

It was fun and just absolutely fascinating. I just walked around and around like everybody else. You could tell who the freshmen were because we were all looking at all the buildings. I was familiar with the campus some from living near here, but I was just like everybody else those first few days walking around like space cadets trying to figure out where to go, how to get textbooks and everything. It was pretty cool. It was like a huge mass of people, a city of people. It was a stimulating experience.

The sizes of the classrooms were pretty awesome. They did not bother me at all. I walked in and looked around and thought, this is pretty cool. Three hundred other people want to learn about this subject. I thought, this is pretty neat.

Twenty-five percent of "SCOHS" also expressed excitement at the idea of attending a major state university rather than a small private religious college like most of their other home school friends. Another 25% reported feeling very much at home in college because they were familiar with the layout of their campuses. One student whose parents were alumni of the university she attended commented:

Actually it was great coming to college. . . . I was pretty comfortable here. Since I live near here and both of my parents attended school here. They would drive me around campus and be like, Oh, that's where I met your Mom, or that's where we used to hang out together during our college days. Then they would show me all the different buildings on campus. So, I wasn't stressed out about finding everything because I was pretty familiar with the campus before I came here.

Twenty percent of students in the sample did not report either positive or negative emotions about separating from past associations in their home schooling environment and going to college. They expressed that the experience, in the words of one student, "was really no big deal." Most of these students, who primarily attended religiously affiliated institutions, indicated that they had traveled away from home frequently without their family; therefore, going off to college was just one more adventure.

Separation from Past Associations. Maintaining past associations, particularly with family members, was a high priority for students attending both types of institutions, and with few exceptions, they reported that their relationships with family members did not change dramatically as a result of

being in college. Most "RCOHS" reported maintaining weekly contact with parents and/or going home to visit as often as they could. However, few mentioned making as much effort to keep in touch with high school friends. On the other hand, most "SCOHS" reported that they still maintained contact with high school friends, including those from their home school group and church groups.

Transition: Middle Ground Between Separation and Adjustment to College

The transition phase is the period in which students have separated from their home school environment and past associations and are in the process of learning the necessary patterns of behavior and norms needed to successfully integrate into college life. Participants attending both types of institutions reported that the time it took for them to establish themselves and begin to feel comfortable in college ranged from a few weeks to the beginning of the second semester of their freshmen year:

The first few days are always going to be crazy, but after that I got settled in and I was fine. By the second month I felt even better. I know friends of mine who had been to public school who had a lot worse time settling in and adjusting than I did.

It was rather difficult the first semester. I didn't like it very much. I really had to evaluate what I wanted to do. But by the start of the second semester, I was doing much better and began really adjusting to things.

Thirty-six percent of faculty/staff members' observations of these students, however, suggested that they took a longer time to make the

transition to college life than they admitted:

She struggled the whole year because she selected a difficult major, but halfway through the second year, I think she'd made it through the worst of it. I would also say it was the same socially in terms of her warming up to people here.

Despite these views, on a whole, most faculty members reported that former home school students in the sample had made a successful transition to college life by the end of their first year. In fact, most faculty/staff members who participated in the study were not aware, or had forgotten, that students were home schooled, and several indicated that they had changed their stereotypical beliefs about home schooled students after interacting with these students:

Well, like I said, I was very surprised to hear that she was home schooled. She has done so well academically and fit in so well socially that I had no idea.

Well, to be honest, both of them had worked for me for one semester before I even had any idea they were home schooled. So I just assumed that they had gone through the traditional method of training and education. It had always been my perception that these students would do well academically. But I thought they would be at a social disadvantage. But my stereotypes have proven to be completely untrue in the case of both of these students.

Impact of Home Schooling on College Transition. A significant factor in successfully making the transition to college is based on the degree to which participants' past schooling experience facilitates their preparation for college. Analysis of the data revealed that a number of aspects of home schooling either assisted or hindered students' transition to college. Major

contributing and impeding aspects of home schooling to students' transition to college reported by participants are summarized in Table IV-9.

Seventy-two percent of participants indicated that the aspects of home schooling that contributed the most to their transition to college were learning the self-discipline of working independently with little supervision, and being able to study and learn material on their own within a given time frame.

Table IV-9 Contributing and Impeding Aspects of Home Schooling to College Transition

Contributing Aspects of Home Schooling to College Transition	
➤ Accustomed to working independently and being responsible for own studies ➤ Accustomed to learning and studying with minimal supervision ➤ Accustomed to being in charge of own schedule and managing own time ➤ Development of self-discipline and motivation to study ➤ Development of good study habits ➤ Accustomed to teaching themselves and learning material on own	➤ Able to spend more time on area of major such as music ➤ Well prepared academically ➤ Able to relate well with adults such as professors
Impeding Aspects of Home Schooling to College Transition	
➤ Can't think of any ➤ Flexibility/not being accustomed to rigid deadlines ➤ Rigid nature of class schedules ➤ Not comfortable interacting with same-age peers in some social group settings	➤ Additional math and science courses needed ➤ Lack of exposure to speaking or participating in class discussion in a large classroom setting ➤ Participation in group projects ➤ Lack of experience with male-female relationships

Note: Items in left column cited by 50% or more of sample. Items in right column cited by 12%-33% of sample.

Below are samples of student responses related to these issues:

I think it prepared me in the sense that a lot of what I had to do was on my own. I have two brothers and one sister and they were all home schooled as well. So, of course my Mom couldn't spend all of her time with me. She would give me my lesson plans for the day and made sure that I did them, but she wasn't right there all the time checking on me. So, for example, I had to read the history, get the gist of it by learning and understanding all the dates and facts, and be able to take the test and pass it. If I had any questions, of course, Mom was right there to answer. . . . But often I didn't need her help or ask for it. And so it helped me when I came to college to be able to learn on my own and be able to think for myself.

Academically, I think it prepared me to be extremely self-disciplined and self-motivated because when you are home schooled there is not the positive peer pressure of making good grades that you have in school. . . . So you really have to buckle down and decide that it's something you want to do. . . . So when I came to college, because I was disciplined at working hard and working on my own, I was able to apply the same skills and I got high scores, higher than many other students in my class.

These findings were corroborated by faculty/staff interviews. They indicated that home schooling appeared to have prepared students well to make a successful transition to college as evidenced in their level of self-discipline, self-motivation and ability to work independently:

These students are well prepared because they are dealt with one-on-one and they are left on their own to do their work. Therefore, having done that for up to as many as twelve years, I have seen that they transition well because they are able to handle things on their own without having to be pushed very much, and they turn in assignments on time, whereas when students come from traditional high schools, usually my experience has been that you have to motivate them constantly.

As indicated previously, 68% of students from both types of institutions indicated that taking classes at a community college prior to enrolling at their current institution was a key factor in making a successful academic transition to

college life. However, about 20% of these students did report that, in the words of one student, "*even though going there (community college) helped some, it was still a really big transition going from ____ [community college] to ____ [4-year college] because, ____ [4-year college] was much more difficult academically.*"

Twenty-eight percent of students in the sample noted that the flexibility of home schooling allowed them to focus and to have a good deal of time to practice or gain practical experiences in their major field of study or sports. They believed that this helped to facilitate an easier transition to college, as well as helped them to keep ahead of the competition. A music major remarked:

I was prepared for college in that...I practiced a lot throughout my home school time because I did have that flexible schedule that [allowed me to] spend hours practicing to become a better musician. That really helped me in coming here to fit right in...and when I was able to participate in competition here, I placed very well.

The finding was confirmed by 36% of faculty/staff members. The intercollegiate tennis coach of one student commented:

I mean, he was extraordinarily prepared for the transition to college level play because of having a lot of practice time and work with private instructors. Therefore, he was far more advanced than a person coming out of regular high school.

Sixty-six percent of students reported that they could not think of any way in which home schooling was detrimental to helping them to make the transition to college. The remaining 34% of students reported that the flexibility of home schooling was a detriment in preparing them to adhere to deadlines and rigid scheduling of classes:

Honestly, I think home schooling's biggest strength is also its biggest weakness. The flip side of flexibility is lack of organization and working within structural time frames.

My mom would probably disagree with this, and probably most home schooling parents would, but I have found that it is harder for me to meet deadlines. I meet them but I don't take them seriously because in most home schooling cases, the teacher is your parent. If you are a couple of days late on your paper, they are not going to care. So it was hard to make the transition from my parents' deadlines to a professor's deadlines. Fortunately, I had taken some classes at _____ Community College. So I had some practice with strict deadlines, so I was able to keep up with them. But I think if I had just jumped right in, it would have been a much bigger shift and I probably wouldn't have done as well.

Twenty-two percent of faculty/staff members corroborated this finding:

At first, I could tell that he was having some difficulties with schedules and getting things done on time when they were due, like getting papers in on time and things of that sort. Although he still had some of that difficulty at the end of last year, by this year that had ended. So he seemed to have made a good transition in regard to handling his time schedules and deadlines in a much better fashion.

Forty percent of students who were home schooled from K-12th grade indicated that having experience in classroom interactions would have helped them to make a faster transition to college. Similarly, 33% of students who attended public universities suggested that home schooling did not prepare them for speaking or participating in class discussion in a large classroom setting.

Some remarked:

I really do think that academically I did fine in home schooling. Both my sister and I tested high in all standardized tests, so I don't think we missed out. But I think there is something that you get from class discussion and interaction that I missed out on. I think it would have helped me to get into the swing of the classes part a lot faster.

Socially, it didn't help at all in the classroom. I was going to a 200-person lecture and it was just overwhelming. I missed the one-on-one that I got from my parents or that I

got from the Friday enrichment classes. In those situations, if I had a question I felt comfortable asking it. But in many of my college classes it was not like that at all, I was more reluctant to ask.

In areas of socialization, the majority of female students, primarily “RCOHS” attending religiously affiliated universities, expressed that home schooling did not prepare them for interacting and discussing “secular” issues, such as movies, music and fashion with same-age peers:

One thing, I was raised without a television and so a lot of my friends in college would talk about different TV shows and stuff that I had no idea what they were talking about. So you know, I sat there wanting to be a part of the conversation, but not really knowing what they were talking about or what to say. So that took some getting used to.

Acquisition of College Norms Essential for College Transition.

Another major factor that impacted the quality of students' transition experience was the degree to which they were able to successfully learn and acquire the formal and informal rules, norms or culture of their institution. This involved learning the written rules of the campus, as well as the nuances of the unwritten rules, which are a part of the cultural fabric of each campus. Figure 4.7 depicts the overall pattern of methods through which most former home schooled students learned the written rules and cultural norms necessary to successfully make the transition to college life.

Learning the written rules for “SCOHS” attending public universities often involved asking upperclassmen or professors for assistance. Unwritten

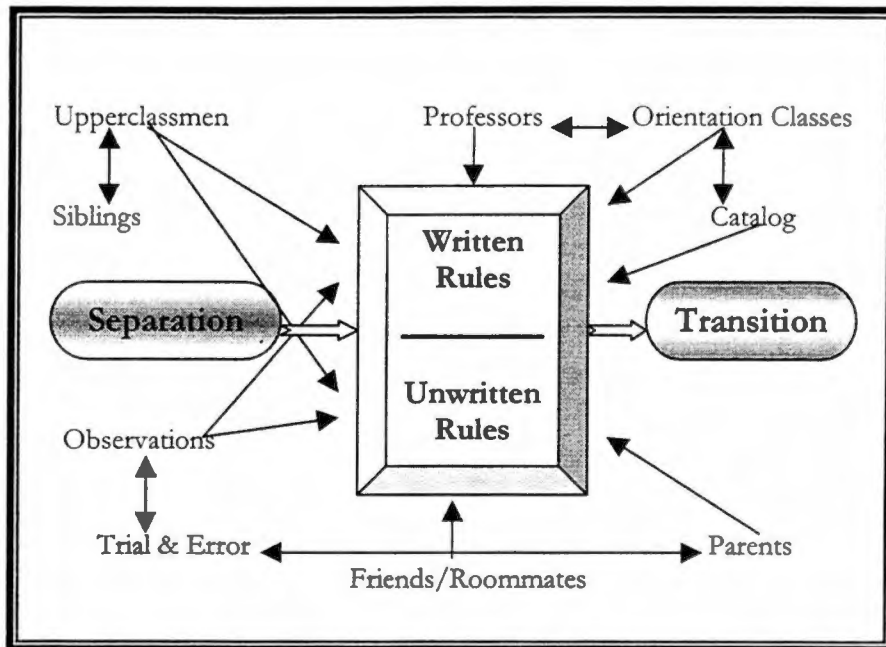


Figure 4.7 Methods of Learning Written Rules and Cultural Norms Necessary for Transition to College Life

rules, cultural norms and how to handle delicate situations were most often acquired through observation, trial and error and relying on friends or siblings attending the institution. As one "SCOHS" remarked:

I learned much of the ins and outs of the place just through trial and error and just watching what everybody else did. Sometimes I tried to find students who were older than I was and kind of ask them what I needed to be doing in a particular situation. The professors in my department were also pretty helpful about course requirements, for the most part. Plus I could pretty much ask my advisor anything, even dumb questions.

Most students attending both types of institutions reported that learning to handle themselves in unfamiliar situations or assimilate new things that they had never been exposed to before was a major part of their transition to the

college culture. For most "SCOHS" attending public universities, these new experiences often related to issues such as unusual hairstyles, swearing, male-female relationships, and contact with students who drank or took drugs:

I've never seen so many people with different color hair. It cracked me up. Being home schooled, I was considered one of the outrageous ones. I mean I went through a hair-coloring phase, too. But this was a bit much. I guess I knew that people did outrageous things in college, but some of the stuff was pretty juvenile. I had to learn to laugh it off. . . . Also you could tell some people came to class without showering. They would walk in and looked like they were still in bed. That was kind of funny.

I went to a couple of fraternity and sorority parties to see what they were like. It was probably a little bit shocking for me seeing as how I have never seen this kind of thing before. I have been around people drinking before, but not quite in that environment. I soon decided that it wasn't the kind of fun I like to have. I prefer to be sober and remember most of the things that I do.

Trying to deal with the fact that some of my friends do drugs and stuff like that took some thinking about. I'm not saying that home schoolers don't do drugs or anything like that, but most of them don't. So I come to college and people would tell me that they drank and smoked marijuana on the weekends. That was kind of different, but it was something I learned to deal with.

These students indicated that they had expected to encounter some of these new experiences while attending a large public institution. Most found them to be more amusing than shocking and chose to view them as learning experiences. They were also clear that they did not participate in or condone many of these behaviors, and most chose not to associate closely with students involved in some of these activities.

"RCOHS" encountered some new experiences in college that were similar to those experienced by "SCOHS," but to a much lesser degree. However, these

students did not appear to be as understanding or tolerant of these behaviors. They often chose to handle these new situations by avoiding them altogether. Twenty-seven percent of faculty members interviewed at religiously affiliated institutions corroborated this finding. One professor commented:

These students tend to be somewhat more mature than the typical college student. Therefore, I think the immaturity of some of the other students is initially something that may turn them off. But here again, this student we are discussing and other students with the same belief system do not ordinarily socialize with the type of students who choose to break the rules.

Most students reported that a major transition moment in college for them came when they realized that they were on their own, needed to grow up, mature and take responsibility for themselves and their decisions:

The most difficult part of the transition from high school was not having my parents monitoring everything I did anymore. . . . It was different because I was making all the decisions myself and making up my own schedule. I was buying my own books and going to classes. I had the complete and total responsibility for myself; knowing that if I screwed up it was my fault. I could no longer depend on my parents to pick up the pieces like they did when I was in high school. I think that coming to the realization that I was in college now and I was an adult, it all hit me one day, and I was like, oh no. A big transition point for me was when I came to that realization.

Although these students reported that they had been looking forward to attending college and being on their own, the degree to which they chose to make good decisions about prioritizing their time played an important role in their successful transition to the demands of college life.

Academic Aspects of College Transition. The academic transition from home schooling to college was noted as a significant change that took many

students time to learn to manage. Forty percent of students indicated that they were not used to the rigid class schedules developed by their institutions. These students indicated displeasure at not being able to make their own schedules and having to make the transition to being instructed or learning certain subjects only at a specific time of day or on specific days of the week.

Although most former home schooled students attending both types of institutions reported feeling academically prepared for college, approximately 54% reported having some anxiety about how they would perform academically in college:

The first few weeks, I really wondered, was I prepared academically. Was I going to be able to make the changeover to college classes? Did I know how to learn in college the way they teach? I had done mostly self-study through home schooling. You learn out of books and you sit there and really process the information. So I wondered if I was going to be able to take good notes with a lecturer. Even though I had taken some classes at a community college and had done that some, I still wondered if I could do it, you know, with 17 [credit] hours. Was I going to be able to keep it all straight and do well on tests?

As a result of this doubt, most of these students indicated that they worked extra hard during the transition period in order to ensure that they were able to earn good grades and perform as well as their peers:

I had no idea how I would do academically, so I really went overboard in everything I did as far as preparing for classes, studying and spending extra time going over materials. I just worked a lot harder than I would have had to at first, but that was good for me, too. I guess it made me learn right away how to stay on track with my studying in college and what it took to get good grades.

This finding was corroborated by faculty/staff interview data. Forty percent

indicated that these students took on too much or went overboard in their quest to succeed and prove themselves academically.

Thirty-six percent of students reported that they had some difficulty at first making the transition academically to a four-year institution. "SCOHS" appeared to have more problems with the level of academic rigor at public four-year universities than their "RCOHS" counterparts attending religiously affiliated institutions:

I was definitely taken aback at first by the amount of reading and homework. I guess that's the same way most new students react, but I was thinking, oh my Lord, how in the world am I supposed to read a hundred pages a day? But you do. You just learn to do it as time progresses. Then you get to the point that you actually attempt to try to remember most of the stuff.

This finding was supported to some degree by the observations of approximately 32% of faculty and administrators. They indicated that some home school students appeared to have some difficulties with some of their classes at first, but were able to overcome the problems:

I think she struggled some at first. But this was probably due to the fact that she was adjusting to different teaching methods and different professors' having their own unique way of teaching. But I think that overall, she has transitioned well and is a very good student.

Sixteen percent of "RCOHS," primarily those who were home schooled from K-12th grade, indicated that they did not transition or adjust well to interacting and working with other students in classes and on group projects because they liked working alone. However, the majority of other "RCOHS," as

well as "SCOHS" reported enjoying and transitioning well to working with their peers on academic projects and assignments. As one student stated:

I did not do a whole lot of working with other people on class projects and assignments in home schooling. So doing it in college was pretty new, but it was fun because I got to know the other students in the group really well. Plus it was fun for me to be able to bounce ideas off group members to see what we came up with, and to have other people kind of chip in on the workload.

Seventy-seven percent of "RCOHS" reported that their relationships with professors at their institutions helped to facilitate their academic transition to college:

I didn't find it difficult at all going to my professor if I had a problem, and saying 'hello, my name is____, I am taking your class and I need some help with whatever. . . . Because of home schooling, I am not afraid to communicate and negotiate with adults for things that I need. I think that really helped me because I was able to find out what the professors expected of me and it helped me to head off problems that I might have encountered down the road.

In addition to feeling comfortable communicating and interacting with professors, these students indicated that their professors were very friendly, competent and approachable. Most professors took the time to get to know them outside of class and appeared to be concerned about their personal lives:

I have found them[faculty] to be very good, probably some of the best anywhere. Almost every one of the ones that I have had has taken the time to get to know us by name. When I pass them on campus, they call me by name and stop to ask how I am doing and how things are going for me, if I am doing okay. . . . Plus I have also gotten to talk with professors more than just in class. When I needed help with algebra, my algebra teacher would take the time to go over problems with me and help me to understand it. So they have been very helpful.

One third of faculty and staff interviewed at religiously affiliated institutions confirmed that former home school students appeared to be more at ease in approaching them for assistance than most of their peers who were not home schooled.

While 41% of "SCOHS" reported similar positive experiences with their professors, the majority of these students indicated that many of their professors at the public universities they attended did not contribute positively to their academic transition to college. These students reported that many professors they encountered were nasty or indifferent to their request for assistance or that they had conflicts with some professors because of differences in their belief systems:

I really didn't care to be with them [professors] if I didn't have to. I hate to say it because I was so looking forward to getting to know my professors, but some didn't seem to care if you passed or failed. Plus I got into arguments with some because I just didn't agree with them on some things. Like an English professor of mine, she was a real feminist, you know, and I am not. . . . We disagreed on several things like that related to lifestyles and beliefs. We got into very heated debates in English class quite a few times.

The data further revealed that more than 60% of the former home schooled students attending both types of institutions were able to make a successful transition and academic adjustment to college despite being employed part time or full time while enrolled in college:

I earned a 3.97 the first semester and a 3.93 the second semester. . . . The second year I was working 20 to 25 hours a week, commuted an hour and a half a day and took

19 hours. I was Director of On Campus Student Activities, so my GPA slipped just a little, but not much. I had to work hard to keep a 3.5 GPA in order to keep my scholarship, so I had to balance everything. But I did okay; through it all, my GPA didn't get below a 3.6.

Social Aspects of Transition to College. The data revealed several general themes related to the social aspects of former home school students' transition to college. The first was that about 31% of students, primarily female students, expressed that they were concerned about being accepted by their peers in college. These two female students expressed that they very much wanted to "fit in" at college:

The first couple of weeks I was a little nervous about whether people were going to like me. I wondered a lot about things like, am I going to blend in? Am I going to fit in? But after a while I joined the symphonic band and started to hang out with some of the members. And after just a little bit of time, I started feeling more comfortable that I was loved and accepted and I really begin to feel like this was my family away from home.

One thing I was worried about being home schooled and coming to college was whether I would fit in because you have nothing to go by. You can't really base yourself on anything. You have friends at church but they are not in college. I was afraid that I would be the odd man out or that I would be looked down upon as an idiot. But once I got here I made a lot of friends because I am a pretty social person, so it really didn't become an issue.

Secondly, as these students' comments suggest, the majority of students attending both types of institutions also expressed that joining and participating in group activities, including sports teams, drama groups, and other extra-curricular activities was a key factor in helping them to meet people and make a successful transition to college life. The type of extra-curricular activities

students participated in most often were ones that provided spiritual growth and enrichment, such as Campus Crusades for Christ, the Baptist Student Union, and Bible Study groups (See Table IV-10).

Seventy-six percent of students from both types of institutions indicated that they participate in religiously affiliated groups in order to enhance their spiritual development and to be in an environment where they could be comfortable with students with similar religious beliefs:

My friend and I and a couple of other guys formed a Bible study accountability group, in which we were able to grow spiritually and challenge each other to live according to Godly standards.

There is a Campus Ministry group that I started going to, looking for a place to be, and I met some really nice people there. . . . I really kind of plugged in down there and felt very comfortable and at ease.

Table IV-10 Extra-Curricular Activities Most Often Selected by Former Home Schooled College Students

On campus Extracurricular-Activities	Frequency (# of students out of 25 participating)	Percent
Religiously Affiliated (Campus Crusades for Christ, Baptist Student Union, Bible Studies)	19	76.0
Campus Clubs & Organizations (science, horse, yearbook, ecology, business)	16	64.0
Performing Arts (dance, ballet, jazz band, drama groups, chorale)	15	60.0
Honor Societies (Freshman Honor Society, professional and service societies,)	13	52.0
Community Outreach (Big Pal Little Pal, tutoring, deaf translation, mentoring teens)	10	40.0
Sports (intercollegiate and intramural)	8	32.0

Sixty-four percent of former home schooled students in the sample were involved in a variety of campus clubs and organizations and 60% were involved in some type of performing arts activities. A majority of students attending both types of institutions were elected to or voluntarily chose to participate in disciplined-based professional honor societies and/or service fraternities and sororities. Only one student attending a public university reported pledging and being selected to participate in a traditional college social sorority. Most of the other students in the sample expressed that they had no interest in these types of groups. Forty-six percent of the students involved in these honor societies and service fraternities reported that over time they were elected to leadership positions within these organizations. As a whole, 40% of former home schooled students, particularly "RCOHS," were actively involved in a variety of outreach service activities to the local community. Eight, or 32%, were involved with sports activities, two of whom were members of their universities' intercollegiate tennis teams.

In contrast, about 40% of students reported that they deliberately chose to limit their participation in extra-curricular activities their first few weeks, first semester, or first year in college. The primary reason given by students for low social involvement during the transition period was that they needed to focus on their academics, and/or because they worked a part-time or full-time job, making

it difficult for them to find the necessary time to participate in social or extra-curricular activities.

Thirdly, although most students enjoyed interacting with different types of people, during their transition to college, the majority, particularly "RCOHS," indicated that they often chose to socialize most often with friends who were "like-minded." Another theme prevalent among students attending both types of institutions, was that they were not accustomed to interacting with so many peers of the same age. This sentiment was expressed by 40% of students, primarily those who had been home schooled from kindergarten through 12th grade:

Believe it or not, one of the biggest things that I had to learn to get used to was being so totally immersed in people who are fairly close to my age. You go between classes and you walk to the cafeteria and all around you are thousands of people who are within a couple of years of your age. That was kind of different and definitely took some getting used to.

Finally, most former home schooled students attending both types of institutions reported that they had very little experience with dating relationships prior to entering college. About 32% of these students indicated that they did not believe in casual dating relationships. Most indicated that they were just getting used to the idea of interacting socially one-on one with students of the opposite sex, and that they preferred to do so with a group of friends:

Plus the male-female relationship thing was a new twist. Because, you know, as home schoolers we didn't date. I mean I still don't date. I hang out with a lot of different

people. But I guess the male-female relationship thing was interesting, just learning to interact with guys one-on-one. That was new for me and I'm still trying to get used to the idea.

Emotional Aspects of College Transition. Most former home schooled students at both types of institutions reported feeling a mixture of positive and negative emotions during their transition to college. Students most often reported feeling stressed and frustrated in their efforts to balance the academic demands of college life against the desire to have fun, meet new people, and participate in activities on campus. Positive emotions most often expressed during this period included being excited about meeting new people, as well as experiencing the challenge of being in a new environment. In the words of one student:

I was really excited because I was being challenged. This was something new and it challenged me. I also grew a lot as a person in my first few weeks in college. I grew in relationships with people, I grew academically, and just my whole horizon was really broadened. I got to see and experience a lot more things that I did not have the chance to experience being home schooled.

Negative emotions most often reported during this period included feelings of loneliness, homesickness, frustration, insecurity and inadequacy. Feelings of inadequacy and loneliness were most often reported by "SCOHS" attending public universities:

I was feeling sometimes that I was a bit different, like feeling a little insecure. But in a way I think that is like the normal freshman thing. I knew that I just had to be me. . . And then I felt like one small person in this huge sea of people, and I felt a little

lonely at times and everything. . . . But to me it was pretty much normal and to be expected.

Negative emotions expressed by "RCOHS" attending religiously affiliated institutions most often related to feelings of homesickness:

Probably about two weeks into my first semester, I started feeling a little bit homesick. It lasted a little while, but it wasn't very bad. It wasn't usually that I was missing home. It was just that sometimes when I had a bad day at school, I just thought, I'll just go home and that would solve the problem. But then things would get better, or I would just take a break and go home for the weekend, which was easy to do because I was only about 2½ hours away from home.

The majority of students attending both types of institutions reported that they felt they had handled the emotional and psychological pressures of the transition to college well, or no worse than their traditionally schooled counterparts. "SCOHS" most often reported that they handled the emotional pressures of college life by prioritizing their time to emphasize their academic work. On the other hand, sixty-nine percent of "RCOHS" reported that they were able to manage the emotional pressures of the transition to college life by praying and relying on God for help:

Well, usually first of all, I spend time with God every day and that to me has been the biggest blessing and best thing that has helped me to manage things. He has given me strength to handle any pressures that have come my way and I truly believe that if you put God in the place where He deserves to be, everything else falls into place, and I have experienced that over and over again.

Sixty-one percent of "RCOHS" also indicated that their friends in college and their parents were also instrumental in helping them to manage the

emotional pressures of college life:

Emotionally, a support system of good friends has helped me to manage the stresses and pressures that I go through here. I ask for their advice on things. . . . So basically its just keeping the lines of communication open with the support groups you have built.

When I wasn't feeling good I would often call my parents. I felt better once I talked to them and told them what I was going through. I would ask them to pray for me, send me money, or whatever I needed at the time. That has helped me deal with a lot of the emotional pressures.

Research Question III: How do Former Home Schooled Students Adjust to College Life?

This research question focused on discovering the degree to which former home schooled students in the study had adjusted to or become integrated into the academic and social systems of the colleges they attended. The research question also addressed students' emotional adjustment to college, their level of attachment to or satisfaction with their institution, as well as their commitment to obtaining their baccalaureate degrees.

Academic Adjustment to College

Academic adjustment to college in the study was determined by analyzing data related to students' college Grade Point Averages (GPA), and the degree to which they successfully adapted to the various educational demands of their colleges' academic environments both in the classroom and outside of class, as measured by the Academic Adjustment subscale of the Student Adaptation to College Questionnaire (SACQ). Data from faculty and student interviews

corroborated findings from the SACQ and provided additional insights into the nature of students' college academic adjustment experiences.

Grade Point Average as an Indicator of Academic Adjustment to College. Grade point average (GPA) is one of the most recognized indicators of student achievement and academic adjustment to college. Based on this measure, former home schooled students in this sample have adjusted very well academically to college. The mean college GPA for 23 of the students in the sample who chose to provide this information was 3.52. Only two students attending a public university reported having an earned GPA of less than 3.0.

Male students who reported their GPA ($n=4$) had a slightly higher GPA than female students ($n=19$), 3.78 and 3.47 respectively. The data indicated that, in general, the longer the students were home schooled, the higher their college GPA. The mean GPA for students who were home schooled from K-12th grade and for those who attended traditional schools for less than two years was 3.78 compared to 3.29 for students who had attended traditional schools for three to eight years before being home schooled.

"RCOHS" attending religiously affiliated institutions appeared to have earned a higher overall mean GPA than their "SCOHS" counterparts attending public universities, 3.75 and 3.24 respectively. "SCOHS" attending the larger of the two public universities reported the lowest average overall GPA of

2.96, compared to their peers at the other public university, who earned a mean GPA of 3.66. Students living on campus had a higher overall mean GPA than students who lived off campus or commuted to campus (See Table IV-11). In addition, former home schooled college seniors reported slightly higher GPAs (3.56) than students who were sophomores (3.45).

The Student Adaptation to College Questionnaire as a Measurement of Academic Adjustment to College. The Academic Adjustment subscale of the Student Adaptation to College Questionnaire (SACQ), measures a number of components or clusters of students' college academic experience including:

- 1) Motivation - attitudes toward academic goals and the academic work required, motivation for being in college and for doing academic work, and sense of educational purpose.
- 2) Application - how well motivation is being translated into actual academic effort, how successfully the student is applying herself/himself to the academic work and meeting academic requirements.
- 3) Performance - the efficacy or success of academic effort as reflected in

Table IV-11 College Grade Point Average of Sample by Residential Living Status

Residential Living Status	N	Mean	Standard Deviation
On campus	8	3.8825	.1931
Off campus	4	3.3100	1.075
Commuter	11	3.3636	.3398
Total	23	3.5278	.5337

Note: Two students chose not to report their GPA

various aspects of academic performance, and the effectiveness of academic functioning.

- 4) Academic Environment - satisfaction with the academic environment and what it offers (Baker & Siryk, 1989, p. 14).

Former home schooled students' scores on the Academic Adjustment subscale of the SACQ revealed that they had adapted very well to the academic demands of college life compared to the normative sample of students who attended traditional schools. The possible range of raw scores for the Academic Adjustment subscale on the SACQ is 24 to 216 points. The higher the raw score, the better the student's self-evaluated adjustment on the particular subscale.

According to Baker & Siryk (1989), empirically derived behavioral correlates of the academic subscale indicate that lower scores correspond to:

- a lower grade point average in the freshman year;
- being on academic probation;
- provisional acceptance to college because of low grade point average in high school and low scores on a measure of scholastic aptitude;
- reduced likelihood of subsequent election to an academic honor society;
- feelings of lack of control over the outcome of one's academic efforts
- unstable and age-inappropriate goals; and
- less than realistic self-appraisal (p. 14-15).

The data in the study revealed that the Academic Adjustment subscale raw scores of former home schooled students ranged from 133-206, compared to 65-201 for the normative sample for the SACQ instrument. Comparative statistics for the normative sample, including ranges, mean and standard deviation scores, were calculated by averaging the scores of four samples of male and female

students that were combined to form the normative sample as listed in the SACQ Manual (Baker and Siryk, 1989, p. 29, 66-68). All scores of former home schooled students on the SACQ were compared to normative data for students in similar class standing.

The overall mean raw score for former home schooled students on the Academic Adjustment subscale was 179.56, with a standard deviation of 22.89, compared to a mean of 144.70, and standard deviation of 26.60, for the normative sample of traditionally educated students (See Table IV-12). The mean raw score of former home schooled students corresponded to a T-score of 62 for second semester freshmen and upperclassmen, compared to a standardized T-score of 50 for the normative sample. The T-score of 62 for the sample of former home schooled students is equivalent to a percentile score of

Table IV- 12 Comparative Ranges, Means, Standard Deviations and Percentile Ranks for Normative and Home School Samples on Academic Adjustment Subscale of the SACQ

Sample	Possible Range of Scores	Sample Range of Scores	Mean	Standard Deviation	T-Score	Percentile Rank
Normative (Traditionally Schooled Students)	24-216	65-201	144.70	26.60	50	50
Former Home Schooled Students	24-216	133-206	179.56	22.89	62	88

88. The percentile score indicates the number of students out of 100 in the normative sample who scored at or below the score of former home schooled students in the sample. Therefore, 88% of former home schooled students in the sample scored at or above the scores of the normative sample of traditional students on the Academic Adjustment subscale, and only 12% scored lower than the normative sample. The mean Academic Adjustment subscale score of former home schooled students in the sample was 1.31 standard deviations above the mean score of traditionally educated students in the normative sample. These findings indicate that the former home schooled students in this study were more academically adjusted to college than traditional college students.

Figure 4.8 depicts the distribution of percentile rank scores for former home schooled students in the sample.

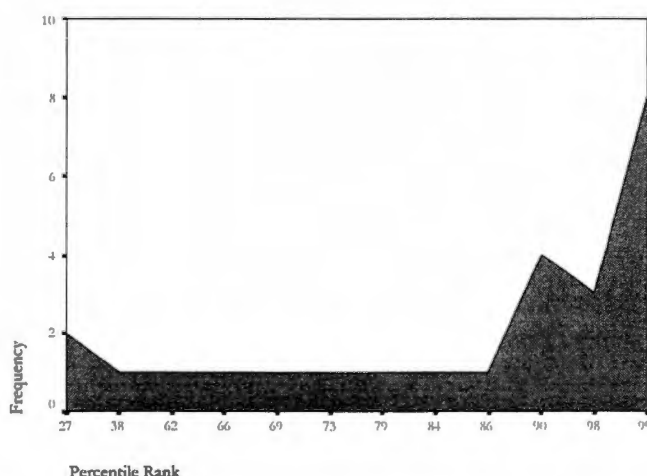


Figure 4.8 Distribution of SACQ Academic Adjustment Subscale Percentile Rank Scores

Fifty-six percent of former home schooled students in the study scored in the 90th percentile on the Academic Adjustment subscale. Eighty-four percent of students attending religiously affiliated institutions scored in the 90th percentile compared to only 16% of students attending public universities. The three former home schooled students in the sample who scored below the 50th percentile were enrolled at the larger of the two public universities.

The academic adjustment subscale mean raw score for former home schooled students attending religiously affiliated institutions was notably higher (191.21) than those attending public universities (167.91). Data presented in Table IV-13 indicate that the mean raw score for academic adjustment of students attending the larger of the two public universities was .51 standard deviation above the mean of the normative sample, but .97 standard deviation below the sample mean. The mean raw score for the larger religiously affiliated university was 1.68 standard deviations above the normative sample mean and .47 above the sample mean.

Table IV-13 SACQ Academic Adjustment Subscale Mean Raw Scores by Institution Type

Institution Type	N	Mean	Standard Deviation	Median
Religiously Affiliated College and University	13	191.21	15.87	195.00
Public Universities	12	167.91	24.18	170.50
Total	25	179.56	22.89	184.00

This finding corroborates other findings from the interview data presented earlier, which suggested that "SCOHS," or students attending public universities, had a more difficult time making the transition to college academically than did their "RCOHS" counterparts enrolled at religiously affiliated institutions. A lower level of academic adjustment for students attending public universities is also suggested by the finding regarding GPA; these students had a lower overall mean GPA than students attending religiously affiliated universities.

In general, the longer students were home schooled, the higher their Academic Adjustment subscale score. The mean Academic Adjustment subscale raw score of students who were home schooled for more than ten years was 13.83 points higher than students who had only been home schooled for four to nine years. Former home schooled students who lived on campus scored ten points above the sample mean, while students who lived off campus or commuted scored five points below the sample mean. There was very little difference between the academic Adjustment subscale mean score of male and female students, with female students scoring only five points higher than male students.

Interview Data as a Measure of Academic Adjustment to College.

Data from student and faculty/staff interviews corroborated GPA and SACQ data that former home schooled students have integrated very well into the academic environment of their institutions. Similar to the GPA and SACQ findings, most students, primarily "RCOHS" who lived on campus, and students who were home schooled for more than 10 years, reported that they performed and adapted well to college academically. More than two thirds reported that they adjusted easily to the academic demands of college from the time they entered college:

The workload wasn't that difficult. I usually take the most hours that you are able to take before you have to pay for extra hours, and it wasn't that stressful for me at all. The only time it started getting stressful academically was during finals.

Some of the classes I thought were too easy, so I adjusted pretty well. I don't know why; maybe we did not cover enough material in one period, I guess. Being in a classroom, I guess it takes longer for the professor to communicate to 50 people than if he was communicating to just one person. It was frustrating for someone like me who is used to getting the same amount of work done in one hour one-on-one that was being covered in class in two weeks or whatever. . . . But after a while I got used to it and it was okay.

GPA and SACQ findings were further confirmed by the fact that only 8% (2) of the students interviewed reported having any difficulty adjusting to college academically and having earned a GPA of less than 3.0. These two students who attended the larger of the two public universities explained the reason for their lower-than-average GPA among former home schooled students in the sample:

Sophomore -- Academically, I didn't do too well my first year. I was diagnosed with a learning disability, which I did not know that I had until I came to college. I did mostly hands-on learning in home schooling and all of a sudden switched to all book learning and strictly reading in college, which really threw me. [A GPA of] 3.8 was the lowest I ever made in home schooling. I have never, ever earned below a C in my life--that was like death to me. Then when I received my first F on a test in college, I cried my eyes out. I could not seem to read and retain the information to do well on tests. I went to my family doctor and he said he knew that I was a bright girl, and so he suggested that I get tested. The test took so long to get done that I was put on academic probation my first semester, and I was really disappointed because I really studied hard. It really devastated me. I thought about quitting, but that is not the way I was taught to do things. My tests later showed that I had short-term memory and concentration problems. After that my grades picked up some during my second semester.

Junior -- I could have done much better. I just don't study. I don't study and I pass, so if I studied, it would be interesting to see what I could do. I think I have done fine, for not studying. I don't study that much because I do not like it. I am studying more now; it depends on whether I like the subject or not.

With the exception of one faculty member who described one student as "average," all faculty and staff members reported that former home schooled students had performed and adjusted very well to college academically.

Social Adjustment to College

Social adjustment to college in the study was determined by the degree to which former home schooled students were successful in adapting to the interpersonal and social demands intrinsic to the college experience as measured by the SACQ, supplemented by student and faculty/staff interviews.

The Student Adaptation to College Questionnaire as a Measurement of Social Adjustment to College. The Social Adjustment subscale of the SACQ measures four components of students' adjustment to the college social system:

- 1) General – extent and success of social activities and functioning in general.
- 2) Other People – involvement and relationships with other persons on campus.
- 3) Nostalgia – dealing with social relocation and being away from home and significant persons there.
- 4) Social Environment – satisfaction with the social aspects of the college environment (Baker & Siryk, 1989, p. 15).

Former home schooled students' scores on the Social Adjustment subscale of the SACQ revealed similar results to their scores on the Academic Adjustment subscale. The possible range of raw scores for the Social Adjustment subscale is 20 to 180 points, with higher raw scores indicating stronger adjustment to the social culture of the college environment. According to Baker & Siryk (1989), empirically derived behavioral correlates of the Social Adjustment subscale indicate that lower scores are associated with a number of outcomes, including:

- less participation in social activities in college;
- being viewed by independent evaluators as less qualified in terms of social skills;
- less success in separating from home ties and establishing social autonomy;
- greater sense of loneliness, greater social avoidance and social distress;
- less social self-confidence and social self-concept;

- less success in coping with life changes
- less perceived social support; and
- perceptions of little opportunity for involvement in social activities (p. 15).

The Social Adjustment subscale raw scores of former home schooled students in the sample ranged from a low of 112 to a high of 172, compared to a low score of 46, a high of 176 and a range of 130 for the normative sample (See Table IV-14). The mean raw score for former home schooled students on the Social Adjustment subscale was 149.68, with a standard deviation of 17.14, compared to a mean of 129.87 and standard deviation of 24.6 for the normative sample of traditionally educated students. The mean Social Adjustment subscale score of former home schooled students in the sample was, therefore, .80 standard deviation above the mean score of traditionally educated students in the normative sample.

Table IV- 14 Comparative Ranges, Means, Standard Deviations and Percentile Ranks for Normative and Home School Samples on Social Adjustment Subscale of the SACQ

Sample	Possible Range of Scores	Sample Range of Scores	Mean	Standard Deviation	T-Score	Percentile Rank
Normative (Traditionally Schooled Students)	20-180	46-176	129.87	24.6	50	50
Former Home Schooled Students	20-180	112-172	149.68	17.14	57	76

The mean raw score of former home schooled students on the Social Adjustment subscale corresponded to a T-score of 57, compared to a standardized T-score of 50 for the normative sample. The T-score of 57 for the sample of former home schooled students was equivalent to a percentile score of 76. Therefore, 76% of former home schooled students in the sample scored at or above the scores of students in the normative sample of traditionally educated students on the Social Adjustment subscale, and only 24% scored lower than the normative sample. These findings indicate that former home schooled students in this study were more socially adjusted to college than most traditionally educated college students.

Fifty-two percent of the former home schooled students in the sample scored at or above the 76th percentile on the Social Adjustment subscale and only 20% scored below the 50th percentile. Eighty percent of those students scoring below the 50th percentile were enrolled at public universities. This finding was corroborated by examining the Social Adjustment subscale mean raw scores for former home schooled students enrolled in the two types of institutions (See Table IV-15). The mean raw score for Social Adjustment of students attending religiously affiliated institutions was 161.11, compared to 138.25 for students attending public universities. The mean raw score for Social Adjustment of students attending the larger of the two public universities was .29 standard

Table IV-15 SACQ Social Adjustment Subscale Mean Raw Scores by Institution Type

Institution Type	N	Mean	Standard Deviation	Median
Religiously Affiliated College and University	13	161.11	11.77	163.00
Public Universities	12	138.25	14.69	137.00
Total	25	149.68	17.14	155.00

deviation above the mean of the normative sample but .73 standard deviation below the sample mean. The Social Adjustment subscale score for students attending the larger religiously affiliated institutions was 1.22 standard deviations above the mean of the normative sample and .59 standard deviations above the sample mean.

Similar to the trend found for the Academic Adjustment subscale, the data indicated that the longer students were home schooled, the higher their Social Adjustment subscale score. The mean Social Adjustment subscale score for students who were home schooled from four to six years was 12.36 points lower than students who were home schooled for 10 or more years. There was very little difference between the mean Social Adjustment subscale scores of male and female students, with female students scoring only two points higher than male students.

The data also indicated that former home schooled students who lived on campus were better adjusted to college socially than their peers who lived off campus or commuted to campus (See Table IV-16). Students who lived on campus scored 20.79 points higher than students who commuted to campus did. Students living on campus scored 1.21 standard deviations above the sample mean, while students who lived off campus and commuted scored .11 and .46 standard deviations below the normative and sample means, respectively.

Table IV-16 SACQ Social Adjustment Subscale Mean Raw Scores by Residential Status

Residential Living Status	N	Mean	Standard Deviation	Median
On campus	8	162.625	8.89	165.00
Off campus	5	147.800	21.83	149.00
Commuter	12	141.833	15.06	137.00
Total	25	149.680	17.14	155.00

Interview Data as a Measurement of Social Adjustment to College.

Most of the results of the SACQ related to the social adjustment of former home schooled students were confirmed by data from student and faculty interviews. Participation in extra-curricular activities is a strong indicator of social adjustment and integration into the college social system. Similar to SACQ findings, student

and faculty interview data suggest that 72% of former home schooled students in the sample actively participated in an average of three extracurricular activities on campus. Furthermore, interview data also corroborated the results of the SACQ regarding the quality and level of social integration of students attending the two types of institutions. Interview data revealed that "RCOHS" attending religiously affiliated institutions, including those who lived off campus, were involved in twice as many campus extracurricular activities each semester, compared to their "SCOHS" counterparts who were considerably less involved with the social system of their campuses.

One explanation for the lower scores of "SCOHS" on the Social Adjustment subscale of the SACQ was that 58% of these chose to participate in social activities more often with people they meet off campus: family members, non-college friends and/or friends from their churches, rather than students they met on their college campuses. In addition, social interactions and friendships formed by "SCOHS" in college appeared to be more superficial than their "RCOHS" counterparts because the majority of these students felt they had little in common with students on their campus or did not like the manner in which other students chose to socialize:

I have no interest in them[campus extra-curricular activities] at all. I have no interest in most of the people here. I don't mean to be disdainful, but most of the students here I find to be very trivial in their pursuits. . . . I am a social person but I don't hang out

with the university students, like on the Strip, because a lot of them party immaturely and irresponsibly. . . . I tend to meet people and hang out with them at other places.

Well, I socialize very, very little with students that I know here at school, to be honest with you. . . . It's just that the other students that I know here in the Music Department seem to be interested in a lot of other things that I am not interested in. They like going to clubs. They like going to the Underground. They like going out and getting drunk or whatever. And they can have all that. That's fine for them, but that's not me, that is just not my personality. What I like to do is go get a cup of coffee, sit in a quiet place, listen to music, and that's socializing enough for me. . . . I hang out with a friend I met at another college and also people from church. So, really I tend to hang out with people I have met other places more often than ones I have met here.

Seventy percent of faculty/staff members at religiously affiliated colleges and about one-third at public universities reported the belief that former home schooled students had transitioned and adjusted well socially to college. Conversely, 64% of faculty and staff members at public universities and 30% at religiously affiliated colleges indicated that former home schooled students were often shy, socially isolated, or were slow in adjusting socially to college. Again, many of these faculty members pointed out that they were unsure whether the shyness and lack of social skills of some of these students were attributable directly to their home schooling background or to their natural personalities:

I think he had a little bit of a hard time adjusting socially. Like when the team would be traveling on the van and things like that, he would often turn off his hearing aid so that he could not hear and sort of isolate himself. Here again, I do not know if that had to do with his hearing impairment or the home schooling part of it, but he did not interact very well at the beginning. As the year went on, though, he seemed to do better.

Additionally, living on campus is often considered to be a meaningful part of the college experience that help students develop enduring social relationships and strong ties to the social system of their campuses. Unlike most "RCOHS" who reported that they enjoyed living in dormitories on campus, most "SCOHS" attending public universities expressed very little interest in living on campus. They indicated that they were happy living at home and did not believe that they were missing out on the college experience by making this decision:

I really did not want to live on campus. I enjoy living at home. I don't really have to cook my own food, do my own laundry or have to worry about the bills or whatever. I am just free to do my schoolwork, play tennis, do stuff with friends, or whatever.

I did not want to live on campus. I'd rather be home with my family. If I am missing out on stuff, it's stuff that I really don't care to be a part of anyway.

The results of the SACQ suggested that students' former home school status did not appear to have negatively affected their social adjustment or relationships with other students in college. This finding was corroborated by interview data which revealed that although most students, particularly "SCOHS," chose to delay revealing to other students in college that they were home schooled until people got to know them and they felt they had adjusted socially to the college environment, the revelation was often received positively by others:

I didn't tell anyone for half of the first semester because I didn't want to get ridiculed. As I got to know people and as I trusted them, then I told some people, and they were like, that's cool, you're like the most normal home schooler I ever met. That was kind of awesome because I tried hard not to appear different and strange.

Most students also reported that people were often surprised that they were home schooled and questioned them extensively about the practice because they often did not fit people's preconceived ideas about home schoolers. One male "RCOHS" shared a story about his experience with some of his friends that addressed this finding:

I overheard a bunch of my friends talking at the dinner table one night. They said, 'boy you can always tell those home schoolers because they don't talk to people, they are really not socially inclined, and they stay by themselves a lot.' And so I said, 'well, I was home schooled.' And they looked surprised and said, 'You were?' Well, you must be the exception to the rule.' And then my other friend, Christine, said, 'I was home schooled.' And they said 'Oh, really.' Then I said, 'Matthew', another one of our friends, 'was home schooled too.' Then one of my friends who was judging home schoolers said, 'well, for example, look at Erica over there, she doesn't talk to people, I bet she was home schooled.' They found out later that she was not home schooled and that she actually went to a public school. So most people think that we are one thing and we are radically different. It's actually kind of amusing to see people's reactions, because they don't recognize us at all.

Finally, 40% of students in the sample indicated that attending college has helped them to become more outgoing and socially adept at relating to people:

I am not nearly as shy as I used to be. I have a lot more friends in college than before I came here. I know how to make friends more easily now. Before college, I used to think, if they want to be my friend, they will have to come to me. But now, I go to people and I talk to them and it has helped me a whole lot socially. I have met and have so many wonderful friends now.

Emotional Adjustment to College

Emotional adjustment to college in the study was determined by the degree to which students experienced general psychological problems or any concomitant physical problems associated with psychic distress, as measured by the SACQ, supplemented by student and faculty/staff interviews.

The Student Adaptation to College Questionnaire as a Measurement of Emotional Adjustment to College. The Emotional Adjustment subscale of the SACQ measures two components of students' adjustment to college: their sense of psychological well being and their sense of physical well being. The possible range of scores for the Emotional Adjustment subscale is 15 to 135 points, with higher raw scores indicating stronger emotional adjustment to college. According to Baker & Siryk (1989), empirically derived behavioral correlates of the Emotional Adjustment subscale indicate that lower scores correspond with a number of outcomes, including:

- greater likelihood of seeking psychological counseling at a campus psychological services center;
- greater emotional reliance on other persons;
- fewer psychological coping resources;
- conflicting dependence on parents;
- lesser degree of mental health or psychological well being; or
- greater degree of psychological distress including anxiety, depression and low self-esteem (p. 15).

The raw scores of former home schooled students on the Emotional

Adjustment subscale ranged from a low of 53 to a high of 139 points, with a range of 86 (See Table IV-17). This compares to a low raw score of 41, a high raw score of 133 and a range of 92 for the normative sample. The mean raw score for former home schooled students on the Emotional Adjustment subscale was 111.92, with a standard deviation of 13.32, compared to a mean score of 92.95 and standard deviation of 19.37 for the normative sample of traditionally educated students. Former home schooled students in the sample, therefore, scored .98 standard deviations above the mean score of traditionally educated students in the normative sample.

The mean raw score of former home schooled students on the Emotional Adjustment subscale corresponded to a T-score of 60 and a percentile score of 84, compared to a T-score of 50 and percentile score of 50 for the normative

Table IV- 17 Comparative Ranges, Means, Standard Deviations and Percentile Ranks for Normative and Home School Samples on Emotional Adjustment Subscale of the SACQ

Sample	Possible Range of Scores	Sample Range of Scores	Mean	Standard Deviation	T-Score	Percentile Rank
Normative (Traditionally Schooled Students)	15-135	41-133	92.95	19.37	50	50
Former Home Schooled Students	15-135	83-129	111.92	13.32	60	84

sample. Therefore, 84% of former home schooled students in the sample scored at or above the scores of traditionally educated students in the normative sample on the Emotional Adjustment subscale, and only 16% scored lower than students in the normative sample. These findings indicate that former home schooled students in this sample were much better emotionally adjusted to college than most traditionally educated students.

Fifty-eight percent of former home schooled students in the sample scored at or above the 84th percentile on the Emotional Adjustment subscale and only 12% scored below the 50th percentile. Further examination of student raw scores indicated that there was less difference between the scores of students attending the two types of institutions on the Emotional Adjustment subscale than was found for the Academic and Social Adjustment subscales. Two of the students who scored below the 50th percentile on the Emotional Adjustment subscale attended public universities, and one attended a religiously affiliated institution. As indicated in Table IV-18, fewer than 6 points separated the mean Emotional Adjustment subscale scores of former home schooled students attending the two types of institutions, with "RCOHS" scoring slightly higher than "SCOHS." In addition, the mean score on the Emotional Adjustment subscale for former home schooled students attending both types of institutions was still notably higher than the mean of the normative sample.

Table IV-18 SACQ Emotional Adjustment Subscale Mean Raw Scores by Institution Type

Institution Type	N	Mean	Standard Deviation	Median
Religiously Affiliated College and University	13	114.7692	13.3301	119.00
Public Universities	12	108.8333	13.1760	108.00
Total	25	111.9200	13.3258	115.00

Very little difference was also found between the mean Emotional Adjustment subscale scores of male (114.16) and female (111.21) students, with male students scoring fewer than three points higher than female students. Similarly, there was only slight difference between the scores of students who lived in various residential settings. The mean Emotional Adjustment subscale scores of students who lived on campus (115.12) was only 5.52 points higher than students who lived off campus (109.60) and 4.37 points higher than those who commuted to college (110.75).

However, analysis of the mean raw scores on the Emotional Adjustment subscale indicated that, generally, the longer students were home schooled the higher their scores on the Emotional Adjustment subscale, following the same trend that was found on the Academic and Social Adjustment subscales. The mean score on the Emotional Adjustment subscale for students who were home schooled for more than 10 years was 21.50 points or 1.61 standard deviations

higher than that of students who were home schooled for four to six years. Similarly, the mean Emotional Adjustment subscale score of former home schooled students in the sample who were seniors in college was 9.6 points or .72 standard deviation higher than students who were sophomores.

Interview Data as a Measure of Emotional Adjustment to College.

Data from student and faculty/staff interviews corroborated findings from the SACQ that, generally, the longer students were home schooled the more emotionally adjusted they were to college. One student who was home schooled from Kindergarten through 12th grade enthusiastically remarked:

I have had no trouble adjusting emotionally or otherwise. Most of the time I feel really good. I enjoy college. It is like I told one of my cousins, after that first semester when I got used to everybody and adjusted to things, I felt like I was born for college. I could make a career out of this; it is fun. . . . I like going to classes and I like hanging out with the other kids and stuff like that. I have really enjoyed all of it.

On the other hand, data from student and faculty/staff interviews indicated a greater disparity between the emotional adjustment of former home schooled students attending the two types of institutions than suggested by the results of the SACQ. Nearly 70% of "RCOHS" attending religiously affiliated institutions reported experiencing positive psychological feelings of excitement, happiness and contentment during most of their time in college because they were in the place God wanted them to be:

I have had mostly feelings of happiness and contentment being here. I am just contented about where I am because I am where the Lord wants me to be. I have not had to

struggle with any depressing emotions. I mean, I have had my moments and my days where I felt like I was just stuck here and everything was mundane. But those times have been rare. I don't think I have experienced anything more traumatic than any other college freshman.

Conversely, on a whole, "SCOHS" attending public universities did not appear to adjust emotionally to college as well as their "RCOHS" counterparts. The majority of "SCOHS" reported that most of the time they felt busy, overwhelmed and stressed out about earning good grades. One "SCOHS" reported becoming physically ill because of stress:

I had gone to Nicaragua on spring break, and that is not really the cause, but when I came back, I don't know, everything just hit me at once. I didn't really know how to handle it and I got pretty sick. They thought that I had an ulcer. I was trying to deal with that, figure out what was going on with me and trying to finish all my schoolwork. I don't know what happened, I got really frustrated and then I decided to do a summer school session on top of everything. So sometimes it can be really stressful because I do push myself.

The majority of the faculty and administrators interviewed at both types of institutions believe that former home schooled students in the sample have adjusted well emotionally to college life. Another 25% indicated that they did not have in-depth insights into the emotional condition of students' lives, but from what they could observe, they believed that students were happy and doing a good job of handling the emotional pressures inherent to college life. There was overwhelming agreement among most faculty/staff interviewed (90%) that former home schooled students appeared to be very emotionally mature for their age:

Again, I can only judge by what I see of her, but she just seems very mature and emotionally balanced. She may not be the norm, I don't know. And I know that it seems that I am praising her, but it is because she is an excellent student, an excellent person. She just seems very emotionally mature for her age, and whether or not it is a direct result of the home schooling of course, I don't know. But as you can imagine coming in at 17 and 18 years old, many students often do not deal with things well, in the sense that there is a lot of immaturity there. But this student just strikes me as being very mature for her age.

Another major theme that emerged from the interview data related to the emotional impact of college on the value and belief systems of former home schooled students. Most students attending both types of institutions reported that being in college has served to challenge, strengthen, solidify, or more clearly define their values and convictions:

My values and beliefs may have even become stronger since I have been here. Because when you are in college you find that, of course, not everybody believes the same things that you do. And you learn to articulate that you believe this, or you think this for these reasons. And it is fine if others don't believe the same way; it doesn't matter. Everyone had his or her own individual opinion and that is fine. I have just gotten better at defining and articulating what I believe, at the same time being more accepting of other people's beliefs.

Being here has helped me to really define and evaluate them [beliefs] more than change them. I knew that you cannot live on your parents' beliefs. You have to define them for yourself. At _____[university] there are different denominations and so I had to work through and decide what I believed for myself; not necessarily what my family did on those issues. As far as changing, I decided I wanted to stay with the beliefs I had before and stay with the same denomination I was. I didn't want to change that. As far as ethically--its funny, in my high school years, I am not sure I believed certain things my parents told me. But now that I have had some experiences and thought about it, my parents were right after and. . . . So I haven't change much. If I have changed, it is in very minor things like my taste in music or things like that.

Forty-one percent of "SCOHS" and 23% of "RCOHS" also indicated that

although their fundamental values and beliefs had not changed significantly, they had become much more liberal in their views and tolerant of people with different lifestyles, values and beliefs than their own.

Only 8% (2) senior students attending the larger of the two public universities who were home schooled for only an average of 5 ½ years, reported that attending college had dramatically changed or altered their religious values and belief systems:

Before I came to college, I was very, very, very much against many, many things, like homosexuality, drugs, cursing and all that. I mean, I am still against drugs and all that, but I have meet some interesting people here. I have got several friends who are homosexuals. They are not really close friends, but rather acquaintances. I have learned that you have to accept people for who they are and that you cannot change them. You can't change them at all. And I have learned about many different cultures and just different kinds of people. And I think that before I came to college, I had a stronger Christian belief system. Now I feel that it has declined and I have pulled back from that some, which I think is a bad thing. I don't go to church as much, and I am not as strong as I used to be in my convictions.

When I first went to college, extensive studying of theology and taking various religious classes lead to a total destruction of my faith altogether, and all of my religious beliefs. . . . I could see how bad the arguments were for the theological positions that some Protestant religion and traditions were based on. I came to believe that they did not have a good logical basis. . . . So early on, I became very depressed because my faith, my spirituality was very important to me. To lose that was very depressing. . . . I had always had many questions, and since I was six years old, I have objected to a lot of things people said. And so, a variety of things in college led to just a disillusionment with established explanations of truth. It took me several years to recover; it was a traumatic experience for me because I was very serious about my faith.

Goal Commitment/Institutional Attachment

Students' adjustment to college is influenced by the extent to which they have a strong commitment to completing their baccalaureate degrees and have developed strong feelings of satisfaction or attachment to the institutions in which they are enrolled. The constructs of Goal Commitment and Institutional Attachment in this study were measured by the SACQ as one subscale, and were supplemented with data from faculty and student interviews.

The Student Adaptation to College Questionnaire as a Measurement of Goal Commitment/Institutional Attachment. The Goal Commitment/Institutional Attachment subscale of the SACQ measured students' level of commitment to earning their degree, as well as their degree of satisfaction with the college or university in which they were enrolled. According to Baker & Siryk (1989), lower scores on this subscale are often associated with a greater probability of dropping out of college and less overall adjustment and satisfaction with the college experience.

The possible range of raw scores for the Goal Commitment/Institutional Attachment subscale of the SACQ is 15 to 135 points, with higher raw scores indicating stronger commitment to earning a college degree, as well as stronger overall feeling of satisfaction with the institution at which the student is enrolled. The Goal Commitment/Institutional Attachment subscale of former home

schooled students in the sample ranged from a low of 90 to a high of 133 points, with a range of 42 (See Table IV-19). This compares to a low score of 36 to a high of 134 points and a range of 98 for the normative sample. The mean raw score for former home schooled students on the Goal Commitment/Institutional Attachment subscale was 116.92 with a standard deviation of 9.92, compared to a mean raw score of 102.27 and standard deviation of 19.97 for the normative sample. The mean Goal Commitment/Institutional Attachment subscale score of former home schooled students in the sample was, therefore .73 standard deviations above the mean score of the normative sample comprised of traditionally educated students.

The mean raw score of former home schooled students in the Goal Commitment/Institutional Attachment subscale corresponds to a T-score of 55,

Table IV- 19 Comparative Ranges, Means, Standard Deviations and Percentile Ranks for Normative Sample and Home School Sample on Goal Commitment/Institutional Attachment Subscale of the SACQ

Sample	Possible Range of Scores	Sample Range of Scores	Mean	Standard Deviation	T-Score	Percentile Rank
Normative (Traditionally Schooled Students)	15-135	36-134	102.27	19.97	50	50
Former Home Schooled Students	15-135	90-133	116.92	9.92	55	69

compared to a T-score of 50 for the normative sample. The T-score of 55 for former home schooled students in the sample was equivalent to a percentile score of 69. Therefore, 69% of former home schooled students in the sample scored at or above the scores of students in the normative sample of traditional students on the Goal Commitment/Institutional Attachment subscale, and 31% scored lower than the normative sample. Fifty-six percent of former home schooled students scored at or above the 70th percentile on the Goal Commitment/Institutional Attachment subscale, 40% scored between the 69th and 50th percentiles, and only 4% scored below the 50th percentile. Although former home schooled students' percentile scores on the Goal Commitment/Institutional Attachment subscale were the lowest of all the subscales of the SACQ, the findings suggest that, as a whole, former home schooled students in the sample have a relatively strong commitment to earning a college degree, as well as a strong overall feeling of satisfaction with the institutions at which they are currently enrolled.

The pattern of former home schooled students' scores on the Goal Commitment/ Institutional Attachment subscale are similar to their scores on other subscales of the SACQ. The data once again revealed that "RCOHS" attending religiously affiliated institutions scored notably higher on the Goal Commitment/Institutional Attachment subscale than "SCOHS"

attending public universities (See Table IV-20). The mean raw score on the Goal Commitment/Institutional Attachment subscale for students attending public universities was 7.56 points or .38 standard deviation above the normative sample mean, but 13.86 points or 2.23 standard deviations below the mean score of students attending religiously affiliated institutions. The mean percentile score of "SCOHS" attending public universities was in the 58th percentile, compared to a mean percentile score of 80 for students attending religiously affiliated colleges and universities.

The data also revealed another trend for the Goal Commitment/Institutional Attachment subscale similar to the other subscales of the SACQ. The longer students were home schooled the higher their commitment to earning their degree and their satisfaction with the institution in which they were enrolled. Students who were home schooled for four to six years scored 12.75 less, or 1.61 standard deviations below students who were home schooled from 8

Table IV-20 SACQ Goal Commitment/Institutional Attachment Subscale Mean Raw Scores by Institution Type

Institution Type	N	Mean	Standard Deviation	Median
Religiously Affiliated College and University	13	123.4615	6.1997	123.000
Public Universities	12	109.8333	8.2112	110.000
Total	25	116.9200	9.9202	120.000

to 12 years. The data further revealed that students living on campus scored notably higher on the Goal Commitment/Institutional Attachment subscale than students living off campus or than students who commuted to college (See Table IV-21). The mean raw score of former home schooled students living on campus was .88 standard deviation above the sample mean, while the mean raw scores of students living off campus or those commuting to college was .56 and .35 standard deviation below the sample mean, respectively.

As was the case with the results of the other subscales of the SACQ, there was very little difference between the mean Goal Commitment/Institutional Attachment subscale scores of male and female students, with female students scoring 3.4 points higher than male students. In addition, little to no difference was found in the mean Goal Commitment/Institutional Attachment subscale scores of students by academic class standing, with .06 to 1.1 points separating the scores of sophomores, juniors and seniors.

Table IV-21 SACQ Goal Commitment/Institutional Attachment Subscale Mean Raw Scores by Residential Living Status

Residential Living Status	N	Mean	Standard Deviation	Median
On campus	8	125.6250	5.2898	127.00
Off campus	5	111.4000	14.293	109.00
Commuter	12	113.4167	6.3455	111.50
Total	25	116.9200	9.9202	120.00

Interview Data as a Measure of Goal Commitment/Institutional Attachment to College. Again, the results of the SACQ were generally consistent with data from student and faculty interview transcripts. Findings produced from the interview data, however, were able to more clearly delineate between students experiences related to the constructs of goal commitment and institutional attachment. For example, although the results of the SACQ indicated notable differences between the mean scores of "RCOHS" and "SCOHS" on the Goal Commitment/Institutional Attachment subscale, the interview data revealed very little difference between the two group of students in terms of their commitment towards earning their degree. Nearly all students in the sample attending both types of institutions indicated that it was very important to them to earn their baccalaureate degrees and they were determined to do so for a variety of reasons. The reasons most often focused on gaining entrance into graduate or professional school, feeling a sense of accomplishment, making their parents proud, or finding a good paying job. Seventy-six percent of students attending both types of institutions reported that they would be very disappointed or upset if they did not earn their degrees:

It would kill me! It really would because I try so hard now and I know that it would affect my future and because it is something that I have always wanted. I have always wanted to have that diploma hanging on my wall to say that I completed college and remember it. Plus you can get a good job and your lifestyle can be much better if you get a college degree.

I think I would be very scared if I don't get it [baccalaureate degree]. Just because in our world right now, to be anything you have to have a degree. . . . And being a woman too, unless I am going to marry some rich guy that I don't know yet, I had better get a college degree in order to support myself. I don't know, I think it would be really scary if I didn't get it because I don't know what I would do.

Ninety percent of faculty and staff members interviewed corroborated this finding that former home schooled students in the sample had adjusted well to college partly because of their strong resolve to obtain their degrees.

The majority of student attending both types of institutions planned to obtain employment after college, while 24% indicated that they planned to attend graduate or professional school. Most "SCOHS" intended to seek employment related to their major field of study, while the majority of "RCOHS" planned to seeking employment in some type of religious missions field, and 38% plan to become teachers.

Twenty-four percent of students attending both types of institutions reported that although it was important to them to earn their degree, they would survive just as well without one. The rationale most often given by "SCOHS" related to this theme was that employers in their future occupational fields are more concerned about hands-on experience and skills rather than a degree. "RCOHS," on the other hand, indicated that they were in college more for the experience of being there and to grow closer to God than to simply earn a degree:

I was thinking about that last week. Is graduating my main priority for being at _____ [University]? I know that this is probably not the thing I am supposed to say, because when you come here your priority is supposed to be studying, getting your degree and all that, and that's very important to me. . . . But that's not the reason I'm here. I'm not just here to get a degree. . . . I want to get the most out of my experience in classes, the people I meet here, the other activities I do here. . . . I'm willing to take things one day at a time and enjoy each day while I am here. My priority for being here is my relationship with God, to grow closer to Him. . . . Being at _____ [University] has put me in an environment where I can do that and develop relationships with other people, too. That's one thing I have realized since I have come here. That is what life is all about, it's about relationships, not just about formal education.

Commitment to and/or satisfaction with the institution in which students are enrolled often impact their level of adjustment to college and persistence toward completion of their degree. Interview data suggested that the primary difference between the mean scores of "RCOHS" and "SCOHS" on the Goal Commitment/Institutional Attachment subscale was in the area of satisfaction with their institutions. Eighty-eight percent of former home schooled students in the sample indicated that the institution they were attending was their first choice among a number of colleges they had hoped to attend. However, only about one-third of "SCOHS" attending public universities indicated that they were very fond of or felt strong feelings of attachment to the universities they attended. While the majority of "SCOHS" felt that their institutions were strong academically and they would recommend them to other home schoolers, they often expressed negative sentiments about their universities:

I am not happy about all the paper work and the bureaucracy I have to go through sometimes; Things seems to get messed up a lot here. Trying to keep track of the credits, getting the classes you need, the books, just trying to graduate, sometimes I just want to throw it all in the river. It really irritates me sometimes. And they change policies. Sometimes they will change requirements and I really can't stand it.

I have had people [not treat me very well or fairly] since I have been here. . . . When I was a freshman, I was so wide-eyed and everything was so new, I just thought this is cool, no problem. And then later on you realize the problems. Like I can't get into this class but yet they expect me to graduate in four years. And knowing the amount of money a lot of the professors make and how money is coming into the university, but how little is being used for education. Plus I had these professors, I got so mad at them because they were really nasty.

While the majority of faculty and staff members interviewed at public universities indicated that they did not know how students felt about their institution, 30% corroborated the finding that "SCOHS" did not appear to be very satisfied with the college they attended. The remarks of this faculty member about one student's feelings about her institution support this finding:

Well, we have a little code word for ____ [University]. We call it the fog machine. . . . She and I talk and laugh about it a lot because the bureaucracy around here is incredible at times. . . . I don't think she believes that she made a bad choice in coming here. But sometimes she is sort of dumbfounded by the fact that things are so poorly organized around here, and I am dumbfounded too.

Unlike, "SCOHS," nearly all "RCOHS" attending religiously affiliated institutions expressed that they liked or loved the institutions they were attending and would enthusiastically recommend them to others. One "RCOHS" remarked:

In case I have not said this before, I love it here. The people, the atmosphere, the weather, classes, dorm life. I can't figure out anything that I don't like about the college. . . . I would encourage others to come here because they're going to be challenged. They are going to be challenged to be a better Christian, a better person, and they are going to be challenged academically.

Overall Adjustment to College

Overall adjustment to college in the study was determined by the degree to which students had acquired the norms and behavior patterns appropriate to their new college environment and had established competent membership in the intellectual and social structure of their college. Overall, adjustment of former home schooled students to college was measured by the Full Scale of the SACQ, which is a sum of the scores for all 67 items on the questionnaire.

The Overall Adjustment Full Scale scores of former home schooled students indicated that these students had adjusted very well to college. The possible range of scores on the Overall Adjustment Full Scale is 67 to 603 points, with higher raw scores indicating stronger overall adjustment to college. The raw scores of former home schooled students on the Overall Adjustment Full Scale ranged from 383 to 571, compared to 205 to 565 for the normative sample (See Table IV-22).

Table IV- 22 Comparative Ranges, Means, Standard Deviations and Percentile Ranks for Normative Sample and Home School Sample on Overall Adjustment Subscale of the SACQ

Sample	Possible Range of Scores	Sample Range of Scores	Mean	Standard Deviation	T-Score	Percentile Rank
Normative (Traditionally Schooled Students)	67-603	205 -565	425.50	65.22	50	50
Former Home Schooled Students	67-603	382-571	506.64	49.86	62	88

The mean raw score for former home schooled students on the Overall Adjustment Full Scale was 506.64, with a standard deviation of 49.64. This compares to a mean score of 425.50 and standard deviation of 65.22 for the normative sample. Therefore, the mean Overall Adjustment Full Scale score of former home schooled students was 1.24 standard deviations above the mean for the normative sample comprised of traditionally educated students. The mean raw score of former home schooled students on the Overall Adjustment Full Scale corresponded with a T-score of 62 and a percentile rank score of 88, compared to a T-score of 50 and percentile score of 50 for the normative sample. Therefore, 88% of former home schooled students in the sample scored at or above the scores of students in the normative sample on the Overall Adjustment subscale, and only 12% scored lower than the normative sample. Fifty-six

percent of the students scored at the 88th percentile or above, and only 12% scored at or below the 50th percentile. These findings indicate that, on a whole, former home schooled students in this sample were much more well-adjusted to college overall than most traditionally educated students.

Former home schooled students' scores on the Overall Adjustment Full Scale generally mirrored the results found for the four subscale scores of the SACQ. Again, a notable difference was found in the Overall Adjustment Full Scale mean raw scores of students attending the two types of institutions (See Table IV-23).

Similarly, students who were home schooled for ten or more years also scored notably higher on the Overall Adjustment Full Scale than students who were only home schooled for four to six years (See Table IV-24).

Table IV-23 SACQ Overall Adjustment Full Scale Mean Raw Scores by Institution Type

Institution Type	N	Mean	Standard Deviation	Median
Religiously Affiliated College and University	13	532.7692	37.6345	542.00
Public Universities	12	478.3333	46.9029	484.00
Total	25	506.6400	49.8689	511.00

Table IV-24 SACQ Overall Adjustment Full Scale Mean Raw Scores by Length of Time Home Schooled

Length of Time Home Schooled	N	Mean	Standard Deviation	Median
4-6 Years	6	472.6667	40.5298	485.00
7-9 Years	4	496.2500	45.6244	506.00
10 or more years	15	523.0000	49.1761	542.00
Total	25	506.6400	49.8689	511.00

In addition, the mean scores of former home schooled students living on campus were higher than those students who lived off campus or commuted to college (See Table IV-25).

By the same token, modest differences were found in the Overall Adjustment Full Scale mean scores of students by class standing, with senior students (518.40) scoring 12 points higher than sophomore students (506.40). Finally, only small differences were found in the Overall Adjustment Full Scale mean scores of male (500) and female (508.73) students, with female students scoring 8.73 points higher than male students.

Table IV-25 SACQ Overall Adjustment Full Scale Mean Raw Scores by Residential Living Status

Residential Living Status	N	Mean	Standard Deviation	Median
On campus	8	523.50	27.1504	537.00
Off campus	5	491.40	70.5960	489.00
Commuter	12	493.75	47.4555	491.00
Total	25	506.64	49.8689	511.00

In summary, the findings in the study pertaining to the final research questions suggests that, overall, former home schooled students in the sample have adjusted well to the college compared to traditional students in the normative sample on the Full Scale and all of the subscales of the SACQ. The results of the SACQ were strongly corroborated by student and faculty interview data. The data consistently reflected a marked difference in the adjustment of students attending the two types of institutions, with "RCOHS" attending religiously affiliated institutions appearing to be much better adjusted to college in all areas (academic, social, emotional, etc.) than their "SCOHS" counterparts attending public universities. The results of the study also indicated that the longer students were home schooled, the better their adjustment to college. In addition former home schooled students living on campus often were more well-adjusted than their counterparts who lived off campus or who commuted to college.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

Introduction

This study was designed to investigate the experiences of 25 former home schooled students to determine how they made the transition from the home school environment to college and how they have adjusted to college life. Fifty-two percent (13) attended religiously affiliated colleges and 48% (12) attended public state universities in the state of Tennessee. Data were collected from students' perspectives via interviews and the Student Adaptation to College Questionnaire (SACQ) and the results were corroborated or disconfirmed by interviews with third-party observers (faculty and staff members) at the institutions they attended. Three research questions guided the study:

- 1) What were the home school experiences, pre-college decision-making processes and expectations of former home schooled students prior to entering college?
- 2) What were former home schooled students' perceptions and experiences of the process of separating from the home school environment and making the transition to the college culture?
- 3) How do former home schooled students adjust to college life?

The first section of this chapter provides a brief summary of the findings produced by the study. The second section provides an analysis and discussion of the significant findings, including how they relate to the existing literature. Section three and four relate the findings to the conceptual and theoretical frameworks that served as underpinnings for the study and suggest implications of the results for higher education. The chapter ends with recommendations for future research, and a concluding statement about the overall findings produced by the study.

Summary of Findings

The results of the study indicated that all of the students in the sample, with the exception of one student, had positive home school experiences that contributed to their transition and adjustment to college. Despite being concerned about how their academic performance compared to that of their peers in traditional schools, former home schooled students not only performed very well academically during their high school years, they also obtained high scores on state and college entrance standardized tests. The majority of these students enrolled under “umbrella schools” and in community colleges courses while being home schooled, which helped to familiarized them with learning in a classroom setting and helped to facilitate their academic and social preparation and transition to college.

The process of separation from the familiar home schooling environment and entering college did not appear to be a very traumatic experience for most of the former home schooled students in the sample. Skills learned in their home schools proved to be advantageous in helping them to make a successful transition to college. Some of these skills included good time management skills, excellent study habits, self-discipline to study and learn independently from textbooks and other resources, and learning with very little supervision.

Overall, the results of the study indicated that former home schooled students in the sample performed and adjusted very well to college life. In addition, the longer students in the sample were home schooled, the better their adjustment to college in all areas. Furthermore, those students living on campus were also better adjusted in all areas than their counterparts who lived off campus or who commuted to college. On the other hand, all data sources consistently reflected differences in the performance and adjustment of students attending the two types of institutions, with students attending religiously affiliated institutions performing and adjusting much better to college in all areas (academic, social, emotional, etc.) than their counterparts attending public universities.

The results of the study further indicated that the adjustment of former

home schooled students to college was influenced by their strong commitment to obtaining their baccalaureate degrees and their level of satisfaction with the institution in which they were enrolled. Although students attending religiously affiliated institutions were much more satisfied with the college they attended than their counterparts attending public universities, students attending both types of institutions had a very high level of commitment to persevering in college and earning their baccalaureate degrees.

Analysis and Discussion

Although most of the literature on home schooling has primarily focused on elementary and middle school students, the demographic characteristics and pre-college experiences of former home schooled students in the sample were very similar to those reported in the literature review in Chapter II (Rudner, 1999, Ray, 1991, 1995, & 1997, Breshears, 1996). Similar to the results of studies conducted by Van Galen (1987), Mayberry (1989), and a number of other researchers, parents of students in this study most often chose to home school their children primarily for religious or ideological reasons, educational or pedagogical reasons, or a combination of both. In addition, the findings of this study were also consistent with the findings of studies conducted by Rakestraw (1988) and Lyman, (1998), which suggest that concerns about problems with the public schools, including safety concerns related to drugs and violence, were

another major reason parents chose to educate their children at home. Two students in the sample reported being pulled from public schools after having been physically assaulted. As Smoklin (1999) suggests, the recent increases in the incidence of violence in public schools will likely result in an increasing number of parents choosing to home school their children.

The results of a number of other studies also found that parents often chose to home school their children not only for religious, educational and safety reasons, but also to protect them from the influences of negative peer pressure (Ray, 1999, Wartes, 1988, Van Galen, 1987). Consistent with the findings of these studies, students in this study indicated that home schooling provided an emotionally safe haven for them to develop as unique individuals without having to deal with the pressures to conform to norms and standards set by society and peers. Students felt loved and cared for in the home schooling environment and developed strong Christian morals and values, which appeared to be a strong factor in their successful emotional transition and adjustment to college.

Home schooling did not appear to have greatly limited the socialization opportunities of students during their high school years, as suggested by the literature (Taylor, 1986, Shyers, 1992, Smedley, 1992). Similar to the results of studies conducted by Delahooke (1986) and Rakestraw (1988), most students in the sample participated in an average of four to five extracurricular activities

simultaneously during their high school years. Concerns expressed by relatives and friends about the potential of home schooling to limit the social development of these students seemed to be one of the major motivating factors for parents involving students in a wide variety of social and recreational activities. The most prevalent social activities were church activities, performing arts, sports, and community group activities, such as Scouts and 4-H, many of which students continue to engage in during their college years.

The academic aspects of the home schooling experiences of students in the study were similar to those of other home schooling families described in the literature by Lines, (1991), Mullins, (1992), Lyman, (1998) and others. The academic home schooling experiences of most students in the sample, particularly during their high school years, included not only one-on-one instruction by parents, but also instruction in small classroom-type settings with other home schooled students facilitated by tutors and local home school groups or associations. During their high school years, most students took on the responsibility for teaching themselves and learning new academic subjects on their own with the supervision of their parents. Long term experience with this type of self-directed learning turned out to be very beneficial for former home schooled students in college. In addition, students were able to intensely focus on studying or training in areas of special interest, such as the sciences, music, or

sports during their home school years, which appeared to have given some of these students somewhat of a competitive edge over other students in college.

The strong overall academic performance of former home schooled students during their high school years was also consistent with the literature which suggests that these students often out perform traditionally educated students (Rudner, 1999, Ray, 1990, 1997, Hindes, 1993, Ray & Wartes, 1992). Although questions could be raised concerning the validity of the 3.80 mean high school GPA reported by former home schooled students in the sample, it is more difficult to dismiss their mean ACT scores of 24.6 and SAT scores of 1304, which were higher than those reported in the literature for other groups of former home schooled students by Oral Roberts University (1994), Fields (1998), and Klicka (1999). The results of the study further indicated that the longer students were home schooled the better they performed and adjusted in college, not only academically, but also socially and emotionally. This finding is consistent with the results of studies conducted by Ray (1997) and Rudner (1999), in which they found that students who have been home schooled their entire lives have higher scholastic achievement test scores than home schooled students who had also attended traditional schools at some time. The relationship between length of time home schooled and performance and adjustment in college may be due to the long-term cumulative effects of a

number of factors including home schooled students being able to:

- receive long-term one-on-one individualized instruction and attention;
- learn at their own pace;
- pursue topics of interest in depth without limitation of time;
- learn in a nurturing, non-hostile, non-competitive environment without peer pressure; and
- engage in direct and experiential learning experiences in which their natural curiosity and love of learning is developed and preserved.

Whatever the reason, the effects of long-term home schooling appear to have produced palpable enduring effects that have positively impacted the development, performance and adjustment of these students through their college years, and will likely continue to do so well beyond their college careers.

One unexpected finding of the study was the significant role played by correspondence or umbrella schools in the academic preparation of home school students for college. Eighty-three percent of students attending public universities and 30% of those attending religiously affiliated institutions enrolled in correspondence or “umbrella schools” compared to 3% reported in the literature by Ray (1997). Umbrella schools supplied students with a “college prep” curriculum, maintained and produced their academic transcripts, made arrangements for standardized testing and provided them with an accredited high school diploma. Therefore, when these home school students applied to public institutions or other types of colleges and universities, the institution was often not aware that these students were home schooled. They are coded in the

enrollment management system as having graduated from a private Christian High School. In fact, several students indicated that many former home school students who were registered under an umbrella school did not report to the university that they were home schooled, for fear of being treated differently or being ostracized by administrators, faculty or other students. These findings help to explain why many public institutions have difficulty identifying students at their institution who have been home schooled.

Enrolling under an umbrella school also made the college application process much easier for home school students, particularly those who applied to public state universities. Because their high school academic transcripts and diplomas were certified and submitted by umbrella schools, which were often accredited Christian schools, students often had fewer problems during the college application process at public universities than if they had been independent home schoolers. In most cases, former home schooled students followed the same process in applying to both types of institutions as traditional high school students. This finding supports assertions in the literature that more states, including Tennessee, are adopting admissions policies that treat home school students in the same manner as traditional high school graduates, rather than requiring them to take the GED test or other additional College Board achievement exams (Terricone, 1997, Fields, 1998, Klicka, 1999). With the

exception of some of the senior students in the sample, who applied to college prior to changes in state regulations, most students in the sample had very little difficulty with the college admissions process.

A number of non-empirically based accounts in the literature indicated that many home schooled students dually enroll in courses at community colleges during their high school years (Bowler, 1996, Welter, 1997, Kliever, 1997). These reports were confirmed by the results of this study. More than two-thirds of former home schooled students in the sample enrolled in a number of courses at community colleges during their high school years. Consequently, learning in a classroom setting at a four-year college was not as big an issue for most of these students as might have been expected due to their home schooling backgrounds. Enrolling in community college courses prior to entering a four-year institution was also beneficial in helping most of these students to make successful academic transitions and adjustments to four-year institutions.

Enrolling in community college courses was also advantageous in minimizing the effect of one of the major impeding factors of home schooling cited by students in the study. The flexibility of home schooling in terms of time schedules, allowing students to work at their own pace, lack of testing and rigid deadlines is often considered to be an advantage for these students. However, surprisingly, this flexibility also appeared to a major impeding factor to some

students' academic transition to college. Some students had difficulty adhering to rigid class schedules and strict deadlines for assignments because they were used to determining their own academic schedules and their parents were more lenient about assignment deadlines than their professors in college. Enrolling in community college courses helped these students to obtain experiences with class schedules and deadlines. Therefore, it is likely that former home schooled students who do not enroll in community college courses prior to enrolling at four-year institutions might have some trouble with these issues in college.

Most students in the sample assumed all along that they would attend college after being home schooled. This finding is similar to the results of studies conducted with traditional and non-traditional college students by Pascarella and Terenzini (1991) and Terenzini, et al. (1991). The students' assumption was based on the fact that the majority of their parents and/or siblings had attended college; therefore, they expected college to be the next logical step after completing their high school years of home schooling. Most former home schooled students wanted to attend college for reasons similar to those of their traditionally educated peers. These reasons included the desire to obtain the necessary credentials to secure employment in their chosen professions, to make new friends, and to continue to learn and grow intellectually. In addition, for the majority of these students, particularly those who attended religiously affiliated

institutions, their spiritual development in college was just as important to them as their intellectual development. This is not surprising considering these students' commitment to God and living a Christian lifestyle, which was developed through their home school training.

All students in the sample were raised in conservative Christian homes, and all but one professed to be strong Christians. However, the data revealed clear differences in the major factors that influenced the choice of some former home schooled students to attend religiously affiliated colleges and others to attend public universities. The 52% of former home schooled students who chose to attend religiously affiliated colleges or universities were classified in this study as "Religious College Oriented Home Schoolers" or "RCOHS," because they were very clear that they wanted to continue their education in an environment that was congruent with the religious environment in which they were home schooled. These students expressed little or no interest in attending secular public universities because they did not reflect their Christian values and belief systems. Therefore, "RCOHS" believed that it would be more difficult for them to function and to adjust in this type of environment and that they would benefit little from attending such a college. The results of the study indicated that "RCOHS" were correct in this assessment. Most of these students adjusted well to religiously affiliated institutions because the culture and value systems of

these institutions were similar to their home school background.

Muncy (1996) suggests that most home schooled students are likely to attend religiously affiliated institutions. However, the 48% of former home schooled students in the study who chose to attend secular public universities were classified in this study as "Secular College Oriented Home Schoolers" or "SCOHS," because although they were Christians with strong religious beliefs, they chose to diverge from the path taken by most of their home school friends by attending secular public universities. These students expressed very little interest in attending religiously affiliated institutions because they felt that home schooling had provided them with a strong religious foundation and that they wanted to pursue their higher education in a different, and what they perceived to be a more challenging, learning environment. However, the environment of public universities, with their large campuses, bureaucratic nature, secular orientation, diversity of lifestyles among students and perceived lack of emphasis on undergraduate education, presented more of a challenge to these students than they had anticipated. Therefore, although the majority of "SCOHS" felt good about the quality of education that they were receiving at public universities, they were less adjusted, satisfied and felt less "at home" at these institutions because it was more difficult for them to relate to the other students, as well as the overall culture on their campuses, than it was for their "RCOHS"

counterparts attending religiously affiliated institutions.

Most former home schooled students in the sample performed and adjusted very well academically in college. While some students appeared to be hesitant to participate in classroom discussions at first, most faculty and staff members described these students as academically bright, focused and organized. Former home schooled students in the sample scored higher than 88% of the normative sample of traditionally educated students on the Academic Subscale of the Student Adaptation to College Questionnaire. This finding corroborates the results of two other studies which found that former home schooled students outperformed their traditionally educated peers in college in a variety of success indicators, including academic, cognitive, spiritual, affective and psychomotor skills (Galloway and Sutton, 1997, Jenkins, 1998). However, unlike these studies, the methodology of this study did not include a direct comparison of the academic performance of home schooled students and traditionally educated students. Therefore, a definitive conclusion that former home schooled students academically outperform traditionally educated students in college cannot be drawn from the results of this study.

"RCOHS" attending religiously affiliated institutions performed much better academically in college than their "SCOHS" counterparts attending public universities. This may have occurred for a number of reasons. First, the mean

high school GPA of "RCOHS" (3.84) was slightly higher than that of "SCOHS" (3.77). Second, the mean ACT and SAT scores of "RCOHS" (27.6, 1304) were much higher than those of their "SCOHS" counterparts (24.6, 1102). Therefore, it is not totally unexpected that "RCOHS" in the sample academically outperformed their "SCOHS" peers attending public universities. Furthermore, "SCOHS" appeared to have more difficulty with the level of academic rigor at public universities at first, while most "RCOHS" characterized the academic work at religiously affiliated institutions as easy.

The majority of former home schooled students in the sample also appeared to have adapted well to the interpersonal, social and emotional demands intrinsic to the college experience. As one faculty member remarked, "these students are not the social misfits that most people believe they are." As a group these students scored higher on the Social Adjustment subscale of the SACQ than 76% of traditional college students in the normative sample. However, faculty and staff members did observe that 40% of these students, particularly "SCOHS," were often shy, socially isolated or slow to adjust socially in college. It is likely that the social isolation or slow social adjustment of "SCOHS" may simply be a consequence of being on large university campuses with thousands of students after being in a home school environment for most or all of their educational career. It often takes time for most people to feel

comfortable socially and make meaningful social connections in such large group settings. However, the shyness exhibited by some of these students is a much more difficult issue that cannot be fully explained by the results of this study. Most faculty and staff members indicated that they were uncertain about the impact of home schooling on the trait of shyness and its concomitant behaviors exhibited by these students. However, several administrators who are experienced in working with home schooled students suggest that these students are often extremely polite and respectful in their social interactions with others, particularly adults, and that they may appear to be quiet or shy because of this deference towards others.

One social aspect of the home schooling experience highlighted by the majority of these students, not addressed in the literature, was that they interacted with and learned how to effectively interact and communicate with individuals of all age groups, not just their peers. This may help to explain the student's comfort level in communicating and negotiating with professors and others on their campuses, which in turn helped them to resolve issues that could have negatively affected their performance and adjustment in college. In addition, the fact that former home schooled students were so accustomed to interacting with individuals of different age groups may also be the reason it took many of these students some time to adjust to interacting with large numbers of

same-aged peers in college.

About one-third of the students, primarily female students, indicated that their home schooling background did not provide sufficient opportunities for them to develop close friendships with same-age peers and to learn about contemporary issues familiar to their non-home schooled counterparts, a situation they reported had changed in college. This finding is consistent with the results of a study conducted by Chatham (1991), which found that adolescent home school students had less opportunities for frequent contacts and close friendships with peers than students attending public schools. Although these female students and other former home schooled students in the sample, particularly "SCOHS," were hesitant at first to share with others on their campuses that they were home schooled for fear of being ridiculed, the responses of others were often very positive. People were frequently surprised that these students were home schooled because they did not fit the typical stereotypes of home schoolers.

Relationship of Findings to Conceptual and Theoretical Frameworks

A number of constructs, theories and models related to student development, adjustment and retention in college were combined to provide the conceptual and theoretical framework for the study. Each provided a number of insights into factors that impact the likelihood that students will adjust and

persist in college or drop out prior to earning their baccalaureate degrees. Most, but not all, of these insights were corroborated by the results of the study. The following section provides a discussion of how the findings relate to specific aspects of the conceptual models and constructs that provided the theoretical framework for the study.

The Freshman Myth and Frog Pond Effect: Anticipatory Integration

A number of studies have found that students form expectations about their ability to adjust to college prior to entering college, and if those expectations are not met, their actual adjustment and persistence toward completing their degrees may be affected (King & Walsh, 1972, Whitely, 1982, Cooper & Robinson, 1988). Former home schooled students in the sample did not enter college with unrealistic, idealized pre-conceived views or expectations of college, often called the "Freshman Myth." Students appeared to have received enough information about college life from friends, siblings and family members to have helped them develop a pragmatic picture of what to expect in college. In addition, since the majority of these students had attended community colleges, they already had some idea of what to expect in college academically and socially. Therefore, they did not experience feelings of disillusionment related to unrealistic or unmet expectations, which Baker, McNeil & Siryk (1985) found to have negatively affected many traditionally educated college students, increasing

their likelihood of failing to earn their degrees.

Many of the expectations and anxieties that former home schooled students had prior to college proved to be groundless. For example, most expected college to be challenging academically; however, the majority found the academic workload to be very easy. Some students worried about whether they would fit in with other students in college, and reported that they fit in so well that most people were surprised to learn that they were home schooled. In addition, the expectations of many students, particularly female students, that they would develop close friendships in college were met or exceeded. Therefore, the pre-college expectations of these students did not act as a negative factor to their adjustment in college and persistence towards earning their degrees.

Although most of the former home schooled students in the study were high achievers academically and were socially active during their home schooling years, they were not exposed to and, therefore, did not experience the effects of the competitive environment often found in most traditional high schools. For many, college was their first opportunity to measure themselves against their peers. A number of research studies have found that this increased competition can cause the academic and social performance of students to be only average, which can in turn lead to adjustment problems, causing students' academic

confidence and self-esteem to suffer (Feldman & Newcomb, 1969, Astin, 1975).

This phenomenon, called the "Frog-Pond Effect," did not appear to have affected the adjustment of former home schooled students in the sample.

Despite being in a new competitive environment among a new set of peers who excelled in traditional high schools, most former home schooled students in the sample maintained a high level of academic performance, and appeared to have blossomed socially and emotionally in college.

Tinto's Institutional Departure Model.

The Institutional Departure model developed by Tinto (1975) theorizes that the pre-college background characteristics of students (including personal attributes, family environment, and pre-college schooling experiences) interact with each other to affect both their commitment to the goal of graduating and their commitment to the institution. The former home schooled students in this study had very supportive families who took a very active interest in their education. In addition, these students learned a number of skills in home schooling that proved to be very advantageous in helping them to succeed in college. These factors, coupled with students' strong personal determination to earn their degrees in order to feel a sense of accomplishment, to secure a good paying job, or to make their parents proud, contributed to the development of a strong resolve to obtain their baccalaureate degrees.

Within the academic system of the college environment, higher goal commitment among home schooled students generally translated into higher academic development and achievement, which in turn led to strong academic adjustment to the college culture, as suggested by Tinto (1975) and Pascarella and Terenzini (1980). Tinto (1975) further suggested that within the social system of the college environment, higher institutional commitment or satisfaction often leads to higher levels of participation in extracurricular activities and increased peer group and faculty interactions, which in turn lead to stronger social adjustment in college. This relationship between institutional commitment and social adjustment to college was corroborated by the results of the study. "SCOHS" attending public universities were often less satisfied with and committed to their institutions than their "RCOHS" counterparts. These students were less involved with extra-curricular activities, had less positive interaction with faculty and students they met on campus, and consequently were less well adjusted to college socially than their "RCOHS" counterparts. However, regardless of these factors, students remained strongly committed to earning their degrees and did not appear to be contemplating dropping out of college, as Tinto's (1975) theory would suggest.

Chickering's Theory of the Seven Vectors of Student Development

Home school students adjusted well emotionally to college in terms of their ability to manage the psychological issues and pressure of college life. The emotional adjustment experiences of many of the students suggested that they successfully progressed through most of Chickering's (1969) Seven Vectors of Development. These seven psychological developmental tasks or vectors are: developing competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes and developing integrity.

The home schooling experiences of students in the sample provided them with a strong emotional foundation for entering college. As a group these students scored higher on the Emotional Adjustment subscale of the SACQ than 84% of traditional college students in the normative sample. The majority of these students appeared to have a strong self-esteem and had already developed a strong sense of identity, which corroborated the results of a study conducted by Kelly (1991). Consequently, these students appeared to have done a relatively good job of dealing with emotions associated with the "shell-shock" of leaving home, going away to college and learning their way around large college campuses. Although these students, particularly "SCOHS," were dealing with new situations in an environment that was markedly different from the one they

left behind, they effectively utilized a number of available resources to help them deal with emotional issues in college. They relied heavily on God, family, friends and faculty members to help them successfully manage the psychological and environmental changes associated with college life.

Chickering (1969) suggested that developing autonomy is a key developmental task for students in college. Most students in the study reported that a major aspect of their transition to college came when they realized that they were on their own and had to responsibly manage their new freedom and make their own decisions. While being in college helped them to become more independent, including making their own decisions beyond the watchful eyes of their parents, most remained very emotionally attached to their families because of the strong bonds developed during their years of home schooling. Although students attending both types of institutions reported interacting with new people of varied backgrounds, not surprisingly, most chose to cultivate enduring relationships with people who held views and interests that were similar to their own.

Many of these students, particularly "SCOHS," indicated that they had developed a more global view and perspective of the world around them and had become more liberal and tolerant of people with different lifestyles, values and beliefs than their own. However, this tolerance and increased understanding of

other points of view, and the evaluation of their own views, were not enough to significantly change the values and belief systems that were inculcated in them by their parents during their years of home schooling. Attending college served to challenge, strengthen, or more clearly define the values and moral views of most of the students in the sample. Only two students attending the larger of the two public universities reported that attending college had substantially changed, negatively affected or destroyed their values and belief systems.

The college experiences appeared to have helped the majority of students to develop an increased sense of purpose in their lives. Most of these students, primarily "RCOHS," already had a highly developed sense of spiritual destiny. They believe that they are called by God to fulfill a higher purpose in life and they have already begun to make specific plans for their futures. For many, these plans included working in some type of religious missions field, teaching or attending graduate/professional school.

Van Gennep/Tinto's Stages of Student Adjustment

Tinto's (1988) conceptualization of Van Gennep's (1960) *Rites of Passage* theory suggests that students typically pass through three stages in order to adjust to college and persist toward earning their baccalaureate degrees. The three stages are separation, transition and incorporation/integration. The results of the study indicate that the journey of students from the home school

environment into college culture involved passage through each of these stages, to varying degrees and at different rates.

Separation. According to Tinto (1987), virtually all students in college experience stress and temporarily painful and disorienting feelings during the process of separating from their past and going to college; the stress and difficult emotions can affect their ability to adjust and persist in college. For about 20% of the former home schooled students in the study, leaving the home school environment and going to college was not a major issue, because they had traveled extensively without their families prior to entering college. However, as suggested by Tinto (1987), the process of separating from the home school environment and enrolling in college was a very emotional experience for the majority of these students. They experienced almost twice as many negative as positive emotions during the separation stage because, as the results of a study conducted by Chatham (1991) suggest, home schooled students often have stronger emotional ties to their families than traditionally educated students.

As expected, it was somewhat more difficult for "RCOHS" attending religious affiliated colleges to separate from their home school environment and enter college than it was for their "SCOHS" counterparts, because most "RCOHS" moved away from home and lived on campus. Almost half of "RCOHS" experienced intense feelings of homesickness, loneliness, and anxiety,

emotions Christie & Dinham (1991) and other researchers have found are often associated with separating from families and communities and entering college. However, most also reported being excited to be in college and meeting and interacting with new people. Former home schooled students in the sample managed their new freedom well, and were able to mitigate negative feelings and emotions during the first few weeks in college by taking comfort in the knowledge that their families were easily accessible by phone or in person if they needed assistance.

Although all "SCOHS" attending public universities either lived at home or off campus and commuted to college, these students reported experiencing negative emotions associated with the first few weeks of college more than twice as often as positive emotions. Not surprisingly, their negative emotions resulted primarily from the overwhelming feelings associated with learning to navigate their way around a large university campus, an environment radically different from their home school environment. The feelings of anxiety, stress, and fear experienced by the majority of "SCOHS" were characterized by one faculty member as "shell shock." Conversely, 40% of these students, who appeared to be more outgoing and adventurous, also reported being stimulated and fascinated by being on a large university campus, learning in large classroom settings, participating in new activities and meeting new people.

Tinto (1988) suggested that the adjustment and persistence of students depended to a large degree on their ability to physically, as well as socially, disassociate themselves from their former communities. The results of this study supported this assumption in that "RCOHS" living on campus who had physically and socially separated themselves from their past associations and communities were better adjusted to college than their "SCOHS" counterparts. However, most "SCOHS" were still able to succeed and persist in college, although they chose not to make a total physical break from their past home schooling environment, by continuing to live at home and socializing often with non-college friends. As suggested by the results of studies conducted by Terenzini (1993) and Bragg (1994), these students survived the first few weeks of college and persisted toward earning their degrees by successfully utilizing their pre-college friends as a bridge between their old home school environment and their new college culture.

Transition. According to Van Gennep (1960) and Tinto (1987), the passage of students through the three stages of adjustment occurs at a different pace for each student. This assumption was supported by the results of the study. The transition period needed by students in this study, between the time they separated from their home school environment and the time they became fully incorporated into the culture and life of their college, ranged from a few

weeks to about one year. During this time, similar to traditional college students, former home schooled students learned the formal rules and regulations of their new college culture primarily through orientation programs and classes, older and more experienced students, faculty members and student handbooks. Informal cultural norms and behaviors were learned principally by observation, trial and error, and from friends or roommates.

Tinto's (1988) theory further suggests that non-traditional students like former home schooled students may have a difficult time making the transition to college because their family and community values, norms, and behaviors are very different from those found in the college environment. This was especially true for "SCOHS" attending public universities, who had to learn to handle themselves in unfamiliar social situations that they had not been exposed to in home schooling. "SCOHS" had to deal with unfamiliar situations related to such issues as partying, drinking, drugging, swearing, homosexuality and unusual hair colors and styles. The majority of these students indicated that they had expected to encounter these issues at public universities. Although they indicated that were not shocked or encumbered by these situations, these experiences, coupled with being in a culture that was very different from their home schooling environment, in all likelihood contributed to these students being less adjusted to college than their "RCOHS" counterparts.

On a whole, the majority of former home schooled students in the study made a successful transition to college life without experiencing the intense feelings of isolation and bewilderment that Tinto (1987) suggests often cause students to flounder and drop out of college without taking appropriate steps to make the necessary adjustment to college. Instead, a majority of students were anxious and preoccupied about their academic performance in college. Therefore, during the transition period, they over studied and concentrated most of their time on academics in order to ensure that they were able to perform as well as their traditionally educated peers in college. Most faculty and staff members commented that the students had transitioned so well to college that they were not aware or had forgotten that most of these students were home schooled.

Incorporation/Integration. Tinto (1988) suggested that the three stages of the rites of passage process from high school to college are often closely related and interactive. In this study, this proved to be the case for the last two stages. It was often difficult to determine when students had moved from the transition stage into becoming incorporated/integrated into the college culture. According to Tinto (1988), the incorporation phase is characterized by movement away from past associations and behaviors and establishment of competent membership in the new college culture by adopting its norms and

exhibiting proficient performance in its systems. The more incorporated or integrated into the academic and social systems of their college students were, the more adjusted they were and the less likely they were to drop out of college. This assumption was not totally congruent with the experiences of former home schooled students in this study. Although most of the students adjusted very well to college compared to traditional students in the normative sample on the Full Scale and all of the subscales of the SACQ, the majority, particularly "SCOHS," did so without totally relinquishing their past associations and behavior patterns. These students were also able to successfully navigate and operate within the systems of their colleges by learning some of its language and customs, without fully adopting all of the norms and behaviors exhibited by most college students.

An analogy for the experiences of the majority of "SCOHS" attending public universities is that of immigrants on a sojourn to a foreign country. These immigrants made a conscious decision to reside in their homeland and travel to the foreign country located across the border each day. Most of the immigrants expected the lifestyle in the new country to be different from their own country and were initially excited about the challenge of the trip. However, soon after arriving in the new country and experiencing its norms and customs first hand, some enjoyed the experience, but the majority had a more difficult

time fitting into its culture. The immigrants had little in common with the citizens of their the new country; therefore, they retreated daily to their home country and chose to retain most of their old familiar relationships, customs and religious practices. Because they spent so little time in the foreign country, they only superficially learned and adopted those behaviors and customs that were absolutely necessary for success or survival in the new country. In addition, they never really bought into the values and belief systems of its citizens. Their resident sponsors (faculty/staff) also observed that although their work was generally outstanding, the immigrants were often shy, socially isolated or slow in acclimating to the citizens and social life of their new country. In the end, their immigrant status led to social isolation for some, but it did not cause any to contemplate total departure from their new country, as suggested by Tinto (1988). In fact, over time, the majority of these immigrants became much more proficient at navigating the systems of the foreign country than many of its citizens who had grown up in that culture.

The experiences of most "RCOHS" on religiously affiliated university campuses can also be compared to immigrants on a sojourn to a foreign country. However, unlike the immigrants previously described, these immigrants chose not only to physically relocate to the new country, they chose to live in a city in the new country that was populated with many citizens from their

homeland, similar to Chinese or Italian immigrants living in the Chinatown or Little Italy section of a major U.S. city. These immigrants felt that they would more successfully integrate into their new country if the culture, language and norms of the area in which they chose to live were similar to that of their homeland. Although it was difficult for them to leave their families and country hundreds of miles away and emigrate to a new country, upon their arrival, they greatly enjoyed the small, friendly, familiar environment of their new cultural enclave. Many of the citizens in the cultural enclave of the new country were from different geographical areas of their homeland. However, it was relatively easy for the immigrants to make many new friends because everyone spoke the same language, held similar religious values and beliefs and had many customs in common. In addition, the small, friendly environment of the cultural enclave in the new country promoted positive working relationships with their resident sponsors (faculty/staff) both on and off the job. Furthermore, resident sponsors and new friends helped the immigrants to learn the necessary skills, language and norms necessary to successfully acculturate themselves into their new country. Therefore, not surprisingly, as they themselves had predicted, most of these immigrants were much more integrated into the culture of their new country; and therefore, were more successful in their endeavors than the other immigrants described earlier.

These findings confirm the results of a number of studies which indicated that students' background characteristics and the structural and organizational features of the institution (e.g., institutional type, size, etc.) are two major sets of variables that affect academic and social integration into college environment (Pascarella and Terenzini, 1980, Pascarella, Smart & Ethington, 1986, and Nora, 1987). The backgrounds of former home schoolers are more congruent with the culture of small private religiously affiliated institutions. Therefore, it is not surprising that former home schooled students attending this type of institution were better adjusted to college than those who attended large public state universities.

Overall, the results of the study indicated that former home schooled students in the sample made a relatively successful separation, transition and adjustment to college life. Furthermore, as suggested by the majority of faculty and staff members interviewed, the findings of the study also some provide positive indications of the efficacy of home schooling as an educational option for preparing students to succeed in college.

Implications and Recommendations for Higher Education

Muncy (1996) suggests that home schooling is currently one of the fastest growing trends in education. In 1986, it was estimated that nearly 1.2 million children were being home schooled in this country (Jones, 1997). This number

will increase to nearly 4 million by the year 2005, based on the National Home School Association estimates of an annual growth rate of 15% (Stream, 1997). According to Ray (1997), 69% of these students pursue postsecondary education. Therefore, it will become increasingly difficult for higher education institutions to ignore this potential source of new students.

The results of the study suggest that these former home schooled students are performing and adjusting much better at religiously affiliated institutions than at public universities for a number of reasons already discussed. In addition, religiously affiliated institutions appear to be doing a better job than public universities in actively recruiting home schooled students, adapting their admission procedure to accommodate them and providing financial incentives, including designated scholarships, in order to attract these students. They are also, apparently, doing a better job of tracking these students within their enrollment databases than public universities, as it was relatively easy for those colleges and universities contacted for this study to identify home schooled students attending their institutions, as compared to public universities, who frequently were unable to identify these students.

Although Terricone (1997) suggests that former home school students are primarily attracted to religiously affiliated institutions for the reasons cited, Muncy's (1996) assertion that this student population is also an attractive target

market for colleges and universities that draw students from their immediate surrounding geographic area is a valid one. These institutions include community colleges, liberal arts colleges, regional private or public universities and state universities. However, in order for these types of institutions to successfully compete with religiously affiliated colleges to attract these students, admissions personnel need to familiarize themselves with the research on home schooling in order to:

- 1) understand the dynamics of the home school movement;
- 2) familiarize themselves with the results of studies related to the academic, social and emotional outcomes of home schooling;
- 3) obtain information about how other colleges and universities evaluate the applications of these students; and
- 4) obtain an understanding of the needs, interests and values of these students in order to effectively communicate how they can be addressed by their institutions.

Home schoolers are aware of institutions that have developed a reputation of not being "home school friendly" and will often avoid applying to these institutions. Therefore, it is important for institutions interested in attracting home school students to make clear to the home schooling community that they welcome home school students. Colleges and universities need to develop admissions policies and guidelines for reviewing home school student applications in accordance with state policies and regulations. If state policies and regulations require home schooled students to undertake additional testing other than that normally required for traditional students, institutions should

advocate for change in such policies. Additional testing of these students beyond the traditional SAT or ACT can be viewed as discriminatory and will often discourage home schoolers from applying to institutions that require such testing.

Admissions personnel can recruit home school students through a variety of means, including sponsoring on-campus visitation and information sessions specifically for home schoolers, and making presentations and conducting workshops at meetings and conferences of home school associations in their target area to help students plan for college admission. A major national home schooling conference, sponsored by the Advance Training Institute, is held each summer on the campus of the University of Tennessee, Knoxville. In addition, institutions, particularly public institutions, can develop college preparatory or transition programs for home schoolers, similar to those developed for minority students and other underrepresented groups on campus. Such programs would not only help students to gauge their level of academic preparation for college, but also familiarize them with life on a college campus prior to enrolling in college.

The majority of students in the sample indicated that financial considerations were a major issue in their decision to enroll at a particular institution. Therefore, public universities and other types of institutions need to follow the lead taken by religiously affiliated institutions by providing designated

scholarships to attract qualified home schooled students. Since most of these students have outstanding ACT and SAT scores, public universities could keep more of these students in their states and contribute to their own goals of attracting more students with high standardized test scores.

College and universities, particularly large state and regional universities, also need to include identifiers on their admissions application forms and create fields in their enrollment databases in order to help identify these student, and to track their progress and retention. Given the fact that the majority of home school students enroll in umbrella schools in high schools, the identifiers and fields should include one for independent home schoolers and one for those home schooled through an umbrella school. Institutions should also identify and develop a list of umbrella schools in their state and local areas and work with these schools in the same way that they work with community colleges to develop articulation agreements for admitting transfer students. Colleges can work with umbrella schools to: (1) ensure that their college prep curriculum matches the institution's admissions requirements; and (2) develop or revise the accountability system these schools use to ensure the veracity of grades, standardized test scores and other relevant information they collect and maintain for home school students. These steps will help to alleviate the concerns of institutions that may still be skeptical about the academic ability of home

schoolers by demonstrating that these students are not only prepared to meet their admission standards, but are also likely to graduate from their institutions.

Pace (1984) suggests that the accountability for students' academic achievement and other outcomes in college, such as social and emotional adjustment, "must consider both what the institution offers and what the students do with those offerings" (p. 4). Since the results of the study indicated that former home schooled students had a more difficult time adjusting to public universities, these institutions can take some basic steps to help former home schooled students adapt to their new environment when they first arrive on campus. Students in the sample attending religiously affiliated institutions indicated that they participated in semester or year-long orientation programs that helped them make the transition and adjustment to college life, while the orientation programs of public universities typically lasted one to two days. The efficacy of semester-long orientation programs has been commended by a number of scholars, including Boyer (1987). These programs provide an extended opportunity for students not only to learn about the variety of services available on their campuses, but also to help them make new friends, bond with one another, express concerns, and work to resolve issues that could cause adjustment problems. Boyer (1987) further suggested that as new students in these programs learn about their college, "the spirit of community grows,

loyalties build and the quality of the educational experience is strengthened" (p. 47). Such semester long-freshmen orientation programs for home schooled students would undoubtedly have helped the former home schooled students in this study attending public universities to adjust better to college life.

In addition, the Dean of Students Office at institutions can assign staff to work with groups of former home schooled students in order to establish university approved clubs or organizations specifically for former home schoolers, or clubs or organizations centered around activities of interest to these students. Faculty and student mentors or resource people, including junior and senior former home schooled students, can also be assigned to work with new students to help guide them through adjustment issues and problems they may face. These mentors and resource people can also encourage former home schooled students, particularly those attending large public universities, to actively participate in campus activities and programs that will help them become more integrated into the intellectual and social lives of their campuses.

Recommendations for Future Research

This study provided a good starting point for filling the research void related to the experiences of home schooled students in college. However, there are still many issues and aspects of this phenomenon that need to be explored. Following are a number of recommendations for further research into this

emerging issue impacting higher education:

- 1) The study could be replicated with students enrolled in other types of higher education institutions, such as community colleges, private liberal arts colleges and regional state universities. In addition, the sample should include former home schooled students attending college in states that have large numbers of home schooled students and different regulations governing how these students are evaluated for admission to college, such as Arizona, Georgia and South Carolina.
- 2) The students in this study were predominantly White middle-class Christians who were home schooled primarily for ideological or religious reasons. A similar study utilizing a more ethnically and religiously diverse sample, including non-Christian home schoolers, might produce a wider range of responses that would provide a more complete picture of the experiences of home school students in college.
- 3) The research design of this study involved interviewing and collecting questionnaire data from 25 students focusing on the separation, transition and adjustment experiences of students. Further research might focus entirely on various aspects of students' adjustment experiences, utilizing the Student Adaptation to College Questionnaire or other questionnaires designed for a similar purpose, and utilizing a much larger random sample

of former home schooled students. Such a study would allow parametric statistical analysis to be conducted on the results, which could identify and delineate significant differences or relationships among variables or factors that impact the adjustment of home schooled students in college. However, this may be difficult to accomplish until there is a significant increase in the number of these students entering public colleges and universities and/or until these institutions can do a better job of identifying these students.

- 4) In this study, students' adjustment scores on the various subscales of the SACQ were compared to the instrument's norming sample of traditional students. A similar study could be done that directly compares a statistically matched group of former home schooled students with a group of traditionally educated students from the same institution on a number of different variables. The results of such a study would be more powerful in making conclusive comparisons between the college performance and adjustment of students who were home schooled and those of their traditionally schooled counterparts.
- 5) The sample of students in this study included different percentages of former home schooled students in their sophomore, junior and senior years in college. Future research might consider a longitudinal study that

would track and study the expectations of these students prior to entering college and their performance and adjustment experiences at different intervals throughout their college careers. The study could also include tracking what happened to these students once they complete or drop out of college.

- 6) The separation, transition and adjustment experiences of students in this study were assessed from the students' perspectives and from the perspectives of faculty and staff members at their institutions. Another approach might be to study the performance and adjustment experiences of former home schooled students through the eyes of their peers in college who attended traditional schools. This would provide another point of view and perspective of home schooled students in college.
- 7) A number of models and constructs related to student development, adjustment and retention, including Tinto's stages of *Rites of Passage* and Chickering's theory of the Seven Vectors of Student Development, provided the theoretical framework for this study. Former home schooled students' experiences in college confirmed, as well as disconfirmed, aspects of these theories. Therefore, it might be useful to replicate the study using the experiences of former home schooled students in college to test the plausibility of other similar theoretical

construct and models.

- 8) Both faculty/staff members and the researcher observed that about 40% of the students in the sample could be considered shy or reserved.

However, the scope of this study did not provide the opportunity to determine the impact of home schooling on this behavior. Therefore, a subject of future research could be to determine how much of students' shy, reserved behavior is due to their home schooling environment and how much is due to their natural personality proclivities.

Conclusion

The literature suggests that home schooled students are entering colleges in increasing numbers each year. However, there is skepticism among some in the academy about the efficacy of home schooling in preparing students to adjust to college and earn their degree (Barnebey, 1986, Jones, 1997). One reason for the skepticism is a void in the research concerning the performance and adjustment experiences of former home schooled students in college. This study was conducted to help fill that void. The results of this study indicate that, on the whole, former home schooled students in the sample performed very well academically in college and adjusted well to the social and emotional demands of college life. The findings also suggest that former home schooled students in the sample adjusted very well academically, socially and emotionally to college

compared to traditionally educated students in the normative sample of the Student Adaptation to College Questionnaire. The comparison between former home schooled students and traditionally educated students in this study must be interpreted with caution, however, because the study was limited in scope and was not an empirically controlled experimental study utilizing statistically comparable samples. Further research studies, such as those suggested in the previous section, need to be conducted in order to get a more comprehensive and representative picture of the performances and adjustment experiences of former home schooled students in college.

This admonition notwithstanding, the study provides a meaningful contribution to the research literature related to the experiences, performance and adjustment of home schooled students in college. The overall results of the study not only provide evidence that former home schooled students in the sample performed and adjusted well to college, but also suggest that, if done well, the practice of home schooling may be a viable educational option for preparing students to succeed in college.

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APPENDICES

Appendix A

Cover Letter to Student Participants

Dear Amy:

As you are aware, the home school movement is now producing many students like you, who have elected to pursue higher education by enrolling in colleges and universities throughout the country. Very little is known about how former home schooled students are adjusting academically, socially and emotionally to the college environment, which is very different than the home school educational environment.

My dissertation research will involve surveying and interviewing former home schooled students at the sophomore level or higher, who are now enrolled in 4-year colleges and universities. I greatly appreciate your willingness to participate in the study by sharing your thoughts and perceptions of your college experience.

As we discussed on the telephone, enclosed are two questionnaires that you are requested to complete and bring to our scheduled interview session. One is designed to collect basic demographic information and the other is designed to help measure your adjustment to a number of dimensions of college life. The questionnaires should take no more than 30 minutes to complete.

As we also discussed, our interview is scheduled for _____ at the _____. The interview should last approximately 60-90 minutes and with your consent will be audiotaped. Your remarks in the interview and on the questionnaires will be held in the strictest of confidence and reported anonymously in the results of the study, in accordance with The University of Tennessee's Institutional Review Board guidelines.

Also enclosed are two copies of a Participant Consent Form. Please sign both copies. Keep one for your records and bring the other with you to the interview. I will contact you the day before the interview to reconfirm the appointment. Your participation and comments are vital to the successful completion of the study. Therefore, I greatly appreciate your willingness to participate.

Again, thank you for the investment of your time in my dissertation project. Should you have any questions prior to our meeting, please contact me at (423) 470-9712 or e-mail me at vlattibe@utk.edu.

Sincerely,

Vivien Lattibeaudiere
Ph.D. Candidate
Leadership Studies/College of Education

Appendix B

Cover Letter to Faculty/Staff Participants

From The Desk of

Vivien H. Lattibeaudiere



June 1, 1999

Dear Dr. Adamson:

Thank you for agreeing to participate in my doctoral dissertation study on the "Transition and Adjustment of Former Home Schooled Students to College Life".

As we discussed on the telephone, enclosed for your information is a brief summary of the study proposal. Also enclosed are two copies of a Consent Form, which you are required to sign as a participant in the research study, in accordance with federal regulations and University of Tennessee policy. Please initial the bottom of the front page and sign the back page of both copies. Keep one for your records and return one to me in the enclosed self-addressed stamp envelope.

When I receive my copy of the signed Consent Form, I will call you to schedule the interview by telephone. Should you have any questions, please call me at (423) 470-9712 or e-mail me at vlattibe@utk.edu. If you would like a copy of the results of the study, please let me know and I will be sure to forward a copy to you when it is completed.

Thanks again for agreeing to help with my dissertation research study.

Sincerely,

Vivien H. Lattibeaudiere
Ph.D. Candidate
College of Education
The University of Tennessee, Knoxville

Appendix C

STUDENT PARTICIPANT INFORMED CONSENT FORM Home Schooled Students' Adjustment to College Study

Researcher: Vivien H. Lattibeaudiere
Ph.D. Candidate
The University of Tennessee, Knoxville
Leadership Studies Unit - College of Education
470-9712, 974-2216
vlattibe@utk.edu

Information about the study

You are invited to participate in a research study. The purpose of the study is to determine how former home schooled students adjust academically, social and emotionally to college life. Fifteen to twenty college sophomores, juniors and seniors who were home schooled prior to entering college, will participate in the study.

You will be asked to complete a short demographic questionnaire containing information about yourself, as well as the Student Adaptation to College Questionnaire, which is designed to measure the level of students' academic, social and emotional adjustment to college. The questionnaires should take approximately 30 minutes to complete. In addition, an interview will be scheduled with you in person or by telephone, for you to share your perceptions and experiences about how you have adjusted to college life. The interview should last no more than 60 to 90 minutes. Therefore, your total participation in the study should be approximately 2 hours. You will be asked if the interview can be audiotaped and a transcript made from the tape for data analysis purposes.

Risks associated with participation

The activities involved in participating in this study would cause no more risk than you would encounter during the performance of your normal their daily routine. The only risk that is involved is that of confidentiality of responses. To eliminate the possibility of that risk, tapes, transcripts, questionnaires and any information that could link you to responses will be stored in a locked file drawer in 227 Claxton Addition, UTK, and in a locked filing cabinet at the researcher's residence. Transcripts and questionnaires will be destroyed within one year of successful defense of the dissertation and graduation from the university. Pseudonyms will be used in interviews and questionnaires will be in a coded form with a key, which will be kept in a different location. Access to the questionnaires will be limited to the researcher. Access to the interview transcripts will be limited to the researcher and the person who will transcribe the audiotapes. This individual will be asked to sign a statement prior to transcribing the tapes that the information being transcribed will be kept confidential.

Participant Initials _____

Benefits associated with participation

One benefit of participating in the study is that by sharing your experiences you are providing information that may help others to understand how home schooled students are adjusting to college life. The information you provide can also help college administrators to develop programs and services that will help former home school students to persist and earn their college degree. Furthermore, the information can also help parents home schooling their high school children to improve the style, method and/or content of their instruction.

Confidentiality

The information in the study will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to so otherwise. No reference will be made in oral or written reports which link you to the study.

Contact

The study has been approved by the researcher's Doctoral Committee and the UTK Institutional Review Board. Questions and concerns can be addressed by contacting Vivien Lattibeaudiere at The University of Tennessee, 238 Claxton Addition Building, Knoxville, TN 37996-3400, or at (423) 974-2216 or (423) 470-9712. You may also contact Dr. Norma Mertz, Chairperson of my committee at (423) 974-6150. If you have questions about your rights as a participant, contact the Compliance Section of the Office of Research at (423) 974-3466

Your participation in the study is strictly voluntary, and you may decline to participate without penalty. If you decide to participant, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you wish to withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

"I have read the above information and agree to participate in this study. I have received a copy of this form."

Participant's Name (Print)

Participant's Signature

Appendix D

FACULTY/STAFF INFORMED CONSENT FORM Home Schooled Students' Adjustment to College Study

Researcher: Vivien H. Lattibeaudiere
Ph.D. Candidate
The University of Tennessee, Knoxville
Leadership Studies Unit - College of Education
470-9712, 974-2216
vlattibe@utk.edu

Information about the study

You are invited to participate in a research study. The purpose of the study is to determine how former home schooled students make the transition and adjust academically, social and emotionally to college life. Twenty college sophomores, juniors and seniors who were home schooled prior to entering college, will participate in the study. In addition, 20 faculty/staff members, one identified by each student participant, who have some first-hand knowledge of the transition and adjustment experiences of students, will also participate in the study.

You will be asked to participate in a telephone interview to share your perceptions and experiences about how the former home school student participant who selected you, as well as other former home schooled students at your institution has made the transition and adjustment to college life. The interview should last no more than 20 to 30 minutes. You will be asked if the interview can be audiotaped and a transcript made from the tape for data analysis purposes.

Risks associated with participation

The activities involved in participating in this study would cause no more risk than you would encounter during the performance of your normal their daily routine. The only risk that is involved is that of confidentiality of responses. To eliminate the possibility of that risk, tapes, transcripts and any information that could link you to responses will be stored in a locked file drawer in 227 Claxton Addition, UTK. Transcripts will be destroyed within one year of successful defense of the dissertation and graduation from the university. Interviews will be assigned a code number with a key, which will be kept in a different location. Access to the interview transcripts will be limited to the researcher and the person who will transcribe the audiotapes. This individual will be asked to sign a statement prior to transcribing the tapes that the information being transcribed will be kept confidential.

Participant's Initials _____

Benefits associated with participation

One benefit of participating in the study is that by sharing your experiences you are providing information that may help others to understand how home schooled students are adjusting to college life. The information you provide can also help college administrators to develop programs and services that will help former home school students to persist and earn their college degree. Furthermore, the information can also help parents home schooling their high school children to improve the style, method and/or content of their instruction.

Confidentiality

The information in the study will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to so otherwise. No reference will be made in oral or written reports which link you to the study.

Contact

The study has been approved by the researcher's Doctoral Committee and the UTK Institutional Review Board. Questions and concerns can be addressed by contacting Vivien Lattibeaudiere at The University of Tennessee, 238 Claxton Addition Building, Knoxville, TN 37996-3400, or at (423) 974-2216 or (423) 470-9712. You may also contact Dr. Norma Mertz, Chairperson of my committee at (423) 974-6150. If you have questions about your rights as a participant, contact the Compliance Section of the Office of Research at (423) 974-3466.

Participation

Your participation in the study is strictly voluntary, and you may decline to participate without penalty. If you decide to participant, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you wish to withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

"I have read the above information and agree to participate in this study. I have received a copy of this form."

Participant's Name (Print)

Participant's Signature

Appendix E

Study Information Sheet

An Exploratory Study of the Transition and Adjustment of Former Home-Schooled Students to College Life

INTRODUCTION

Home schooling is not a new phenomenon. It was the principle means of educating children in America before the mid-19th century. During the mid-19th century, states began enacting compulsory schooling laws, which required children to be educated in institutional settings or to attend schools for specific number of hours each day and a certain number of days each year. Consequently, the once common practice of parents home schooling their children became very rare until the late 1960s, when widespread dissatisfaction with public education led a small group of ex-hippies, New Agers and homesteaders to defy the law by teaching their children at home. Since the late 1960s, the home school movement has increased rapidly, with an estimated 1.2 million children currently being taught at home by their parents.

When the contemporary home school movement began, parents typically home schooled their children during the elementary and middle school years, and later enrolled them in Christian, private or public schools during their high school years. However, today an estimated 900,000 students are home schooled through the 12th grade. According to Ray (1996), 67% of these students desire to continue their education by seeking admissions to colleges and universities. Despite the increasing number of home schooled students entering colleges and universities each year, very little is known about how these students navigate the academic landscape, which is quite different from their home school culture. Very little research has been conducted that address how these students manage the transition from home schooling to college, or how they adjust academically, socially and emotionally to college life. How well these students handle the transition and adjustment to college will have an impact on whether they will persist toward earning their college degrees.

THEORETICAL FRAMEWORK

Two theoretical models developed by Tinto (1975, 1988) will guide the study. Tinto's Student Attrition Model suggests that the more academically and socially integrated students are into the academic and social culture of the college, the more likely they are to persist toward earning their degrees. He also suggests that students persistence in college is dependent on the degree to which they can successfully navigate the "*Rites of Passage*" process of separating from family and friends, make the transition to college and become integrated into the college culture. Using Tinto's theory and adaptation of Van Gennep's *Rites of Passage* constructs as a conceptual framework, the study will explore the experiences of home schooled students as they move from the home school environment into college life, and determine the degree to which they have adjusted to this new culture.

PURPOSE

The purpose of the study is to describe the experiences of former home schooled students as they make the transition from the home school environment into the college culture, and to determine how they have adjusted to college life.

The study is guided by the following research questions:

1. What are former home schooled students' perceptions and experiences of the process of moving from the home school environment into the college culture?
2. How do former home schooled students adjust to college life?

3. How do the experiences of former home schooled students in college fit with Tinto's model and theoretical constructs related to *Rites of Passage*?

SIGNIFICANCE OF THE STUDY

As the population of home schooled students increase and they begin to enter colleges in larger numbers, they will become a sub-culture on campuses that administrators will not be able to ignore. The background and pre-college experiences of this population of students are very different from traditional college students. Therefore, their needs, interests and the adjustment problems and issues they face may be quite different from those of other types of student groups on campus. In addition, many skeptics believe that home schooled students are not adequately prepared academically and socially to successfully adjust to college life and earn their degrees.

By conducting a descriptive study of college life from the perspective of home schooled students, this study will provide some useful insights into the unique world of these students and help to fill a research void. The methodology employed in the study can also serve as a model for higher education administrators and faculty to use to help identify adjustment problems in this student population. In turn, this can help to inform the development of policies, programs and services to assist these students in their adjustment to college life and aid in their persistence toward the goal of a college education.

SAMPLE

Participants in this study will consist of a purposive sample of 20 full-time former home schooled college students who are sophomores, juniors or seniors at a 4-year research university and a 4-year religiously affiliated college in the state of Tennessee. The sample will include students who have been home schooled for 4 or more years, including some of their high school years, and who did not graduate from a traditional high school. The sample will also include 20 faculty/staff members, one identified by each student, who have some first-hand knowledge of the transition and adjustment experiences of former home schooled students participating in the study.

RESEARCH METHODS AND DATA ANALYSIS

Given the purpose of the study and the paucity of research on the topic, an exploratory descriptive design involving qualitative methods supplemented with quantitative approaches was seen as the most appropriate methodology. In-depth interviews with a purposive sample of 20 former home schooled college students will be supplemented with data derived from the Student Adaptation to College Questionnaire (SACQ), designed to measure five dimensions of student adjustment to college (academic adjustment; social adjustment; emotional adjustment; institutional attachment and overall adjustment). The SACQ has been proven to be a reliable and valid measure of student adjustment in a number of studies with different college student populations. In addition, shorter interviews will be conducted with faculty/staff members who have some first-hand knowledge of the transition and or adjustment experiences of student participants in the study. Field notes of the researcher's observations will be written after each interview and used as to provide an overall context and framework for interpreting the data.

Transcripts from the interviews will be analyzed using the computer software program NUD*IST and questionnaire data will be analyzed using SPSS for Windows. Student and faculty/staff interview data, along with questionnaire data will be integrated and triangulated to help: validate the consistency of data derived from the two different data collection methods; enhance the quality and credibility of the findings; and provide a more complete picture of the experiences and adjustment of former home schooled students to the college life.

Appendix F

Demographic Questionnaire Instrument

How long were you home schooled? ☐ 3 years or less ☐ 4-6 years ☐ 7-9 years ☐ 10 or more

Have you ever attended a traditional school? ☐ Yes ☐ No

If yes, for how long? ☐ less than 2 years ☐ 3-5 years ☐ 6-8 ☐ 9 or more

Who was your primary home school instructor? ☐ Mother ☐ Father ☐ Both

Number of brothers and sisters also home schooled? ☐ none ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

What is your mothers primary occupation? _____

Mother's education: ☐ less than high school ☐ high school graduate ☐ some college

☐ B.A. degree ☐ Masters' degree ☐ Ph.D.

☐ Professional degree (ex. law, medicine)

What is your father's primary occupation _____

Father education: ☐ less than high school ☐ high school graduate ☐ some college

☐ B.A. degree ☐ Masters' degree ☐ Ph.D.

☐ Professional degree (ex. law, medicine)

What is your family annual income level? ☐ less than \$20,000 ☐ \$20,000 - \$30,000

☐ \$40,000 - \$50,000 ☐ \$50,000 - \$60,000

☐ Higher than \$75,000

What was your high school GPA? _____

What was your SAT or ACT score _____

Estimated number of high school extracurricular activities (of two hours or more per week on average) _____

What is the highest academic degree you expect to earn? ☐ B.A. ☐ M.A. ☐ Ph.D.

☐ Professional

What is your religious affiliation? _____

Name of Institution you currently attend _____

What was your choice in attending this college/university? ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th

☐ Lower

Type of Institution: ☐ Private college/university ☐ Public college/university

☐ Religiously Affiliated College/University ☐ Liberal Arts college

☐ Other. Please Specify _____

Residential Living Status: ☐ On-campus ☐ Off-campus ☐ Commuter living at home

What is your Academic Major/Minor? _____

Year in college: ☐ Sophomore ☐ Junior ☐ Senior

What is your current college GPA? _____

Appendix G

Student Adaptation to College Questionnaire (SACQ)

COPYRIGHTED MATERIAL

To obtain or purchase copies of the Instrument, please contact:

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, CA 90025

Appendix H

Student Interview Protocol

Date _____ Time _____ Location of Interview _____

Participant Number _____

Background Information

- What was it like for you to be home schooled, particularly during your high school years?

Probes: Academically
Socially
Emotionally

- Why you think that your parents chose to educate you at home?

Decision/Expectations

- Describe how you came to the decision that you wanted to go to college?
- What did you think being in college would be like before you started college?
- What did you hope to get out of college?
- Who or what helped you the most in preparing for college?
- Tell me how you came to the decision to attend institution X?

Probes: Influence of family
Influence of friends
Influence of religious beliefs

- Describe the process and experiences you when through when you were applying to colleges?

Probes: ACT, SAT
Portfolio
Interviews
Applied to how many schools?

Separation/Transition

- Describe what it was like for you and how you felt about leaving your home and family and going off to college.

Probes: Describe that first day when you arrived on campus from home.
How did you feel about it?

- Describe what things were like for you during the first few weeks of college?
- How did you go about finding out or learning about the written and unwritten rules about how things were done in college?

Probes: Classes and homework
Meals
Social activities

- What were some of the new things or behaviors you had to learn about in order to make it through that first semester?

Probes: Ask for examples

- How were you feeling during this time?
- Who were the most important people in your life during the first semester? Why?

Probes: Ask for examples?

Adjustment**Academic Adjustment**

- Describe how you are doing academically in terms of handling your course requirements?

Probes: Attending classes
Completing assignments/requirements
Conducting library research
Interaction with peers in study groups, class projects, tutoring etc.
Grades

- Tell me about some of your experiences with professors inside and outside the classroom.

Social Adjustment

- Lets talk about what you do when you are not in class or studying. How are you handling the freedom of being on your own in college?
- Tell me about the extra-curricular activities that you are involved in on campus?
- Tell me about your social life?

- Describe what it has been like to live in the dorms? Or, describe what it has been like communing to school.
- Tell me about your relationship with some of the people you have met on campus.

Emotional Adjustment

- Finish this sentences. Most of the time, while at college I feel... ..
Other times, I feel... ..

- Describe how you have deal with the pressures of college life.
- In what ways do you believe you have you changed since entering college?
- Who are the most important people in your life right now?

Goal commitment-Institutional attachment

- What is your overall feeling about Institution X?
- What would you tell other home schooled students about Institution X?
- After all you have been through, how would you feel if you did not complete college and earn your degree?

Reflection and Wrap-up Questions

- Looking back, in what ways do you feel that home schooling prepared you for college?
- In what ways were you not prepared for college?
- What else could you have learned or your parents could have done during your years of home schooling to better prepare you for college?
- What are your plans after college?
- Do you have any thing else to add that we have not covered?

Appendix I

Faculty/Staff Interview Protocol

Date _____ Time _____ Participant Number _____

Position _____ Institution _____

Background Information

- What has been your overall experience with former home schooled students at _____ college or university?
 - In your estimation, in what ways are former home schooled students more or less prepared for college, than students who attended traditional school?
- Describe your relationship with _____

Separation/Transition

- How do you believe that _____ has handled the transition from home school to college during _____ first semester at _____?

Probes: Academically
Socially
Emotionally

Adjustment

Academic Adjustment

- How do you believe that _____ has done academically in terms of handling _____ requirements?

Probes: Attending classes
Completing assignments/requirements
Conducting library research
Interaction with peers in study groups, class projects, tutoring etc.

Grades

Social Adjustment

- How has _____ adjusted socially and to being on their own at college?

Probe: Ask for example

Emotional Adjustment

- How has _____ adjusted emotionally and to being on their own at college?
- How you feel _____ has dealt with the pressures of college life.

Goal commitment-Institutional attachment

- What do you think _____ feels about attending _____
- How committed do you believe _____ is to earning _____ college degree?

Reflection and Wrap-up Questions

- Do you have any thing else to add that we have not covered?

Appendix J

FORM B

IRB #: 5706-B

Date Received in Office of Research _____

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
Application for Review of Research Involving Human Subjects

I. IDENTIFICATION OF PROJECT

A. Principal Investigator and Advisor:

Principal Investigator: Vivien H. Lattibeaudiere
820 Foxfield Lane
Knoxville, TN 37922
Phone: 470-9712
E-mail: vlattibe@utk.edu
College of Education
Leadership Studies Unit

Faculty Advisor: Dr. Norma Mertz
Professor, Leadership Studies Unit
College of Education
227 Claxton Addition
Phone: 974-6150
E-mail: nmertz@utk.edu

B. Project Classification: Dissertation

C. Project Title: An Exploratory Study of the Transition and Adjustment of
Former Home Schooled Students to Colleges Life

D. Starting Date: Upon IRB approval.

E. Estimated Completion Date: MAY, 2000

F. External Funding: N/A

II. PROJECT OBJECTIVES

Over the past twenty-five years, parents educating their children at home or the practice of "home schooling" has become a mainstream educational phenomenon. Children who have been home schooled are growing up and beginning to enter colleges and universities in increasing numbers. Within the near future, these students will become a sub-culture on college campuses that will be difficult for administrators to ignore. Very little research has been conducted that help to explicate the experiences of how former home schooled students are navigating the academic landscape.

Therefore, the purpose of the study is to describe the experiences of former home schooled students as they make the transition from their home school environment into the college culture, and to determine how they have adjusted to college life.

The study will be guided by the following research questions:

1. What are home schooled students' perceptions and experiences of moving from the home school environment into the college culture?
2. How have home schooled students adjusted to college life?
3. How do the experiences of home schooled students in college fit with Tinto's model and theoretical constructs related to *Rites of Passage*?

The study will explore: perceptions and expectations of home-schooled students regarding college life before entering college; how they come to choose the institutions they attend; their experiences with the process of applying and gaining acceptance into college; and how they have adjusted academically, socially and emotionally to college life.

III. DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS

- 1) Primary participants in the study will be full-time college students at the sophomore level or above who were home schooled for at least four years, including at least two year of high school, and who did not earn a traditional high school diploma. Secondary participants will be faculty and administrators/staff members, identified by each student participant in the study, who have first-hand knowledge of his/her transition and adjustment to college.
- 2) The researcher will gain access to strident participants through the following means: word of mouth through home schooled college students known to the researcher; contacting and placing advertisements in the newsletters of various chapters of the Tennessee Home School Association; and by contacting the Admissions Offices of various four- year colleges and universities in the state and placing advertisements in the student newspapers of these institutions. Student participants will be asked to identify two or three faculty and or administrators/staff members at their institution who have first-hand knowledge of their transition and adjustment experiences in college.
- 3) Minimum of fifteen (15) and maximum of twenty-five (25) student and faculty/staff pairs will be selected at random from a pool of students, faculty and administrators/staff members who volunteer to participate in the study.
- 4) The following factors will be used to help select students participants in order to obtain as much variation as possible in the sample: institution type (four-year religious affiliated, liberal arts, private and pubic universities); residential and

commuter students; enrollment status (sophomore level or higher) and gender (female and male).

IV. METHODS AND PROCEDURES

Student participants will be asked to complete a short demographic questionnaire, as well as the Student Adaptation to College Questionnaire, a standardized test designed to measure the level of students' academic, social and emotional adjustment to college. Copies of questionnaires are attached. The questionnaires can be completed in approximately 20 minutes. In addition, standardized open-ended interviews will be scheduled with each STUDENT participant in person or by telephone (copy of interview guide is attached). The interview will last between 45 to 60 minutes. Shorter open-ended interviews, ranging from 20-30 minutes will be conducted by telephone with faculty/staff members identified by students. Interviews will be audiotaped with the consent of participants and transcripts made from the tape for data analysis purposes.

Questionnaires and audiotapes from the interviews will be identified by a number code. This coding will allow the researcher to keep track of the interview tapes, and help protect the identity of participants. Confidentiality of the voices on the tapes will be maintained by limiting access to the tapes. The only person, besides the researcher, that will have access to the audiotapes will be a secretary in the College of Human Ecology who will transcribe the tapes. The secretary will sign a statement of confidentiality prior to transcribing the tapes. A copy of this statement is attached.

Audiotapes and transcripts will be stored in a locked filing cabinet in 227 Claxton Addition. While audiotapes are being transcribed, they will be stored for a short period in a locked filing cabinet in the secretary's office. All materials from this research will remain in secure storage in a locked filing cabinet in 227 Claxton Addition for a one-year period after the study is complete.

Questionnaires will be analyzed using the computer software program SPSS for Windows. The interview transcripts will be analyzed using the computer software program NUD*IST, specially designed to analyze qualitative data.

V. SPECIFIC RISKS AND PROTECTION MEASURES

The participants in this research will only be at minimal risk. Participation consists of completing two questionnaires and participating in an interview. These activities do not involve more risk than the participants would encounter during the performance of their daily routine. The only risk involved is that the identity of participants, or their responses given to questionnaire items and/or during interviews, could be revealed.

To eliminate the possibility of that risk, tapes, transcripts, questionnaires and any information that could link participant to responses will be kept in a locked filing cabinet in 227 Claxton Addition. Transcripts and questionnaires will be destroyed within one year of successful defense of the dissertation and graduation from the university. Pseudonyms will be used in interviews and transcripts and questionnaires will be identified by code numbers. Access to the questionnaires will be limited to the researcher. Access to the interview transcripts will be limited to the researcher and the person who will transcribe the audiotapes. This individual will be asked to sign a statement prior to transcribing the tapes that the information being transcribed will be kept confidential. The risk to the participants is minimal compared to the increase in knowledge about how home school students are adjusting academically, socially and emotionally to college life which can be gained from this project.

VI. BENEFITS

The benefits of this research are not necessarily applicable to each individual participant, but rather to the body of knowledge among the higher education community regarding a relatively new student population on campus. One benefit of participating in the study is that the information will help parents, educators, college administrators and others to understand how home schooled students are adjusting to college life. The information can also help college administrators to develop programs and services that will help former home school students persist and earn their college degree. Furthermore, the information can also help parents home schooling their high school age students to improve the style, method and/or content of their instruction.

VII. METHODS FOR OBTAINING "INFORMED CONSENT" FROM PARTICIPANTS

Informed consent will be obtained from each participant prior to participation in the study. The basic elements of informed consent will be presented orally to each participant during initial telephone contact. The researcher will obtain formal informed consent by enclosing two copies of the "Informed Consent Form" with the letter containing questionnaires and confirming the scheduled interview. One form will be retained by participants for their records. One form will be returned to the researcher at the time of the scheduled interview or by mail. The Informed Consent Form outlines the purpose of the study, information about participation, risks and benefits associated with participation, guarantee of confidentiality, persons to contact for additional information, and the fact that participation in the study is strictly voluntary. Copies of the form for student participants and faculty/staff participants are attached. The informed consent documents will be stored in a locked, filing cabinet in the Leadership Studies Unit Office, 238 Claxton Addition, University of Tennessee, Knoxville during the research and for a period of three years following the completion of the study.

VIII. QUALIFICATIONS OF THE INVESTIGATOR

The principal investigator in this research study has completed all course work toward the Ph.D. in Education with primary concentration in Higher Education Administration, and has passed comprehensive exams in the Leadership Studies Unit, in the College of Education. She holds a Bachelors of Arts in Psychology (Magna Cum Laude) from Fairleigh Dickinson University, and a Masters of Arts Community & Applied Social Psychology also from Fairleigh Dickinson University. The principal investigator has worked as an administrator in government agencies, non-profit organizations and higher education for more than 10 years. The investigator has also completed a review of the literature and is knowledgeable about the area of home schooling, student adjustment to college and the research methodologies to be employed in the study.

The University of Tennessee, Knoxville, has employed the secretary transcribing the interview material for several years. She currently works as a secretary in the College of Human Ecology. She is familiar with the terminology that will be used. She has experience operating the transcription machine to be used.

IX. FACILITIES & EQUIPMENT TO BE USED IN THE RESEARCH

Student interviews will take place in a location to be agreed upon between the participant and researcher. The setting will be a familiar environment that will allow the participant to be as comfortable as possible during the interview. Telephone interviews of

faculty/staff members will be conducted via speakerphone form 230 Claxton Addition of from the researcher's home office. A standard audiotape recorder will be used during the interviews.

X. RESPONSIBILITY OF THE PRINCIPAL INVESTIGATOR

By compliance with the policies established by the Institutional Review Board of The University of Tennessee, Knoxville, the principal investigator subscribe to the principles stated in "The Belmont Report" and standards of professional ethics in all the research, development, and related activities involving human participants under the auspices of The University of Tennessee, Knoxville. The principal investigator further agrees that:

- A. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
- B. Development of any unexpected risks will be immediately reported to the Compliances Section.
- C. An annual review and progress report (Form R) will be completed and submitted when requested by the Institutional Review Board.
- D. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board.

XI. SIGNATURES

Principal Investigator: Vivien H. Lattibeaudiere

Signature _____ Date _____

Faculty Advisor: Dr. Norma Mertz

Signature _____ Date _____

XII. DEPARTMENTAL REVIEW AND APPROVAL

The IRB departmental review committee has reviewed and approved the application described above. The DRC recommends that this application be reviewed as:

() Expedited Review- Category(ies): _____

OR

() Full IRB Review

Chair, DRC: Dr. Jeff Aper

Signature _____ Date _____

Department Head: Dr. Jeff Aper

Signature _____ Date _____

Protocol sent to Compliance Section for final approval on _____

Approved: Compliance Section
Office of Research
404 Andy Holt Tower

Signature _____ Date _____

CONFIDENTIALITY STATEMENT

Project Title: An Exploratory Study of the Transition and Adjustment of
Former Home Schooled Students to Colleges Life

I, _____, understand that the transcriptions of the interviews that
I will undertake are to be kept confidential

Appendix K

Transcript Member Check Cover Letter

From The Desk of

Vivien H. Lattibeaudiere



August 7, 1999

Dear _____,

Thank you for taking the time earlier this summer to participate in my dissertation research study on the transition and adjustment of former home school students in college. I appreciated the time you spent talking to me about your experiences.

As you may recall, at the conclusion of our interview you expressed a willingness to review the transcript of your interview in order to make corrections or additions that you believe would provide a more complete picture of your experiences as a former home schooled student in college. It took a lot longer than I had expected for the transcripts to be completed, and hope that you are still willing to review it. If so, please take some time to read the transcript, write any corrections or additions to your responses directly on the copy and return it to me in the enclosed self-addressed stamped envelope.

It has been a pleasure to meet and interview 25 students like you who have had the unique experience of being home schooled and now appear to be successfully pursuing the goal of earning a college degree. Thanks again for your time and assistance and I look forward to receiving your comments.

Sincerely,

Vivien Lattibeaudiere
Ph.D. Candidate
The University of Tennessee, Knoxville

Appendix L

Preliminary Results Member Check Cover E-mail

Hello Everyone,

Thank you for participating in my research study last summer on the transition and adjustment of former home schooled students in college. I have finally completed tabulating and writing up the preliminary results. I have attached a synopsis of the results for your information and feedback. Please print it out, read it and e-mail me your feedback! I would love to hear your comments and thoughts about the results of the study.

Thanks again for your participation. The study would not have been possible without your help. Should you have any questions, please e-mail (vlattibe@utk.edu) or call me at (480) 632-9779.

Sincerely,
Vivien Lattibeaudiere
Ph.D. Candidate
The University of Tennessee, Knoxville

Appendix M

List of Preliminary Patterns and Themes Generated by NUD*IST Program

Q.S.R. NUD.IST Power version, revision 4.0.

Licensee: Vivien Lattibeaudiere.

PROJECT: Adjustment of Home Schooled Students in College

User Vivien H. Lattibeaudiere, 9:44 p.m., Oct 4, 1999.

Node/ Category Number	Title
(1)	/Student Data
(1 1)	/Student Data/Gender
(1 1 1)	/Student Data/Gender/female
(1 1 2)	/Student Data/Gender/male
(1 2)	/Student Data/Years Home Schooled
(1 2 1)	/Student Data/Years Home Schooled/All life
(1 2 2)	/Student Data/Years Home Schooled/10 or more
(1 2 3)	/Student Data/Years Home Schooled/4-6 years
(1 2 4)	/Student Data/Years Home Schooled/7-9 years
(1 3)	/Student Data/College
(1 3 1)	/Student Data/College/LU
(1 3 2)	/Student Data/College/UTC
(1 3 3)	/Student Data/College/BC
(1 3 4)	/Student Data/College/UTK
(1 4)	/Student Data/Institutional Type
(1 4 1)	/Student Data/Institutional Type/Religious
(1 4 2)	/Student Data/Institutional Type/Public
(1 5)	/Student Data/Living Status
(1 5 1)	/Student Data/Living Status/On-campus
(1 5 2)	/Student Data/Living Status/Commuter
(1 5 3)	/Student Data/Living Status/Off-campus
(1 6)	/Student Data/Year in College
(1 6 1)	/Student Data/Year in College/Sophomore
(1 6 2)	/Student Data/Year in College/Senior
(1 6 3)	/Student Data/Year in College/Junior
(1 7)	/Student Data/Home School Experience
(1 7 1)	/Student Data/Home School Experience/Academic Aspects
(1 7 1 1)	/Student Data/Home School Experience/Academic Aspects/Instructor
(1 7 1 1 1)	/Student Data/Home School Experience/Academic Aspects/Instructor/Mother
(1 7 1 1 2)	/Student Data/Home School Experience/Academic Aspects/Instructor/Father
(1 7 1 1 3)	/Student Data/Home School Experience/Academic Aspects/Instructor/Mother & Father
(1 7 1 1 4)	/Student Data/Home School Experience/Academic Aspects/Instructor/Video
(1 7 1 1 5)	/Student Data/Home School Experience/Academic Aspects/Instructor/Tutors-other

	Parents
(1 7 1 1 6)	/Student Data/Home School Experience/Academic Aspects/Instructor/Home school groups-Umbrella Schools
(1 7 1 2)	/Student Data/Home School Experience/Academic Aspects/Curriculum
(1 7 1 2 1)	/Student Data/Home School Experience/Academic Aspects/Curriculum/Pre-packaged-Purchased
(1 7 1 2 2)	/Student Data/Home School Experience/Academic Aspects/Curriculum/Homemade
(1 7 1 2 3)	/Student Data/Home School Experience/Academic Aspects/Curriculum/Both Pre-packaged & HM
(1 7 1 2 4)	/Student Data/Home School Experience/Academic Aspects/Curriculum/Other
(1 7 1 3)	/Student Data/Home School Experience/Academic Aspects/Instructional Methods
(1 7 1 3 1)	/Student Data/Home School Experience/Academic Aspects/Instructional Methods/Parent Lectures
(1 7 1 3 2)	/Student Data/Home School Experience/Academic Aspects/Instructional Methods/Independent study
(1 7 1 3 3)	/Student Data/Home School Experience/Academic Aspects/Instructional Methods/Field trips
(1 7 1 3 4)	/Student Data/Home School Experience/Academic Aspects/Instructional Methods/Other
(1 7 2)	/Student Data/Home School Experience/Emotional Aspects
(1 7 2 1)	/Student Data/Home School Experience/Emotional Aspects/HS Safe Haven
(1 7 2 2)	/Student Data/Home School Experience/Emotional Aspects/Provides Feelings of Security
(1 7 2 3)	/Student Data/Home School Experience/Emotional Aspects/Christian Values
(1 7 2 4)	/Student Data/Home School Experience/Emotional Aspects/Development of Abilities
(1 7 3)	/Student Data/Home School Experience/Social Aspects
(1 7 3 1)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement
(1 7 3 1 1)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Church Groups
(1 7 3 1 2)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Performing Arts Groups
(1 7 3 1 3)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Recreational Activities
(1 7 3 1 4)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Sports
(1 7 3 1 5)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Field Trips
(1 7 3 1 6)	/Student Data/Home School Experience/Social Aspects/Sources of Social Involvement/Other
(1 7 3 2)	/Student Data/Home School Experience/Social Aspects/Interaction with Different Age Groups
(1 7 3 3)	/Student Data/Home School Experience/Social Aspects/Interactions with Same Age Peers
(1 7 4)	/Student Data/Home School Experience/Typical HS day
(1 7 4 1)	/Student Data/Home School Experience/Typical HS day/AM
(1 7 4 2)	/Student Data/Home School Experience/Typical HS day/Afternoon
(1 7 4 3)	/Student Data/Home School Experience/Typical HS day/PM
(1 7 4 4)	/Student Data/Home School Experience/Typical HS day/Evening
(1 7 5)	/Student Data/Home School Experience/Positive Aspects
(1 7 5 1)	/Student Data/Home School Experience/Positive Aspects/Flexibility

- (1 7 5 2) /Student Data/Home School Experience/Positive Aspects/Interesting-Fun Activities
- (1 7 5 3) /Student Data/Home School Experience/Positive Aspects/Work at Own Pace
- (1 7 5 4) /Student Data/Home School Experience/Positive Aspects/One-On-One Attention
- (1 7 5 5) /Student Data/Home School Experience/Positive Aspects/Quality Time with Family
- (1 7 5 6) /Student Data/Home School Experience/Positive Aspects/Christian Values
- (1 7 5 7) /Student Data/Home School Experience/Positive Aspects/Other
- (1 7 6) /Student Data/Home School Experience/Negative Aspects
- (1 7 6 1) /Student Data/Home School Experience/Negative Aspects/Missed Traditional High School Activities
- (1 7 6 2) /Student Data/Home School Experience/Negative Aspects/Missed Making lots of Friends
- (1 7 6 3) /Student Data/Home School Experience/Negative Aspects/Missed General Socialization
- (1 7 6 4) /Student Data/Home School Experience/Negative Aspects/None
- (1 7 6 5) /Student Data/Home School Experience/Negative Aspects/Other
- (1 8) /Student Data/Parents Reasons for HS
- (1 8 1) /Student Data/Parents Reasons for HS/Religious
- (1 8 2) /Student Data/Parents Reasons for HS/Educational
- (1 8 3) /Student Data/Parents Reasons for HS/Both Religious & Educational
- (1 8 4) /Student Data/Parents Reasons for HS/Safety
- (1 8 5) /Student Data/Parents Reasons for HS/Other
- (1 9) /Student Data/College Decision Making
- (1 9 1) /Student Data/College Decision Making/Selected College
- (1 9 1 1) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice
- (1 9 1 1 1) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges
- (1 9 1 1 1 1) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges/Godly Environment
- (1 9 1 1 1 2) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges/Received Direction from God
- (1 9 1 1 1 3) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges/Friends Attending College
- (1 9 1 1 1 4) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges/Financial
- (1 9 1 1 1 5) /Student Data/College Decision Making/Selected College/Factors Influencing College Choice /Religious Affiliated Colleges/Public University not Considered
- (1 9 1 1 1 6) /Student Data/College Dec

	College Choice /Public Universities/Other
(1 9 2)	/Student Data/College Decision Making/Reasons for Attending College
(1 9 2 1)	/Student Data/College Decision Making/Reasons for Attending College/Family Expectation
(1 9 2 2)	/Student Data/College Decision Making/Reasons for Attending College/Earn Credentials
(1 9 2 3)	/Student Data/College Decision Making/Reasons for Attending College/Obtain Good Education
(1 9 2 4)	/Student Data/College Decision Making/Reasons for Attending College/Other
(1 10)	/Student Data/Pre-College Expectations
(1 10 1)	/Student Data/Pre-College Expectations/Knowledge of College Before Entering
(1 10 1 1)	/Student Data/Pre-College Expectations/Knowledge of College Before Entering/Knowledgeable
(1 10 1 2)	/Student Data/Pre-College Expectations/Knowledge of College Before Entering/Some Knowledge
(1 10 1 3)	/Student Data/Pre-College Expectations/Knowledge of College Before Entering/Not Sure
(1 10 1 4)	/Student Data/Pre-College Expectations/Knowledge of College Before Entering/Little Knowledge
(1 10 2)	/Student Data/Pre-College Expectations/Expectations in College
(1 10 2 1)	/Student Data/Pre-College Expectations/Expectations in College/Academically Challenging
(1 10 2 2)	/Student Data/Pre-College Expectations/Expectations in College/Adjust Well
(1 10 2 3)	/Student Data/Pre-College Expectations/Expectations in College/Make New Friends
(1 10 2 4)	/Student Data/Pre-College Expectations/Expectations in College/Graduate
(1 10 2 5)	/Student Data/Pre-College Expectations/Expectations in College/Other
(1 11)	/Student Data/College Preparation
(1 11 1)	/Student Data/College Preparation/Preparation-Positive
(1 11 1 1)	/Student Data/College Preparation/Preparation-Positive/Working Independently
(1 11 1 2)	/Student Data/College Preparation/Preparation-Positive/Good Study Habits
(1 11 1 3)	/Student Data/College Preparation/Preparation-Positive/Time Management
(1 11 1 4)	/Student Data/College Preparation/Preparation-Positive/Community College Attendance
(1 11 1 5)	/Student Data/College Preparation/Preparation-Positive/Highly Motivation
(1 11 1 6)	/Student Data/College Preparation/Preparation-Positive/Other
(1 11 2)	/Student Data/College Preparation/Preparation-Negative
(1 11 2 1)	/Student Data/College Preparation/Preparation-Negative/Lack of Experience with Classroom Interactions
(1 11 2 2)	/Student Data/College Preparation/Preparation-Negative/Lack of Experience with Contemporary Social Issues
(1 11 2 3)	/Student Data/College Preparation/Preparation-Negative/Flexible Time Frames
(1 11 2 4)	/Student Data/College Preparation/Preparation-Negative/Other
(1 12)	/Student Data/Application Process
(1 12 1)	/Student Data/Application Process/Easy-HS Friendly
(1 12 2)	/Student Data/Application Process/Difficult
(1 12 3)	/Student Data/Application Process/Umbrella Schools
(1 12 4)	/Student Data/Application Process/ACT-SAT
(1 12 5)	/Student Data/Application Process/Community College
(1 12 6)	/Student Data/Application Process/Other
(1 13)	/Student Data/Transition
(1 13 1)	/Student Data/Transition/Time Frame
(1 13 1 1)	/Student Data/Transition/Time Frame/Few Weeks

(1 13 1 2)	/Student Data/Transition/Time Frame/Semester
(1 13 1 3)	/Student Data/Transition/Time Frame/One Year
(1 13 1 4)	/Student Data/Transition/Time Frame/Other
(1 13 2)	/Student Data/Transition/Acquisition of Norms
(1 13 2 1)	/Student Data/Transition/Acquisition of Norms/Written Rules
(1 13 2 2)	/Student Data/Transition/Acquisition of Norms/Unwritten Rules
(1 13 3)	/Student Data/Transition/New Experiences
(1 13 4)	/Student Data/Transition/Community College
(1 13 5)	/Student Data/Transition/Academic Aspects
(1 13 6)	/Student Data/Transition/Social Aspects
(1 13 7)	/Student Data/Transition/Emotional Aspects
(1 14)	/Student Data/Separation
(1 14 1)	/Student Data/Separation/Freedom
(1 14 1 1)	/Student Data/Separation/Freedom/Exciting-Fun
(1 14 1 2)	/Student Data/Separation/Freedom/Responsibility
(1 14 1 3)	/Student Data/Separation/Freedom/Did not Abuse-Parental Trust
(1 14 1 4)	/Student Data/Separation/Freedom/Other
(1 14 2)	/Student Data/Separation/Positive Emotions
(1 14 2 1)	/Student Data/Separation/Positive Emotions/Excitement
(1 14 2 2)	/Student Data/Separation/Positive Emotions/Happiness
(1 14 2 3)	/Student Data/Separation/Positive Emotions/Other
(1 14 3)	/Student Data/Separation/Negative Emotions
(1 14 3 1)	/Student Data/Separation/Negative Emotions/Anxiety
(1 14 3 2)	/Student Data/Separation/Negative Emotions/Fear
(1 14 3 3)	/Student Data/Separation/Negative Emotions/Loneliness
(1 14 3 4)	/Student Data/Separation/Negative Emotions/Homesickness
(1 14 3 5)	/Student Data/Separation/Negative Emotions/Stress
(1 14 3 6)	/Student Data/Separation/Negative Emotions/Other
(1 14 4)	/Student Data/Separation/Neutral Feelings
(1 14 4 1)	/Student Data/Separation/Neutral Feelings/No Big Deal
(1 15)	/Student Data/Adjustment to College
(1 15 1)	/Student Data/Adjustment to College/Academic Adjustment
(1 15 1 1)	/Student Data/Adjustment to College/Academic Adjustment/Academics-Classes
(1 15 1 1 1)	/Student Data/Adjustment to College/Academic Adjustment/Academics-Classes/Performed Well Academically
(1 15 1 1 2)	/Student Data/Adjustment to College/Academic Adjustment/Academics-Classes/Took Time to Adjust
(1 15 1 1 3)	/Student Data/Adjustment to College/Academic Adjustment/Academics-Classes/Some Trouble
(1 15 1 1 4)	/Student Data/Adjustment to College/Academic Adjustment/Academics-Classes/Other
(1 15 1 2)	/Student Data/Adjustment to College/Academic Adjustment/Experiences with Professors
(1 15 1 2 1)	/Student Data/Adjustment to College/Academic Adjustment/Experiences with Professors/In Class
(1 15 1 2 2)	/Student Data/Adjustment to College/Academic Adjustment/Experiences with Professors/Outside Class
(1 15 1 2 3)	/Student Data/Adjustment to College/Academic Adjustment/Experiences with Professors/Positive
(1 15 1 2 4)	/Student Data/Adjustment to College/Academic Adjustment/Experiences with Professors/Negative
(1 15 1 3)	/Student Data/Adjustment to College/Academic Adjustment/GPA

(1 15 1 3 1)	/Student Data/Adjustment to College/Academic Adjustment/GPA/ Religiously Affiliated
(1 15 1 3 2)	/Student Data/Adjustment to College/Academic Adjustment/GPA/Public University
(1 15 1 4)	/Student Data/Adjustment to College/Academic Adjustment/Job-Employment
(1 15 2)	/Student Data/Adjustment to College/Social Adjustment
(1 15 2 1)	/Student Data/Adjustment to College/Social Adjustment/Social Adjustment-General
(1 15 2 1 1)	/Student Data/Adjustment to College/Social Adjustment/Social Adjustment- General/On-Campus Activities
(1 15 2 1 2)	/Student Data/Adjustment to College/Social Adjustment/Social Adjustment- General/Off-Campus Activities
(1 15 2 2)	/Student Data/Adjustment to College/Social Adjustment/Freedom
(1 15 2 3)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities
(1 15 2 3 1)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types
(1 15 2 3 1 1)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Religious Related
(1 15 2 3 1 2)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Clubs & Organizations
(1 15 2 3 1 3)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Performing Arts
(1 15 2 3 1 4)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Sports
(1 15 2 3 1 5)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Honor Societies
(1 15 2 3 1 6)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Community Service
(1 15 2 3 1 7)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Types/Other
(1 15 2 3 2)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Level of Involvement
(1 15 2 3 2 1)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Level of Involvement/High
(1 15 2 3 2 2)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Level of Involvement/Medium
(1 15 2 3 2 3)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Level of Involvement/Low
(1 15 2 3 2 4)	/Student Data/Adjustment to College/Social Adjustment/Extra-Curricular Activities/Level of Involvement/None
(1 15 2 4)	/Student Data/Adjustment to College/Social Adjustment/Social Life
(1 15 2 4 1)	/Student Data/Adjustment to College/Social Adjustment/Social Life/ Became more Outgoing
(1 15 2 4 2)	/Student Data/Adjustment to College/Social Adjustment/Social Life/Made New Friends
(1 15 2 5)	/Student Data/Adjustment to College/Social Adjustment/Roommate-Living on Campus
(1 15 2 5 1)	/Student Data/Adjustment to College/Social Adjustment/Roommate-Living on Campus/Public Universities
(1 15 2 5 1 1)	/Student Data/Adjustment to College/Social Adjustment/Roommate-Living on Campus/Public Universities/Little Interest in Living On-Campus
(1 15 2 5 1 2)	/Student Data/Adjustment to College/Social Adjustment/Roommate-Living on Campus/Public Universities/Some Interest in Living on Campus
(1 15 2 5 2)	/Student Data/Adjustment to College/Social Adjustment/Roommate-Living

- on Campus/Religious Affiliated Colleges
- (1 15 2 5 2 1) /Student Data/Adjustment to College/Social Adjustment/Roommate-Living
on Campus/Religious Affiliated Colleges/Great Experience-Fun
- (1 15 2 5 2 2) /Student Data/Adjustment to College/Social Adjustment/Roommate-Living
on Campus/Religious Affiliated Colleges/Missed Family
- (1 15 2 5 2 3) /Student Data/Adjustment to College/Social Adjustment/Roommate-Living
on Campus/Religious Affiliated Colleges/Negative Experience
- (1 15 2 6) /Student Data/Adjustment to College/Social Adjustment/Relationships-Friendships
- (1 15 2 6 1) /Student Data/Adjustment to College/Social Adjustment/Relationships-
Friendships/Enjoyed making New Friends
- (1 15 2 6 2) /Student Data/Adjustment to College/Social Adjustment/Relationships-
Friendships/Like-Minded Friends
- (1 15 2 7) /Student Data/Adjustment to College/Social Adjustment/Male-Female Relationships
- (1 15 2 7 1) /Student Data/Adjustment to College/Social Adjustment/Male-Female
Relationships/Very Little Experience
- (1 15 2 7 2) /Student Data/Adjustment to College/Social Adjustment/Male-Female
Relationships/Do Not Believe in Dating
- (1 15 3) /Student Data/Adjustment to College/Emotional Adjustment
- (1 15 3 1) /Student Data/Adjustment to College/Emotional Adjustment/Transitional Period
- (1 15 3 1 1) /Student Data/Adjustment to College/Emotional Adjustment/Transitional
Period/Positive Emotions
- (1 15 3 1 2) /Student Data/Adjustment to College/Emotional Adjustment/Transitional
Period/Negative Emotions
- (1 15 3 1 3) /Student Data/Adjustment to College/Emotional Adjustment/Transitional
Period/Neutral Feelings
- (1 15 3 2) /Student Data/Adjustment to College/Emotional Adjustment/Emotional
Adjustment-General
- (1 15 3 2 1) /Student Data/Adjustment to College/Emotional Adjustment/Emotional
Adjustment-General/Adjusted Well
- (1 15 3 2 2) /Student Data/Adjustment to College/Emotional Adjustment/Emotional
Adjustment-General/Problems Adjusting
- (1 15 3 3) /Student Data/Adjustment to College/Emotional Adjustment/Management
of Pressures
- (1 15 3 3 1) /Student Data/Adjustment to College/Emotional Adjustment/Management
of Pressures/Handled Well
- (1 15 3 3 2) /Student Data/Adjustment to College/Emotional Adjustment/Management
of Pressures/Did Not Handle Well
- (1 15 3 3 3) /Student Data/Adjustment to College/Emotional Adjustment/Management
of Pressures/Other
- (1 15 3 4) /Student Data/Adjustment to College/Emotional Adjustment/Important People
- (1 15 3 4 1) /Student Data/Adjustment to College/Emotional Adjustment/Important
People/God
- (1 15 3 4 2) /Student Data/Adjustment to College/Emotional Adjustment/Important
People/Parents
- (1 15 3 4 3) /Student Data/Adjustment to College/Emotional Adjustment/Important
People/Roommates
- (1 15 3 4 4) /Student Data/Adjustment to College/Emotional Adjustment/
People/College Friends
- (1 15 3 4 5) /Student Data/Adjustment to College/Emotional Adjustment/Important
People/Non-College Friends
- (1 16) /Student Data/Changes Due to College Experiences
- (1 16 1) /Student Data/Changes Due to College Experiences/Values Strengthened

- (1 16 2) /Student Data/Changes Due to College Experiences/Valued & Beliefs Challenged
- (1 16 3) /Student Data/Changes Due to College Experiences/Beliefs Changed
- (1 16 4) /Student Data/Changes Due to College Experiences/More Tolerant of Other Views
- (1 16 5) /Student Data/Changes Due to College Experiences/Other
- (1 17) /Student Data/Institutional Attachment
- (1 17 1) /Student Data/Institutional Attachment/Satisfied-Like Institution
- (1 17 2) /Student Data/Institutional Attachment/Dissatisfied with Institution
- (1 17 3) /Student Data/Institutional Attachment/Would Recommend Institution
- (1 17 4) /Student Data/Institutional Attachment/Institution Good Academically
- (1 17 5) /Student Data/Institutional Attachment/Other
- (1 18) /Student Data/Goal Commitment
- (1 18 1) /Student Data/Goal Commitment/Highly Committed
- (1 18 2) /Student Data/Goal Commitment/Disappointed if do not Earn Degree
- (1 18 3) /Student Data/Goal Commitment/Would Survive without Degree
- (1 19) /Student Data/Plans After College
- (1 19 1) /Student Data/Plans After College/Employment
- (1 19 2) /Student Data/Plans After College/Graduate-Professional School
- (1 19 3) /Student Data/Plans After College/Missions Work
- (1 19 4) /Student Data/Plans After College/Other
- (1 20) /Student Data/Other Students Reaction to HS Status
- (1 20 1) /Student Data/Other Students Reaction to HS Status/Waited to Share
Former HS Status
- (1 20 2) /Student Data/Other Students Reaction to HS Status/Surprise
- (1 20 3) /Student Data/Other Students Reaction to HS Status/Questions
- (1 20 4) /Student Data/Other Students Reaction to HS Status/Other
- (1 21) /Student Data/Observations of other HSers
- (1 21 1) /Student Data/Observations of other HSers/Most Did well in College
- (1 21 2) /Student Data/Observations of other HSers/Some Lost Themselves
- (1 21 3) /Student Data/Observations of other HSers/Some Did not Adjust Well
- (1 22) /Student Data/Children
- (1 22 1) /Student Data/Children/Would Home School
- (1 22 2) /Student Data/Children/Would depend on Spouse
- (1 22 3) /Student Data/Children/Would Not Home School
- (1 23) /Student Data/Other Comments
- (1 23 1) /Student Data/Other Comments/Glad Study is being done
- (1 23 2) /Student Data/Other Comments/HSers just like other students
- (1 23 3) /Student Data/Other Comments/No other Comments
- (1 23 4) /Student Data/Other Comments/Other
- (2) /Faculty Data
- (2 1) /Faculty Data/Gender
- (2 1 1) /Faculty Data/Gender/Male
- (2 1 2) /Faculty Data/Gender/Female
- (2 2) /Faculty Data/Employment Status
- (2 2 1) /Faculty Data/Employment Status/Faculty
- (2 2 2) /Faculty Data/Employment Status/Administrator
- (2 3) /Faculty Data/College
- (2 3 1) /Faculty Data/College/LU
- (2 3 2) /Faculty Data/College/UTC
- (2 3 3) /Faculty Data/College/BC
- (2 3 4) /Faculty Data/College/UTK
- (2 4) /Faculty Data/Institutional Type
- (2 4 1) /Faculty Data/Institutional Type/Religious

(2 4 2)	/Faculty Data/Institutional Type/Public
(2 5)	/Faculty Data/Experiences with HS College Students
(2 5 1)	/Faculty Data/Experiences with HS College Students/Positive
(2 5 2)	/Faculty Data/Experiences with HS College Students/Negative
(2 6)	/Faculty Data/Student's Preparation
(2 6 1)	/Faculty Data/Student's Preparation/Academically Prepared
(2 6 2)	/Faculty Data/Student's Preparation/Self-Disciplined
(2 6 3)	/Faculty Data/Student's Preparation/Motivated
(2 6 4)	/Faculty Data/Student's Preparation/Work Well Independently
(2 6 5)	/Faculty Data/Student's Preparation/One-On-One Instruction
(2 6 6)	/Faculty Data/Student's Preparation/Other
(2 7)	/Faculty Data/Relationship with HS Students
(2 7 1)	/Faculty Data/Relationship with HS Students/Academic Advisor
(2 7 2)	/Faculty Data/Relationship with HS Students/Taught in Class
(2 7 3)	/Faculty Data/Relationship with HS Students/Athletic Coach
(2 7 4)	/Faculty Data/Relationship with HS Students/Work Study Student
(2 7 5)	/Faculty Data/Relationship with HS Students/Forgot-Unaware Students HSed
(2 8)	/Faculty Data/Separation and Transition
(2 8 1)	/Faculty Data/Separation and Transition/Separation
(2 8 1 1)	/Faculty Data/Separation and Transition/Separation/Shell-Shocked
(2 8 1 2)	/Faculty Data/Separation and Transition/Separation/Difficult at First
(2 8 1 3)	/Faculty Data/Separation and Transition/Separation/Appear to do Well
(2 8 1 4)	/Faculty Data/Separation and Transition/Separation/Other
(2 8 2)	/Faculty Data/Separation and Transition/Transition
(2 8 2 1)	/Faculty Data/Separation and Transition/Transition/Transitioned Well
(2 8 2 2)	/Faculty Data/Separation and Transition/Transition/Took Some Time To Transition
(2 8 2 3)	/Faculty Data/Separation and Transition/Transition/Self-Motivated
(2 8 2 4)	/Faculty Data/Separation and Transition/Transition/One-On-One Instruction
(2 8 2 5)	/Faculty Data/Separation and Transition/Transition/Students Shy-Quiet
(2 8 2 5 1)	/Faculty Data/Separation and Transition/Transition/Students Shy-Quiet/Other
(2 9)	/Faculty Data/Academic Adjustment
(2 9 1)	/Faculty Data/Academic Adjustment/Students Performed Well
(2 9 2)	/Faculty Data/Academic Adjustment/High GPA
(2 9 3)	/Faculty Data/Academic Adjustment/Average Performance
(2 9 4)	/Faculty Data/Academic Adjustment/Ask for Help
(2 9 5)	/Faculty Data/Academic Adjustment/Overworked
(2 9 6)	/Faculty Data/Academic Adjustment/Other
(2 10)	/Faculty Data/Social Adjustment
(2 10 1)	/Faculty Data/Social Adjustment/Well Adjusted
(2 10 2)	/Faculty Data/Social Adjustment/Shy-Quiet
(2 10 3)	/Faculty Data/Social Adjustment/Polite-Respectful
(2 10 4)	/Faculty Data/Social Adjustment/Other
(2 11)	/Faculty Data/Emotional Adjustment
(2 11 1)	/Faculty Data/Emotional Adjustment/Mature for Their Age
(2 11 2)	/Faculty Data/Emotional Adjustment/Responsible
(2 11 3)	/Faculty Data/Emotional Adjustment/Did Not Know Students Well Enough to Evaluate
(2 11 4)	/Faculty Data/Emotional Adjustment/Well Adjusted
(2 11 5)	/Faculty Data/Emotional Adjustment/Other
(2 12)	/Faculty Data/Handled College Pressure
(2 12 1)	/Faculty Data/Handled College Pressure/Handled Pressure Well
(2 12 2)	/Faculty Data/Handled College Pressure/Friends Helped

- (2 12 3) /Faculty Data/Handled College Pressure/Other
- (2 13) /Faculty Data/Student's Strengths
- (2 13 1) /Faculty Data/Student's Strengths/Academically Bright
- (2 13 2) /Faculty Data/Student's Strengths/Responsible
- (2 13 3) /Faculty Data/Student's Strengths/Mature
- (2 13 4) /Faculty Data/Student's Strengths/Hard Workers
- (2 13 5) /Faculty Data/Student's Strengths/Motivated
- (2 13 6) /Faculty Data/Student's Strengths/Other
- (2 14) /Faculty Data/Student's Weaknesses
- (2 14 1) /Faculty Data/Student's Weaknesses/Shy-Quiet
- (2 14 2) /Faculty Data/Student's Weaknesses/Overboard with Academics
- (2 14 3) /Faculty Data/Student's Weaknesses/Needed More On-On-One Help
- (2 14 4) /Faculty Data/Student's Weaknesses/Other
- (2 15) /Faculty Data/Institutional Attachment
- (2 15 1) /Faculty Data/Institutional Attachment/Fond of Institution
- (2 15 2) /Faculty Data/Institutional Attachment/Not Sure
- (2 15 3) /Faculty Data/Institutional Attachment/Not Satisfied with Institution
- (2 15 4) /Faculty Data/Institutional Attachment/Other
- (2 16) /Faculty Data/Goal Commitment
- (2 16 1) /Faculty Data/Goal Commitment/Highly Committed
- (2 16 2) /Faculty Data/Goal Commitment/Not Sure
- (2 16 3) /Faculty Data/Goal Commitment/Other
- (2 17) /Faculty Data/General Perception of HSing
- (2 17 1) /Faculty Data/General Perception of HSing/Positive
- (2 17 2) /Faculty Data/General Perception of HSing/Negative
- (2 17 3) /Faculty Data/General Perception of HSing/Perceptions have Changed
- (2 17 4) /Faculty Data/General Perception of HSing/Other
- (2 18) /Faculty Data/Experiences with other HSers
- (2 18 1) /Faculty Data/Experiences with other HSers/Negative in the Past
- (2 18 2) /Faculty Data/Experiences with other HSers/Positive
- (2 18 3) /Faculty Data/Experiences with other HSers/Negative
- (2 18 4) /Faculty Data/Experiences with other HSers/Neutral
- (2 19) /Faculty Data/Other Observations
- (2 19 1) /Faculty Data/Other Observations/Student More Socially Adept than Expected
- (2 19 2) /Faculty Data/Other Observations/Students More Prepared Academically
- (2 19 3) /Faculty Data/Other Observations/Parental Commitment
- (2 19 4) /Faculty Data/Other Observations/Other
- (D) //Document Annotations
- (F) //Free Nodes
- (F 1) //Free Nodes/Community College
- (F 1 1) //Free Nodes/Community College/TextSearch
- (F 2) //Free Nodes/Job
- (F 3) //Free Nodes/Umbrella school
- (F 3 1) //Free Nodes/Umbrella school/TextSearch
- (I) //Text Searches
- (I) //Index Searches
- (C) //Node Clipboard - 'Disappointed if do not Earn Degree'

VITA

Vivien H. Lattibeaudiere attended public schools in Perth Amboy, New Jersey, and graduated from Perth Amboy High School in 1979. She enrolled in a combined bachelors and masters program in psychology at Fairleigh Dickinson University, in northern New Jersey, where she graduated magna cum laude in May of 1984 with both a Bachelors of Arts degree in Psychology and Masters of Arts degree in Community and Applied Social Psychology. For 12 years she was employed in a number of leadership positions in the non-profit sector, government and higher education. These positions included serving as Development Director for the American Red Cross in Central New Jersey, Executive Director for the New Castle County Community Partnership, a quasi-government agency she founded in New Castle County, Delaware, and Assistant Dean for Community Services at Cecil Community College in Cecil County, Maryland. After relocating to Knoxville, Tennessee in the spring of 1996, she enrolled full time in the doctoral program in Higher Education Administration at the University of Tennessee, Knoxville. She served as a Graduate Assistant in her department for three years, as well as a student intern in the Office of the Chancellor of the university. Ms. Lattibeaudiere earned her Ph.D. in Education, with a concentration in Higher Education Administration, in the spring of 2000. She plans to pursue faculty and administrative positions in higher education with the goal of one day becoming the president of a college or university.