

Home Education: Needs, Challenges, And the Role of Higher Education Institutions

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Abstract

Home education has garnered significant attention from governments worldwide. This educational approach prompts inquiries about quality, social-emotional development, potential child abuse, curriculum, academic outcomes, and parental involvement. Despite its historical presence in the United States since the 1900s (Ray, 2021a), homeschooling has experienced gradual growth, influenced by regulatory efforts and family dynamics. The emergence of COVID-19 further accelerated this trend, with the number of homeschooling families in the US rising from 1,690,000 in 2016 to 2.6 million in 2020 and reaching 3 million by 2021 (NCES, 2019; Ray, 2021b). Globally, over 300 million families have embraced this educational model (MarkStyle, UK, 2021). This research employs a mixed, non-experimental, descriptive methodology (Creswell, 1997) and focuses on Puerto Rico. It examines demographic data, needs, and obstacles encountered by homeschooling families, categorizing them by groups, regions, teaching methods, and religious affiliations. Additionally, the study explores the role of universities as potential partners in supporting and serving homeschooling families. Furthermore, we present international research findings on academic achievement and socialization among homeschooled students, drawing from studies by Rafy (1984; 1987; 2016, 2019, 2021), Rothermel (2012), HELDA (2020 and 2021), NHERI (2017, 2020, 2021, 2022), and Seiver & Pope (2021).

Keywords: families, homeschooling, opportunities, reasons, academic achievements