

THE SOCIAL DEVELOPMENT OF THE HOME EDUCATED LEARNER  
IN THE PRIMARY SCHOOL PHASE

by

STEPHANIE MEARNES

submitted in partial fulfilment of the requirements for  
the degree of

MASTER OF EDUCATION – WITH SPECIALISATION IN GUIDANCE  
AND COUNSELLING

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF A C LESSING

NOVEMBER 2001

Student number: 733-499-0

**"I declare that The Social Development of the Home Educated Learner in the Primary School Phase is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".**

.....

(MS S MEARNS)

.....

(DATE)

## **ABSTRACT**

The purpose of this research study was to investigate the need parents who are home schooling may have for knowledge and assistance to enhance the social development of their children. Findings from an initial investigation into the literature indicated that peer relations and extra-curricular activities may provide opportunities for socialization in children. Informal rating scales measuring social developmental trends and relationships with others were used to obtain data from parents and children regarding the social development of the children. Furthermore, data were obtained during focus group and individual interviews, from questionnaires and children's drawings. Results from the literature study and empirical investigation resulted in a body of knowledge that would assist home schooling parents to provide opportunities for the adequate social development of their children. It can be concluded that home schooled children would find interaction with peers and participation in extra-curricular activities beneficial for their social development.

### **Key words**

Social development; home schooling; learner; primary school phase; parents; peer relations; peers; extra-curricular activities; Kinetic School Drawing.

## **ACKNOWLEDGEMENTS**

It is with gratitude for their assistance that I wish to acknowledge the following people:

- My supervisor, Professor A C Lessing, for her guidance.
- Betty Miller for all the time she spent editing and advising.
- Betty and Lionel Miller without whose generosity this research study would not have been possible.
- My brother, Andrew, for his expertise and advice.
- All the members of my family especially my parents, Ruth and Elgar Mearns, for their constant support, patience and encouragement.

## TABLE OF CONTENTS

### DECLARATION

ABSTRACT .....	i
ACKNOWLEDGEMENTS .....	ii
LIST OF TABLES, FIGURES AND GRAPHS .....	viii
LIST OF ABBREVIATIONS .....	ix

### CHAPTER ONE - ORIENTATION

1.1 Background .....	1
1.2 Problem Analysis .....	3
1.2.1 Awareness of the Problem .....	4
1.2.2 Investigation of the Problem .....	4
1.2.3 Statement of the Problem .....	7
1.3 Aims of the Study .....	8
1.3.1 General Aim .....	8
1.3.2 Specific Aim .....	9
1.4 Research Methods .....	9
1.4.1 Literature Study .....	9
1.4.2 Empirical Study .....	10
1.5 Demarcation of the Research .....	10
1.6 Clarification of the Concepts .....	11
1.6.1 Social Development .....	11
1.6.2 Home Schooling .....	11
1.6.3 Learner .....	11
1.6.4 Primary School .....	11
1.6.5 Peers .....	11
1.7 Research Programme .....	12
1.8 Conclusion .....	12

## CHAPTER TWO - REVIEW OF THE LITERATURE – SOCIAL DEVELOPMENT AND HOME SCHOOLING

<b>2.1 Introduction .....</b>	<b>13</b>
<b>2.2 Theories on Social Development .....</b>	<b>13</b>
2.2.1 <i>Erikson's Psychosocial Theory of Social Development .....</i>	13
2.2.2 <i>Piaget's Cognitive Development Theory of Social Development .....</i>	15
2.2.3 <i>Kohlberg's Cognitive Theory of Moral and Social Development .....</i>	17
2.2.4 <i>Sullivan's Interpersonal Theory of Social Development .....</i>	18
2.2.5 <i>Bandura's Social Learning Theory of Social Development .....</i>	19
2.2.6 <i>Summary of the social development theories .....</i>	21
<b>2.3 Peer Relations .....</b>	<b>22</b>
2.3.1 <i>Types of Relationship .....</i>	23
2.3.2 <i>Developmental Trends in Peer Relations .....</i>	24
2.3.2.1 <i>Childhood Years .....</i>	24
2.3.2.2 <i>Adolescence .....</i>	26
<b>2.4 Home and Parental Influences on Social Development and Peer Relations</b>	<b>26</b>
2.4.1 <i>Parent/child attachments and peer relations .....</i>	27
2.4.2 <i>Parental influences on learners' social skills and peer relations .....</i>	28
<b>2.5 Home Schooling and Societal Issues .....</b>	<b>29</b>
2.5.1 <i>Types of Socialization .....</i>	30
2.5.1.1 <i>Socialization in the Family .....</i>	30
2.5.1.2 <i>Socialization in the Church .....</i>	31
2.5.1.3 <i>Socialization opportunities beyond the Family .....</i>	31
2.5.1.4 <i>Socialization in the Home and in the School .....</i>	32
2.5.2 <i>Reasons why Parents Home School their Children .....</i>	32
2.5.2.1 <i>Social Reasons .....</i>	33
2.5.2.2 <i>Religious Reasons .....</i>	34
2.5.2.3 <i>Academic Reasons .....</i>	34
2.5.3 <i>Strengths and Weaknesses of Home Schooling .....</i>	35
2.5.3.1 <i>Strengths .....</i>	35
2.5.3.1.1 <i>Social .....</i>	35
2.5.3.1.2 <i>Religious .....</i>	35
2.5.3.1.3 <i>Academic .....</i>	36

2.5.3.2 Weaknesses .....	36
2.5.3.2.1 Social .....	36
2.5.3.2.2 Academic .....	37
2.6 Summary .....	37

## CHAPTER THREE - DESIGN AND METHOD

3.1 Introduction .....	39
3.2 Aim and Research Problem .....	39
3.3 Data Collection Methods .....	40
3.3.1 Interviews .....	41
3.3.1.1 Individual Interviews .....	42
3.3.1.2 Focus Groups .....	42
3.3.2 Children's Drawings .....	43
3.4 Discussion of Validity and Trustworthiness .....	43
3.5 Selection of the Participants .....	44
3.6 Research Method .....	45
3.7 Data Analysis and Interpretation .....	46
3.8 Conclusion .....	47

## CHAPTER FOUR - FINDINGS

4.1 Introduction .....	48
4.2 Case Study One – Family A .....	48
4.2.1 Biographical Details .....	48
4.2.2 The Home School Setting and Extra-curricular Activities .....	49
4.2.3 Participants .....	50
4.2.4 Findings .....	50
4.2.4.1 Ratings of Relations Scale .....	51
4.2.4.2 Social Development .....	51
4.2.4.3 Reasons for Home Schooling .....	53
4.2.4.4 Interpretation of the Data .....	54
4.2.5 Summary of Findings – Case Study One – Family A .....	57

<b>Case Study Two – Family B .....</b>	<b>57</b>
4.3.1 <i>Biographical Details .....</i>	57
4.3.2 <i>The Home School Setting and Extra-curricular Activities .....</i>	58
4.3.3 <i>Participants .....</i>	59
4.3.4 <i>Findings .....</i>	59
4.3.4.1 <i>Ratings of Relations Scales .....</i>	59
4.3.4.2 <i>Social Development .....</i>	60
4.3.4.3 <i>Reasons for Home Schooling .....</i>	62
4.3.4.4 <i>Interpretation of the Data .....</i>	62
4.3.5 <i>Summary of Findings – Case Study Two – Family B .....</i>	65
<b>4.4 Case Study Three – Family C .....</b>	<b>65</b>
4.4.1 <i>Biographical Details .....</i>	65
4.4.2 <i>The Home School Setting and Extra-curricular Activities .....</i>	66
4.4.3 <i>Participants .....</i>	66
4.4.4 <i>Findings .....</i>	67
4.4.4.1 <i>Ratings of Relations Scales .....</i>	67
4.4.4.2 <i>Social Development .....</i>	68
4.4.4.3 <i>Reasons for Home Schooling .....</i>	69
4.4.4.4 <i>Interpretation of the Data .....</i>	69
4.4.5 <i>Summary of Findings – Case Study Three – Family C .....</i>	71
<b>4.5 Case Study Four – Family D .....</b>	<b>71</b>
4.5.1 <i>Biographical Details .....</i>	71
4.5.2 <i>The Home School Setting and Extra-curricular Activities .....</i>	72
4.5.3 <i>Participants .....</i>	72
4.5.4 <i>Findings .....</i>	72
4.5.4.1 <i>Ratings of Relations Scales .....</i>	73
4.5.4.2 <i>Social Development .....</i>	73
4.5.4.3 <i>Reasons for Home Schooling .....</i>	74
4.5.4.4 <i>Interpretation of the Data .....</i>	74
4.5.5 <i>Summary of Findings – Case Study Four – Family D .....</i>	76
<b>4.6 Overarching Themes and Trends .....</b>	<b>76</b>
<b>4.7 Conclusions .....</b>	<b>77</b>



## CHAPTER FIVE – RESULTS, CONTRIBUTIONS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

<b>5.1 Introduction .....</b>	<b>79</b>
<b>5.2 Results .....</b>	<b>79</b>
5.2.1 <i>Results of the Literature Study .....</i>	79
5.2.2 <i>Results of the Empirical Investigation .....</i>	79
<b>5.3 Contributions .....</b>	<b>80</b>
<b>5.4 Limitations .....</b>	<b>80</b>
<b>5.5 Recommendations .....</b>	<b>81</b>
5.5.1 <i>- For further research .....</i>	81
5.5.2 <i>- For parents who wish to home school their children (Assistance to Parents)</i>	82
<b>5.6 Conclusions .....</b>	<b>83</b>
<b>5.7 A Final Word .....</b>	<b>84</b>
<b>BIBLIOGRAPHY .....</b>	<b>85</b>

## APPENDICES

Appendix A – Parent’s Questionnaire (Blank)
Appendix A1 – Parent’s Questionnaire - Tom and Gail
Appendix B – Questions for Interview – Family Group (Blank)
Appendix B1 – Questions for Interview – Tom and Gail
Appendix C – Questions for Interview – Learners (Blank)
Appendix C1 – Questions for Interview – Stephen
Appendix C2 – Questions for Interview – Patti
Appendix C3 – Questions for Interview – Andrew
Appendix D1 – Kinetic School Drawing – Stephen
Appendix D2 – Kinetic School Drawing – Patti
Appendix D3 – Kinetic School Drawing – Andrew
Appendix E – Transcription of Interview – Family Group

## **LIST OF TABLES, FIGURES AND GRAPHS**

### **LIST OF TABLES**

Table 1 – Position held on a number of themes of the social development theories.	21/22
Table 2 – Participants – Family A .....	50
Table 3 – Participants – Family B .....	59
Table 4 – Participants – Family C .....	67
Table 5 – Participants – Family D .....	72

### **LIST OF FIGURES**

Figure 1 – Genogram – Family A .....	49
Figure 2 – Genogram – Family B .....	58
Figure 3 – Genogram – Family C .....	66
Figure 4 – Genogram – Family D .....	71

### **LIST OF GRAPHS**

Graph A – Relations Scale – Stephen .....	51
Graph B – Relations Scale – Patti .....	51
Graph C – Relations Scale – Andrew .....	51
Graph D – Relations Scale – Tony .....	59
Graph E – Relations Scale – Nick .....	60
Graph F – Relations Scale – Jon .....	67
Graph G – Relations Scale – Robert .....	73

## **LIST OF ABBREVIATIONS**

<b>AGM</b>	<b>Annual General Meeting</b>
<b>KSD</b>	<b>Kinetic School Drawing</b>
<b>SDTRS</b>	<b>Social Developmental Trends Rating Scale</b>
<b>WCHSA</b>	<b>Western Cape Home School Association</b>

## CHAPTER ONE

### ORIENTATION

#### 1.1 Background

During the past decade a number of parents have chosen to educate their children at home and home schooling has developed to become a fast growing alternative to traditional education. Reasons for this change include religious, social, academic, family unity, developmental and philosophical concerns (Fash 1995:17-19). While parents choose to educate their children at home for a variety of reasons it is the concern of the authorities that the home in which learners are taught cannot offer the diversity which eventually leads to appropriate social development (Lee 1996:2). Mwamwenda (1995:56) states that socialization of children begins in the home where they are surrounded by family members. This social process, begun in the children's family, is usually extended at school once they have reached a certain age.

While the influence of peers and other people in the children's environment is not always a positive one, it is important that they meet a number of different types of people in order to learn how to select friends reasonably early in life. For this selection to be both successful and appropriate, children need to experience a broad social environment and the influence of peers will be limited to the degree of contact home schooled learners have with other children. Social development is influenced by others in the children's environment (Shyers 1996:42) and parents home educating their children have a responsibility to ensure that appropriate development is achieved.

According to Erikson's Psychosocial Theory (Shyers 1996:21-23) social development occurs when children solve a number of social crises. The early stages of Erikson's theory, Trust *versus* Mistrust, Autonomy *versus* Shame and Initiative *versus* Guilt when correctly resolved form the foundation on which children enter the Industry *versus* Inferiority stage. This phase is characterized by children either mastering new skills and feeling competent or feeling inadequate and unable to cope with everyday childhood activities (Berger & Thompson 1996:47). The first three stages rely more on the relationship between child and parent, whereas the fourth one discusses circumstances where learners generally acquire certain skills in the company of their peers. Schooling is the area that provides the environment in which these important skills can be

gained. Children need to determine their competencies in relation to others and should play and compete with those around them, particularly those their own age and gender. This theory implies that in order to resolve the Industry *versus* Inferiority phase successfully, children should be in an environment where they are in regular contact with peers. The lack of an appropriate social environment may lead to failure in Erikson's next stage of Identity *versus* Role Confusion where as adolescents children should form appropriate identities in a large number of areas.

The importance Erikson places on the influence of others in the learners' environment is confirmed by Bandura's Social Learning Theory. This theory assumes that social learning takes place when children imitate the behaviour of others. Later children identify with their peers accepting some behaviours as their own (Berger & Thompson 1996:53). Modelling is a process whereby children copy the behaviour of certain people in certain circumstances. They only do so when motivated for some reason to notice and remember this behaviour for the future. The theory involves the importance of children learning age related behaviour from the environment. This behaviour could be positive or negative and both could be learned from either peers or parents. As children grow older they could imitate different forms of behaviour as they become more discerning in their choice of role models. However, if children are not able to see appropriate peer behaviour they will learn behaviour that is more adult appropriate. This lack of interaction with their peers may lead to isolation from this group (Simmons 1994:48). Furthermore, horizontal relationships with children are '... marked by reciprocity and egalitarian expectations' (Hartup 1989:120) and assist children to form intimate social relations. Parents are more likely to behave in an adult manner and if children do not interact enough with peers they would not experience sufficient age related behaviour for their development stage. Through observation of others, children observe the possible consequences of their behaviour (Berger & Thompson 1996:54) and with a wide range of experience can decide for themselves which is appropriate.

Shyers (1996:41) states that the age from 7 to 11 is the time when a great deal of social development takes place and school attendance also influences this occurrence. The Cognitive Development theorists consider that children develop socially according to their cognitive skill development. As children's cognition increases so will their social development.

Piaget's theory involves four stages of social and cognitive development. The first stage of sensori-motor will not be considered as it involves children of 2 years or younger and this age group was not included in this research. The three relevant overlapping stages are pre-operational (2-7 years), concrete operational (7-11 years) and the formal operational stage (12+). During the pre-operational stage young children are unable to understand complex relationships. They are cognitively based in the present and need to be involved with other children on the same developmental level so that understanding of relationships can develop (Berger & Thompson 1996:58).

The concrete operational level of cognitive development is the stage in which most primary school children are found. They are beginning to develop logic and all cognitive abilities have reached a higher level of understanding. Piaget and Inhelder (1966:116,117) see this level of reasoning as the one where children acquire suitable social experience to assist them in adulthood. They go on to say that children over seven are more socialized and it is at this stage that an increase in interaction with peers results in the acquisition of interpersonal skills. As children develop cognitively the more likely they are to feel the need for personal dialogue with peers to share this knowledge; as cognition increases so does the understanding of relationships. Upper primary school children are generally in the formal operations stage where further cognitive development occurs and they think more abstractly (Shyers 1996:38). They need interaction with peers to test these hypothetical ideals and values.

It is generally accepted that as children get older their peers play a more important role in their lives. Negative peer pressure influence is one of the most important reasons why people home educate their children. Fash (1995:48) states that families want to '... shelter their children from unwholesome and undesirable influences' that contradict the more appropriate goals parents have for the social development of their children. Moreover, some parents see schools '... as a detriment to achieving overall socialization goals that have their roots within the value structure of the family' (Fash 1995:48).

## **1.2 Problem Analysis**

The problem analysis consists of three parts: awareness, investigation and statement of the problem, where a detailed analysis of the problem is given.

### *1.2.1 Awareness of the Problem*

In April 1998 the researcher became aware that learners educated at home may be less socially well developed than those taught in traditional schools. The researcher came into contact with a teacher living on a farm outside a nearby town who had taught her daughter at home for her first two school years. In her third year the child was sent to a boarding school where she had serious problems adjusting to school when placed in a classroom of thirty-eight learners. Moreover, other problems arose when she had great difficulty settling into boarding school and making friends. She spent most of her time, both inside and outside the classroom, crying. She was often on the telephone to her mother and was miserable throughout the year wanting to return home and be home taught once again. The parents are both reserved and seldom visit people or receive visitors. The mother belongs to a number of local women's groups and the father to the local farmers' association. They seldom do anything as a family outside the home.

Another home-educated learner the researcher came into contact with during 1998 had none of the social problems the first child suffered. She had also been taught at home by her mother for two years as the family was farming in one of the African states. Although she struggled with her schoolwork on her return to South Africa, this child had no problems adjusting to her large class, new school and the boarding environment. She had a friendly, outgoing personality, a lot of self-confidence and was able to adapt to these changes with ease. The parents were fairly sociable while they were away and met regularly with local farming families. There is a sound religious background evident and the family is loving and close. They were also involved in church activities that brought them into close contact with families who had children of various ages.

This information led me to consider the differences between the two home school settings that resulted in such severe social problems for the one child and no social problems at all for the other one. The researcher then began to consider why some home schooled learners are more socially well developed than others and how the parents could help their children in the socialization process.

### *1.2.2 Investigation of the Problem*

A great deal of research on the social development of home schoolers was completed in the 1990's. For this research study the following databases were searched: ERIC (Education Research Information Centre); PsycINFO; Australian Education Index; British Education

Index; Canadian Education Index; Sociological Abstracts; SAS (South African Studies) and Oasis Library Catalogues. Most of the information relates to overseas countries, particularly the United States of America.

Two dissertations based mainly on social development of home educated learners have been completed in the United States of America (Shyers 1996; Lee 1996).

Shyers' (1996:124) research involved the comparison of the social development of children who were home schooled and others who were educated in traditional schools. These two groups each consisted of 70 children, with an equal number of boys and girls who were aged between 8 and 10 years. His findings showed no significant difference between the self-concept scores of traditionally educated and home schooled children (Shyers 1996:185). These scores were obtained on the Piers-Harris Children's Self-Concept Scale (PHCSCS). Furthermore, he found no significant difference between the assertive scores (Shyers 1996:186) of the two groups as measured on the Children's Assertive Behaviour Scale (CABS). However, significant differences between the groups were found in their mean social behaviour scores (Shyers 1996:187). Indications were that differences in age, schooling and gender were responsible for these results. The Direct Observation Form of the Child Behaviour Checklist was used to obtain these results.

Findings from the work by Lee (1996:135) agree with Shyers. His results on the Harter Self Perception Profile for Children (HSPPC) also show no significant difference between the two groups when data measuring self-esteem were compared. The Adaptive Behaviour Inventory for Children (ABIC) showed no significant difference on four of the six sub-scales, one of the four being peer relations. Results of the ABIC showed that home schooled learners' scores were significantly higher on family and community sub-scales. He concluded that possibly the social environment of home schoolers was better than that of children in traditional school settings.

Latham (1998:85) also found that home educated learners scored generally higher on the PHCSCS than those educated in traditional schools. The author stated that '... insofar as self-concept is a reflection of socialization, home educated learners are not socially deprived'.



A dissertation by Fash (1995) investigated a number of issues including social development. Qualitative research findings indicated that families were not overly concerned about their children's social development. A number of parents felt they were able to offer '... a superior social environment for their children' in the home (Fash 1995:47).

A number of books concerned with social development have been published including information on the theories of Erikson, Kohlberg, Piaget, Sullivan and Bandura. Further theses completed on home schooling by American researchers are by Hood (1996) and Lape (1996). The former thesis documents the main educational philosophies and discusses their influences on home education and the latter outlines the history of home schooling in the United States of America dating back to the early seventeenth century. Books edited by M. Woodhead, D. Faulkner and K. Littleton (1999) and W. Craig (2000) contain a number of papers on the social development of children. Other books used in this research include those by Berger and Thompson (1996) and Schaffer (1996).

Personal experiences of home schooling written by parents include articles by Lister (1998), Udall (1997) and Hall (1998). They are based on three families' experiences and opinions and are therefore of limited scope. Social issues are not dealt with in depth. An account of home schooling by Evans was published in Sunday Age (1 August 1999), an Australian newspaper, but is also of limited scope as it involves a number of families' personal experiences. Many journal articles involving home schooling and socialization have been published. Due to the limited scope of this research only the most relevant ones will be discussed. Lines (1996) considered the progress of home schooling in the United States of America as did R. Meighan (1995). Smith (1996) provided an overview of home schooling in Canada and Rothermel (1999) evaluated home schooling in Britain. Articles by Anonymous (1995), DiegmueLLer (1995), Dailey (1999), White (1998) and Bjorklun (1996) all considered how home schooled students could benefit by gaining access to extra-curricula activities in traditional schools.

Jeub (1995:50) stated that '... home schooling neither isolates children nor harms their academic growth; it does, however, come close to the true definition of education: the passing down of culture'. This line of thought is repeated in Schaffer (1996:232) who feels that '... socialization refers to those processes whereby the standards of any given society are transmitted from one generation to the next'. Some supporters of home education believe that parents prefer to home

educate their children due to the negative aspects, such as alcohol and peer harassment, of socialization (Jeub 1995:51).

A number of researchers have stated that learners will not be socially disadvantaged if home educated. However, Shearer (1996:<http://easystreet.com/~hsms/>) states that home schooling parents incorrectly assume that a lack of social interaction among peers has no impact on their children's lives. He claims that practitioners consider social skills to be innate in children, rather than something they need to acquire. Schaffer (1996:317) emphasizes the importance of the peer group by stating that '... social groups are thus no longer ad hoc affairs, formed through chance encounters; children of like minds seek each other out and then further sustain each other's interests'. This implies that peer groups offer certain functions and characteristics not available in the interaction learners have with other groups of people. Without regular contact among peers a degree of learning about other children is lost. A lack of social contact also limits the learning children will accomplish by watching and copying the behaviour of those around them (Schaffer 1996:23). This notion is an essential element of Bandura's Social Learning Theory.

Parents (Jeub 1995; Lister 1998; Udal 1997) state that extra-curricular programmes where their children meet peers are attended regularly. However, this limited contact may not be sufficient to allow learners to get real peer group experience traditional schools offer. Children with basic knowledge of right and wrong, reasonable self-esteem and common sense will know how to cope with peer pressure. It can only be to the children's advantage to learn to cope with age appropriate problems as this experience will form the foundation from which later socialization develops.

From the investigation different views of the socialization aspect of home schoolers were found, some of which were positive and others negative. The question that arises out of this literature investigation is whether parents have sufficient knowledge about social development to ensure that their children's social needs are met.

### *1.2.3 Statement of the Problem*

Some learners who are home schooled are not socially well developed because the circumstances in which they are taught may not provide sufficient opportunity for adequate social development.

Insufficient interaction with peers in the classroom, on the playground and in extra-curricular activities may prevent satisfactory socialization.

The social opportunities parents need to provide for their children in order for appropriate peer relations to develop should be considered. It is the responsibility of parents to ensure that their children are well developed socially. This research was chosen in order to assist parents in the facilitation of their children's socialization. Social development has been selected as there has been an increase in home schooling during the past decade and parents need to be aware of both the positive and negative aspects of their children's socialization in the home schooling environment.

**The research problem can be stated as follows: Parents who are home schooling may be in need of knowledge and assistance to enhance the social development of their children.**

### **1.3 Aims of the Study**

The general aim is to investigate the literature and to establish how parents of home educated learners can ensure satisfactory social development for their children with respect to their peer relations. The specific aim is to compare the information found in the literature with the empirical situation and to offer assistance to parents to help them enhance the social development of their children.

#### **1.3.1 General Aim**

Two issues became clear to the researcher during her literature survey: The importance of association with a peer group and participation in extra-curricular activities. These two issues were investigated as they have the greatest impact on the socialization process.

As mentioned in Section 1.2.1 (Awareness of the Problem), home schooling practitioners may require assistance to enable them to provide adequate opportunities for social development of their children.

The following questions will be answered:

- a. What assistance can be given to parents to ensure that their children are well developed socially in their peer relations? (Sections 2.2; 2.4.1; 2.4.2; 2.5.3.1.1; 2.5.3.2.1).
- b. What is social development? (Section 1.6.1; 2.5.1.2).
- c. Why is social development important for children? (Sections 2.5.1.1; 2.5.1.3; 2.5.1.4; 2.5.2.1).
- d. What theories exist regarding social development? (Section 2.2).
- e. How does contact with peers influence social development in a positive manner? (Section 2.3.1; 2.3.2.1; 2.3.2.2; 2.4.1; 2.4.2; 2.5.2.1; 4.3.2; 4.4.4.4; 5.2.1).
- f. How can the participation in extra-curricular activities have a positive impact on children's social development? (Sections 2.3.1; 2.3.2.2; 2.5.1.3; 2.5.3.2.1; 4.2.4.4; 4.3.4.4; 4.4.4.4; 5.2.1).

### **1.3.2 Specific Aim**

To compare knowledge gained from the literature to an empirical situation to determine by means of case studies the needs of parents regarding the social development of their children.

## **1.4 Research Methods**

A literature study involving social development and home schooling will be completed. In the empirical study parents who are home schooling their children complete rating scales and interviews. The children complete rating scales, interviews and drawings of themselves in the learning environment.

### **1.4.1 Literature Study**

Narrative methods are used to present the literature. There appears to be little research on the socialization of home educated learners completed in South Africa. A few articles on home schooling have been published in local magazines such as the "Living and Loving" (1997) and "Your Family" (1998). The researcher has read one dissertation by Van Oostrum (1997) and a book on home schooling by Van Oostrum and Van Oostrum (1997). A great deal of research has been completed in the United States of America but this may not be an accurate reflection of the South African home schooling situation. The social theories of Erikson, Piaget, Kohlberg, Sullivan and Bandura will be discussed. The importance of peer relations and social development will be examined. Ways in which parents can provide for their children's social

development will also be investigated. Religious beliefs, academic standards of education and socialization factors (Sections 1.1; 2.5.2; 4.2.4.3; 4.3.4.3; 4.4.4.3; 4.5.4.3) are the main reasons parents home school their children. These reasons will be examined to gain a perspective on why parents have made the decision to home school their children. The strengths and weaknesses of home schooling will be investigated in order to make parents aware of the positive aspects and limitations of this educational option. This knowledge can be utilized by parents to gain as much benefit for their children as possible and try to lessen the negative aspects of their choice of education.

#### *1.4.2 Empirical Study*

This is a qualitative research study which aims at investigating the challenges parents who home school face with regard to their children's social development. The importance of peer relations and the participation in extra-curricular activities will be examined as it became clear to the researcher during the initial literature investigation how influential these two aspects of socialization are on children's social development. It will also examine how children understand their own socialization and home schooling. It describes how parents understand their children's socialization and peer relations.

#### **1.5 Demarcation of the Research**

The Annual General Meeting (AGM) held by the Western Cape Home Schooling Association (WCHSA) on 17 March 2001 was attended by the researcher. She was given a ten-minute slot to present her research study. The researcher handed out copies of the Parent's Questionnaire (Appendix A) for the collection of data at this meeting. The population and sample were obtained from this data.

The primary school phase has been selected for research as sufficient learners in the required age group will be available as participants. While at the AGM and when in contact with home school practitioners the researcher noted that the majority of home schoolers were in the primary school phase. This phase is also an important time when learners acquire the basic social skills needed for successful peer relations.

Questionnaires and interviews for the collection of data have been selected as the former is relatively easy to complete and the latter, while time consuming, gives direct open and personal

information. Children's drawings were chosen as a data collection tool as it is a method that the learners find non-threatening. The drawings would also offer valuable information, in the form of emotional indicators, for the research. The Western Cape region has been selected as the researcher lives in the Cape Peninsula. The WCHSA is situated in a suburb close to the researcher's place of residence. Most of the participants live in the Cape Peninsula and those who do not live within a reasonable travelling distance.

## **1.6 Clarification of Concepts**

A number of concepts need to be clarified for the purpose of this study.

### **1.6.1 Social Development**

For the purpose of this study 'social development' will mean '... the development of relationships and associations with others. It is marked by mutual interaction, friendliness, geneality with the aim of enjoying the society or companionship of others. Social development is dependent upon relationships and is learned' (Van den Aardweg & Van den Aardweg 1993:222; Section 1.3.1b).

### **1.6.2 Home schooling**

For the purpose of this study 'home schooling' will mean 'the practice of families educating their own children' (Van Oostrum & Van Oostrum 1997:1). This generally involves the mother as primary teacher and the father teaching certain skills and subjects in which he is particularly proficient. Furthermore, older children tend to help their younger siblings wherever possible.

### **1.6.3 Learner**

For the purpose of this study 'learner' will mean '... any person receiving education or obliged to receive education' (South African Schools Act, No. 84, 1996:4). The terms 'learner' and 'children' have been used interchangeably. However, the word 'children' will be used when the researcher refers to any of the participants so as not to distance her from those who participated in the research.

### **1.6.4 Primary School**

For the purpose of this study 'primary school' will refer to 'an institution, government or private, which caters for children between the ages of about 6-12 years' (Van den Aardweg & Van den

Aardweg 1993:184). In this research the term 'traditional school' has been used to describe government and private schools which are licensed with the relevant education departments. It will be used to refer to the classroom situation where most learners gain their education.

#### **1.6.5 Peers**

For the purpose of this study 'peers' will mean '... companions who are about the same age and developmental level as other' children (Bukatko & Daehler 1998:498). Peers are children with whom other children interact in social situations and who play an important role in the social development of these companions.

### **1.7 Research Programme**

This study consists of five chapters where the first one will deal with the orientation of the dissertation. Chapter two consists of the literature review on social development and home schooling. A number of aspects of social development will be examined as will home schooling issues. Chapter three describes the methodology of this qualitative research study. The research design and empirical study will be described. In chapter four the findings are given and four case studies examined. Finally, chapter five describes the results and contribution of this research, outline the conclusions, offer assistance to parents and suggest possible areas for further research.

### **1.8 Conclusion**

This orientation chapter states that parents who home school their children face particular challenges regarding their children's social development. The general aim is to investigate these challenges by taking into consideration social development, peer relations, extra-curricular activities and home schooling. The specific aim of comparing the findings from the literature with the data obtained through questionnaires, a focus group interview, individual interviews and children's drawings will lead to examination of four case studies. Previous research, mainly completed in the United States of America is referred to and results of other dissertations of a similar nature to this one are given. This chapter closes with relevant concepts being clarified and the programme of research stated.

Chapter two discusses social development and home schooling: Issues such as theories of social development, peer relations and how parents can provide for effective socialization are examined. The reasons why parents are home schooling their children are described. The strengths and

weaknesses of this educational option with regard to socialization of children are examined. The importance of extra-curricular activities with regard to social development and peer relations are integrated into the work.



## CHAPTER TWO

### REVIEW OF THE LITERATURE – SOCIAL DEVELOPMENT AND HOME SCHOOLING

#### 2.1 Introduction

In this chapter social development and home schooling is discussed. It includes the social developmental theories of Erikson, Piaget, Kohlberg, Sullivan and Bandura. With the exception of Bandura, these theorists consider development to take place in carefully set out stages where, in some cases, age limits are given as guidelines.

The literature review explores the importance of peer relations in learners' social development and how parents can ensure that these relationships are adequately formed in their children. Thus, the influence of the home and parents on socialization, peer relations and the value of extra-curricular activities will be investigated. The particular focus of this research involves learners who are in middle childhood.

#### 2.2 Theories on Social Development

The way in which learners acquire appropriate social behaviour is difficult to identify as so many dimensions are involved in this process. Due to the complexity of the process of socialization a number of theories have been developed in an effort to explain it. In the following discussion attention will be given to the theories of Erikson, Piaget, Kohlberg, Sullivan and Bandura (Sections 1.3.1a; 1.3.1d; 5.3).

##### 2.2.1 *Erikson's Psychosocial Theory of Social Development*

Erikson believed that parents were not the only people who acted as social agents in learners' lives (Shyers 1996:20). His theory stated that in order for social development to occur a number of crises involving social interactions need to be resolved. The socialization process occurs in eight stages and satisfactory social adjustment requires the successful resolution of each crisis. Furthermore, each stage is 'grounded in all the previous ones' and 'developmental maturation' offers meaning to the previous stages and those that are still to come (Erikson 1982:59). The resolution of the crises effects the manner with which the next stage is dealt. The theory is positive as changes can be made at any stage should they be required (Shyers 1996:21).

The first five stages cover birth to adolescence. The first three stages, Basic Trust *versus* Basic Mistrust (Erikson 1950:239), Autonomy *versus* Shame and Doubt (Erikson 1950:243) and Initiative *versus* Guilt (Erikson 1950:246), will not be considered as they fall outside the age limits of the children in this research study.

The positive resolution during the stage of Initiative *versus* Guilt results in autonomous learners who become actively involved in tasks. Furthermore, the successful resolution of this stage prepares learners for school life. The stage of Industry *versus* Inferiority (Erikson 1974:250) encompasses most of the primary school years and is important for this research study. Learners of approximately six to twelve years of age will face crises in this developmental stage. Shyers (1996:24) states that this stage is characterized by school attendance and the primary social focus of learners is to seek an identity among their peers and an intense comparison with peers is a part of the formal education system (Section 4.5.4.4). Furthermore, Erikson (1974:250,251) recognizes a willingness to apply themselves to tasks and develop a sense of industry (Section 4.4.4.4). The completion of tasks becomes more important than playtime. During this stage, in all cultures, learners receive some form of structured tuition. It is not necessarily the basics of education such as reading and writing, but learners develop skills to help them cope with the technology used by the adults in their environment. Children need to learn to feel competent when adapting to the 'laws of the tool world' and how to co-operate in organized programmes found in the school environment (Erikson 1982:75). School culture has its disappointments and there is a real danger of learners developing a sense of inferiority and possibly a lack of identification with their peers and the development of their skills (Erikson 1974:251). This stage is very decisive socially as learners develop a sense of their own culture as they become involved in tasks with others. They also begin to feel that factors such as parents' status and their manner of dress will ultimately decide their worth and sense of identity (Erikson 1974:252).

Should learners develop the social skills necessary to compete effectively in the social milieu a sense of industriousness helps to prepare them for the next stage. However, if they do not develop this sense of industry in their own eyes, feelings of inferiority make it difficult for them to progress with confidence. The main social agents during this stage are contacts they have with those other than their parents. Such influences would include teachers and peers, all of whom become the focus of their attention and the standard by which they measure their competence (Erikson 1968:124; Section 5.2.1).

After this stage children are faced with the demands of the next phase of development, that of Identity *versus* Role Confusion (Erikson 1974:252). This stage has been included in this study as many learners in the upper grades of primary school are in this age group. The more successful an individual's social development during the previous stages has been, the more likely an adolescent will resolve the crises of this stage.

Erikson (1974:253) describes physiological changes and the concerns of coping with adult life in the future as important aspects of this stage. Adolescents are more worried with how they appear to others and draw comparisons of others' opinions to their own. There is also a realization that all skills previously learned need to somehow be drawn together in an attempt to select a future occupation and prepare themselves for their careers. Role confusion becomes a danger when adolescents are unable to form an identity around this occupational choice. Furthermore, they begin to exclude anyone who is in any way different to them. This is their way of defending themselves from feeling confused about their own identity. During this time of change they are eager to have their ideas confirmed by their peers and confirm their own identity (Erikson 1974:254).

This theory illustrates the importance of relationships beyond the family for the social development of learners. It also demonstrates that learners seek an identity among their peers and that in fact, a main source of socialization takes place with respect to those outside the family circle.

Erikson's theory relies upon the development of skills and the adaptation to the environment. Piaget's theory of cognitive development places more responsibility for social development on the natural processes of development.

### 2.2.2 *Piaget's Cognitive Development Theory of Social Development*

This theory emphasizes the learners' ability to make adaptations in their social world as their cognitive skills develop. Learners create experiences and by doing so make changes themselves. As cognitive skills develop, children begin to understand interpersonal relations better and behave according to their interpretations. Therefore, these theorists are of the opinion that the '... affective and social development of the child follows the same general process, since the affective, social and cognitive aspects of behaviour are in fact inseparable' (Piaget & Inhelder

1966:114). This theory identifies four distinct stages. The sensori-motor stage, which lasts from birth to two years of age, will not be discussed as learners of this age are not involved in the research study. The second stage, pre-operational, involves children from ages two to seven; stage three, the concrete operational stage lasts from seven to eleven and the final stage, the formal operations stage, includes children aged twelve and older. As learners move through the stages, they either absorb or modify their experiences in order for them to be comprehended (Shyers 1996:33,34).

According to Phillips (1975:107), during the pre-operational stage there is a tendency for learners to become involved in 'simple monologues' where they are absorbed in their own games or 'collective monologues' where children may talk to others without expecting them to reply or become involved in conversation of any kind. At this stage of development children are unable '... to understand the points of view of' others due to their egocentric thoughts.

During this stage learners' thinking is concrete bound in the present. Furthermore, they are unable to understand the intricacies of such relationships as their parents being a son or a daughter to their own parents as well as a brother or a sister to their siblings (Shyers 1996:35).

As learners mature and enter the stage of concrete operations '... new interpersonal relations of a co-operative nature are established' (Piaget & Inhelder 1966:118) and they develop the ability to consider the views of others. They begin to understand that people have feelings and opinions as important as their own. Increased cognitive development results in the understanding of the reversibility in operations, and further social development leads to increased co-operation in small groups. Learners begin to understand that society needs rules in order for it to run effectively but see only absolutes and not arbitrary agreements.

During the formal operational stage learners use the information obtained in all the previous stages. They begin to pose different hypotheses about problems. Furthermore, their level of thought now allows them to manipulate one idea while keeping a number of others constant, demonstrating the ability to conceive ideas before actually manipulating any materials to test hypotheses (Phillips 1975:130,131).

This theory is of value for this research study as it describes the importance of cognitive development in relation to social development, and how the learners adapt to these changes as they mature.

### *2.2.3 Kohlberg's Cognitive Theory of Moral and Social Development*

Modgil and Modgil (1976:59) outline three levels of development. Each of these levels is divided into a further two stages. The Pre-conventional Level is characterized by learners being responsive to the rules and labels of their culture. They interpret labels in terms of rewards or punishment. The first stage named Heteronomous Morality sees learners avoiding punishment by those they see as being more powerful than themselves. Stage two is called Individualism, Instrumental Purpose, and Exchange and sees the learners taking care of their own needs and on occasion those of others. People at this level of moral development are unable to recognize another's perspective (Kohlberg 1987:284).

The Conventional Level (Modgil & Modgil 1976:59) involves learners maintaining family expectations. They are also expected to conform to the social environment in which they live. Kohlberg (1987:284) named the third stage Mutual Interpersonal Expectations, Relationships, and Interpersonal Conformity. During this time doing the right thing by showing interest in others and 'being good' is important. People begin to understand the viewpoint of others. Stage four, Social System and Conscience, Kohlberg (1987:285), involves persons trying to do the correct thing with regard to society. It is the stage of development where society's view comes under consideration and people look at themselves in relation to their position in a 'system'.

Level Three or Postconventional, or Principled level (Modgil & Modgil 1976:60) involves efforts by people to define moral principles and values which they consider worthwhile. It is made up of Stage 5 or The Social Contract or Utility and Individual Rights (Kohlberg 1987:285) where individual rights and the rights agreed upon by society are considered acceptable. The final stage or The Universal Ethical Principles (Kohlberg 1987:286) involves persons thinking more along personal lines where they base decisions on their own principles and values. People at this stage of development accept that others are persons in their own right and treat them as individuals.

This theory has been included in this research study due to the great number of parents who home school their children for religious reasons. The parents' reasoning want to develop and nurture

moral understanding in their children, and assist them along the road to the highest possible level of moral functioning.

#### 2.2.4 *Sullivan's Interpersonal Theory of Social Development*

Throughout the literature review the researcher found little reference to Sullivan's work and it appeared to her that he often got overlooked. **However, his theory is important for this research study as it offers valuable insights into learners' relations with peers, parents and adults** (Sections 5.2.1; 5.4). Only the juvenile era, pre-adolescence and early adolescence will be discussed for the purposes of this research study.

Sullivan, Perry and Gawel (1953:227) describe the juvenile era as being very important as it is the period for becoming social. It is the time in learners' lives for significant personality growth and development. It is also the period when they find 'a chum'. This is the first developmental stage in which the limitations of the home as socializing agent may need to be remedied. It is the opinion of Sullivan *et al* that school is essential for moderating ideals learned in the home. They describes two experiences, social subordination and social accommodation, that contribute to growth in juveniles (Sullivan *et al* 1953:228).

Social subordination sees many changes as new figures of authority such as teachers are now part of learners' lives. Juveniles have to do things on demand or face the consequences should they fail. At the same time they observe the inter-relation of their peers' behaviour to the failure or success with these new authority figures (Sullivan *et al* 1953:228). Social accommodation is the broadening of understanding of the many differences in others' way of life. Juveniles become able to grasp that differences are all right and accept that they cannot change certain wrongs (Sullivan *et al* 1953:229).

Sullivan *et al* (1953:231) state that should learners leave this phase without the opportunity to compare their parents with other significant adults, '... then one of the most striking and important of the juvenile contributions to socialization has sadly miscarried'.

According to Sullivan *et al* (1953:245) pre-adolescence brings about changes through maturation, development or experience. An interest in a member of the same sex develops and this close friend becomes of enormous importance to learners, and in fact, they make a special effort to

contribute to the friend's well being and feelings of worthiness (Sections 4.4.4.4; 4.5.4.4). Furthermore, a need for closeness begins to manifest when learners are between eight and a half and ten years of age. An affirmation of learners' own sense of worth needs a form of relationship called collaboration where the sensitivity to another's feelings becomes important and adjustments are made to satisfy the needs of others (Sullivan *et al* 1953:246). Sullivan *et al* (1953:248) state that to be successful in relationships with others of the same sex in later life, learners need to have a close friend during this phase of personality development.

Sullivan *et al* (1953:264) state that the move from pre-adolescence to early adolescence manifests as an interest in achieving a degree of intimacy with a peer of the opposite sex. The emphasis on same sex friends in pre-adolescence changes and closer relations with those of the opposite sex begin to form. While this need to have improved relationships with members of the opposite sex is of great importance, the main concern of learners in early adolescence is to establish satisfactory relationships with other people in general (Meyer, Moore & Viljoen 1989:141).

Sullivan's Interpersonal Theory is of significance for this research study as it recognizes the importance of peers in learners' lives. Sullivan also states that learners need to come to an understanding of the limits of their parents. This realization and acceptance can only occur through interaction with other significant adults.

Bandura's Social Learning Theory relies on learners' ability to learn more appropriate social behaviours in their environment.

### 2.2.5 *Bandura's Social Learning Theory of Social Development*

In contrast to the stage theories of Erikson, Piaget and Sullivan where emphasis is placed on '... intra-individual variability over time and on similarities among individuals at specific age periods,' this theory lays '... stress on inter-individual differences and on intra-individual continuities'. Furthermore, this theory takes into consideration the '... biological, socio-economic, ethnic, and cultural differences' as well as variations in the manner parents raise their children (Bandura & Walters 1963:24).

According to social learning theory all behaviour has to be learned. The basic premise of this theory is that behaviour is influenced by three factors. These are the individual, the

circumstances and the behaviour that occurs in the circumstances (Meyer *et al* 1989:222). This theory considers behaviour to be a result of an individual's own planning and striving towards achieving goals.

Three types of learning and reinforcement are recognized by this theory. The former are '... direct experience, observational learning and self regulation' and the latter 'direct' 'vicarious', and 'self reinforcement' (Meyer *et al* 1989:226,7).

The four processes involved in observational learning are '... attention, retention, reproduction, and motivation' (Meyer *et al* 1989:229). Shyers (1996:27-29) states that in order for an observer to pay attention to the behaviour of the model, the latter needs to exhibit certain attractive characteristics. Furthermore, should positive rewards be noticed then the behaviour is more likely to be attended to.

The second stage of the learning process involves storage of the observed behaviour in visual images and verbal codes. This retention allows the observer to retrieve the information when required in the social situation.

The third process requires the learned behaviour to be committed to memory in order for this behaviour to be performed on a physical level. Finally, for socially acceptable behaviour to be repeated, positive reinforcement, termed the motivational process, is necessary. Positive reinforcement can be either directly received or the observer needs to have seen it being given to others. Should this form of reinforcement not occur, the behaviour eventually becomes extinct.

Bandura and Walters (1963:5) state that children develop a habit of imitating the behaviour of those they consider successful. Social behaviour is most easily acquired when both influential models and reinforcement of a differential nature are utilized. Social learning also requires both generalization and discrimination. Bandura and Walters (1963:8) state that responses will be generalized to the situation should the new situation be sufficiently similar to the one where the original behaviour was learned.

Furthermore, understanding of what is acceptable behaviour under certain conditions needs to be acquired. For example, aggressive behaviour such as punching is rewarded and accepted in



boxing but biting would meet with disapproval. Should reinforcement be arbitrary the necessary discrimination would not be acquired.

Social learning theory demonstrates that learning takes place through the observation of others' behaviour. It is up to observers to choose behaviour that is appropriate in certain social conditions. This theory has been included in this research as it demonstrates how children can learn through imitation of others. It also shows that interaction with others is of importance for learning age related behaviour.

#### 2.2.6 Summary of the social development theories

In Table 1 the theories on social development are summarized according to a number of themes.

Table 1: Position held on a number of themes of the social development theories.

	Psychosocial Theory	Piagetian Theory	Moral Development	Interpersonal Theory	Learning Theory
*Learners' role in development	*The learner is actively in search of an identity.	*Knowledge is based on underlying cognitive structures constructed by the child.	Persons are involved in their own development at all stages as they interact with their environment and the people in it.	An active role is played by learners in their development. They engage closely with people in the environment.	*The learner is not active in behaviour analysis, but more actively engages the environment to determine what is learned.
*Is development continuous or discontinuous?	*Stagelike, although the individual may return to earlier stages to work through unresolved conflicts.	*Stagelike. Four qualitatively different stages emerge, each involving a reorganization of cognitive structures that permits more effective adaptation to the demands of the world.	Stagelike. Persons develop through three levels made up of two stages each at their own pace. Broad age limits are mentioned.	Stagelike. Age limits are mentioned as boundaries for each stage	*Continuous. Development is cumulative, consisting of the acquisition of a greater and greater number of learned responses.

Table 1 continued on the following page

Table 1 (cont.) Position held on a number of themes of the social development theories.

	Psychosocial Theory	Piagetian Theory	Moral Development	Interpersonal Theory	Learning Theory
*How prominent are individual differences in development?	*Psychosocial stages are universal, however, individuals may proceed through and resolve each need in quite different ways.	*Individual differences are not a primary focus of Piaget's theory	Individual differences are not taken into account, all people progress through the stages in the given order.	Individual differences are not an important factor. Learners are expected to progress through the stages which are characterized by age limits.	*Individual differences are not emphasized; the laws of learning are universal. However, variations in experience can be a major source of individual differences.
*How do the various domains of development interact?	*Failure to progress through psychosocial stages may disrupt progress in many different domains besides personality development.	*The stagelike advances in cognition have implications not only for thinking and problem solving but also for moral and social development, since many achievements in these domains depend on cognitive skills.	Moral development depends on the individual's pace of progress through the stages. Not all persons are expected to reach stage six.	Certain development is expected to occur during certain stages. Problems may arise should some relationships not be successful during development.	*Learning proceeds on many different fronts and is highly situational.
Importance for research study.	This theory describes the importance of relationships outside the learner's family.	The simultaneous development of cognitive and social skills is relevant. It also describes how learners adapt to change.	This theory was selected due to the importance of religious and moral values to many home school practitioners.	Sullivan offers valuable insights into the importance of peer, parental and adult relationships.	This theory describes how learning through imitation takes place. It discusses the importance of imitation of a model the learner considers worthy of copying, implying choice.

\*Bukatko and Daehler 1998:33 as adapted by Mearns

## 2.3 Peer Relations

All the above theories refer to the need for relationships with peers, and others, for the development of satisfactory socialization. Learners need to form relations with adults and peers as both relationships offer significant experiences. Cowie (1999:137) states that relationships with peers are critical as they help children to learn about themselves and others, and allow socialization through interactions with other youngsters. A close relationship with others also helps children understand the perspective of other people.

In the following discussion attention will be given to types of relationship and developmental trends in peer relations.

### 2.3.1 *Types of Relationship*

Bukatko and Daehler (1998:498) define peers as 'companions who are about the same age and developmental level as other' learners. Hartup (1989:120) distinguishes between two types of relationship, namely vertical relationships and horizontal relationships. Both offer unique characteristics to learners' development and both need to be experienced (Section 4.3.4.4).

Vertical relationships are formed with individuals having more knowledge and power than the learner and generally involve older persons such as parents and teachers (Section 4.5.4.4). The interactions between the parties are of a complementary nature: learners ask for assistance and adults offer it. The main purpose of these relationships is to give learners security and protection, as well as assist with the acquisition of knowledge and skills (Hartup 1989:120).

Horizontal relationships are formed with others possessing similar social power to learners. They are egalitarian and contact between learners is reciprocal and not complementary. An example of this relationship would be learners playing games together: taking turns in a board game – the one plays while the other one waits. These roles are reversible and the learners' abilities are similar. The function of this type of relationship is to offer children opportunities to learn those skills acquired among equals. Skills involving co-operation, competition and interaction among others of similar age fulfils functions which vertical relationships cannot provide (Hartup 1989:120; Sections 1.3.1e; 1.3.1f; 3.1; 4.2.4.4; 4.4.4.4; 2.5.1; 5.5.2).

Goin (1998:3) states that there are indications that learners acquire social skills more easily and quicker when with their peers rather than in the company of adults. Blatchford (1999:109) also states that there are differences between adult/child relationships and relationships children have with one another. Relations with peers are '... characterized by equality, co-operation, reciprocity, and mutuality - all of which make a contribution to social development'. Participation in extra-curricular activities would offer valuable opportunities for the development of peer relations where learning can take place on an equal footing with others (Section 1.3.1e). Sullivan *et al* (1953:227) state that childhood is the time when learners become social and that the socialization limitations of the home need to be remedied. The participation in extra-curricular activities would meet this need as it would allow for a broader perspective to develop among home schooled learners (Simmons 1994:48; Sections 1.3.1f; 2.5.1)

Hartup (1992:184) states that reciprocity is an important aspect of friendship during childhood as learners see themselves and others as being of equal status. Four functions of friendship, namely, the acquisition of social skills, the acquisition of knowledge about self and others, '... emotional and cognitive resources' and the beginnings of future relationships are identified by Hartup (1992:184) as being of importance during childhood (Section 1.3.1e). Hartup (1992:199) considers childhood friendships to be important. However, while he considers these relationships to be an advantage for learning about 'social exchanges,' other relationships may be used to obtain the same type of information should friends be absent. Furthermore, Hartup (2000:78,79) found that positive friendships are 'developmental advantages' as they offer children resources on social and cognitive levels.

### *2.3.2 Developmental Trends in Peer Relations*

The ability of learners to form peer relations depends on a number of factors such as temperament, sociability, previous social experience with peers, how well the learners know each other, the circumstances of the interaction and how the learners' culture views peer interaction (Schaffer 1996:316).

Schaffer (1996:316-319) states that relations are mainly influenced by the developmental stage which learners have reached and the types of skills they have available to them during interactions. He discusses developmental trends that can be expected from children at certain stages of development (Section 4.2.4.2). Theorists such as Erikson, Piaget, Kohlberg and Sullivan all indicate that social development follows a sequence and certain characteristics are demonstrated during each age period. Schaffer's (1996:316,317) infancy, toddler and pre-school stages of social development fall out of the period under research and will not be included in this literature study. Adolescence will be discussed as some learners in the primary school phase are in this developmental stage (Section 5.5.2)

#### *2.3.2.1 Childhood Years*

When learners enter school there is an increase in opportunity to associate with same age children. They become more able to communicate information and there is an increase in co-operative and sharing skills. They are better at noticing others' emotions and motives and they take another persons individual differences and needs into consideration during interactions. Friends are now more carefully selected and generally of the same sex. Dyadic friendships

become sustained and have more meaning. Learners begin to seek out their peers who have similar interests to themselves and these peers play an important role in their lives (Schaffer 1996:317; Section 5.2.1). Weiten (2001:469) agrees with Schaffer and states improved comprehension of the feelings of others and same sex relationships dominate the children's social life during this stage of development (Sections 1.3.1e; 5.3).

Bukatko and Daehler (1998:500) note that during the school years learners participate in more group activities than in the dyads as was previously done. They generally show preference for same sex peers throughout their primary school years and it is important for them to establish a relationship with one other person during this time (Sullivan *et al* 1953:245). Home schooled learners need to have personal relationships with peers and this could take place during extra-curricular activities. This interaction among peers will reduce 'social isolation' and help with the '... formation of sex-role identity' (Simmons 1994:48).

As learners mature during middle childhood their friendships become more important to them and their understanding of friends becomes increasingly complex (Berger & Thompson 1996:482). Piaget and Inhelder (1966:114) explain these newly acquired skills as cognitive development that accompanies the learner in childhood. Furthermore, Berger and Thompson (1996:483) state that mutual reciprocity is evident as secrets are now shared and the relationship becomes more intimate. Weiten (2001:469) concurs and states that more altruistic behaviour is evident in children in middle childhood. Moreover, learners become more selective about their choice of friends and their circle of friends decreases. During middle childhood learners' friendships generally change from a small number at around eight to a single best friend by ten years of age. This concurs with Sullivan *et al* (1953:245) pre-adolescence phase when finding a 'chum' and the importance of having a best friend of the same sex is significant.

Schaffer (1996:316) states that peer relations are influenced by the developmental stage learners have reached and the type of skills available to them when interacting with those of similar development. Therefore, relationships go through typical sequences and certain characteristics are evident at certain ages. Newly acquired skills such as sharing and co-operating with others would be evident in the (Piaget & Inhelder 1966:117) concrete operational stage when learner's become more aware of others as their cognitive skills increase.

### 2.3.2.2 Adolescence

Schaffer (1996:318) states that relationships established at this stage may serve as prototypes for future relationships. Mixed sex groups predominate and mixed sex couples follow this trend. Relating to the opposite sex is now a large part of the adolescents' learning process. A further aspect of development is the increased use of peers as a reference group. Peers help provide support to each other about roles and values during this phase of uncertainty about the self (Sections 1.3.1e; 1.3.1f).

An increase in conformity to peer culture during early adolescence predominates and this only decreases again later when learners have established a more crystallized identity. Furthermore, Schaffer (1996:319) notes that conflict between parents and adolescents is common but they are generally over minor issues such as clothing and music rather than participating in anti-social behaviour. Up to this stage peer groups have been made up from those with shared interests, whereas now shared attitudes and values become more important criteria. The participation in extra-curricular activities would '... contribute to students' attitudes and to ways they perceive the world,' as well as '... provide indicators of students' future psychological health' and offer opportunity to learn strategies to deal with conflict (Simmons 1994:48; Section 1.3.1f).

According to Bukatko and Daehler (1998:500), adolescents form more intimate friendships with a group of their peers and many become part of a clique of about five to ten others. Often they are identified with a crowd and become labelled according to a stereotype of some kind. As adolescents get older they lose interest in the groups to which they once belonged and seek closer relationships with individuals. Peer relations start including elements of sexuality and dating is an important social activity as interest in the opposite sex increases. During early adolescence learners tend to feel peer pressure in terms of excelling at school and spending time with others. In late adolescence peer conformity decreases (Bukatko & Daehler 1998:506).

## 2.4 Home and Parental Influences on Social Development and Peer Relations

Rubin, Bukowski and Parker (1998:662) identify a number of factors that influence children's social skills and peer relationships (Section 5.3). These include parent/child attachments and parental influences. Parent/child rearing behaviours also play an important role in the social development of learners. These behaviours are in turn influenced by parents' own beliefs and experiences.

#### 2.4.1 *Parent/Child Attachments and Peer Relations*

According to Rubin *et al* (1998:664) parents provide assistance in three ways in order to help their children develop socially and experience positive peer relationships (Section 5.2.1). Firstly, parent/child interactions are an area where many competencies important for social adjustment develop. Secondly, this relationship provides a safe space allowing children to examine characteristics of the social environment and thus enhance social skills development. Finally, within this relationship children develop ideas and suppositions about interactions and relationships with others (Sections 1.3.1a; 1.3.1e; 5.3; 5.5.2).

Moreover, Rubin *et al* (1998:664) consider relationships between children and their mothers to be very important for the development of social skills. A secure attachment relationship allows children to feel confident and self-assured when faced with new environments as they feel secure enough to explore new settings. This exploration may lead to interactions with peers who then play together. These early social interchanges assist children to develop skills that later result in the development of positive peer relationships.

Bowlby (1979:103) states there is support for the notion that people of all ages are likely to take risks and use their talents when they are confident of the support of at least one person who is close to them. He goes on to say that the need for an attachment figure is not confined to children but is also important in adolescence and adulthood. People who function in healthy ways are able to exchange roles when necessary. They can provide a 'secure base' for others and at another time rely on others to provide this base for them (Bowlby 1979:105; Section 4.3.4.4).

Doyle and Markiewicz (1998:115) state that friendships are unique in peer relations and are distinguishable by their intensity, are mutually positive and have a dyadic nature. As family relationships are generally also close, there is reason to believe that they impact on learners' friendships. They look at how family relationships contribute to the possibility of their children having friends and the quality of these friendships.

Doyle and Markiewicz (1998:117) postulate that warmth may be responsible for the acquisition of certain social skills required for friendship formation and mothers displaying warmth are good models for the learning of effective social behaviours. Closely linked to this idea would be Bowlby's (1989:121) discussion on the emotional communication between infant and mother and

its influence on later relationships. Cole and Cole (2001:583) found that secure infant attachments enhance peer relationships in childhood and may result in positive personal relationships in adulthood (Section 1.3.1e).

Spousal relationships have also been identified as being important for the development of peer relations in learners. Doyle and Markiewicz (1998:119) found that marital conflict may impact negatively on children's social competence with their peers. Furthermore, parents who have secure attachments in their homes of origin, with good marital adjustments, will most likely have children who are securely attached. However, it has been found that parent/child relationships are more important than spousal relationships. Bowlby (1989:11) states that parents need to provide a 'secure base' from which their children can make 'sorties' knowing that they will be 'welcomed' home on their return. The confidence to leave home, knowing they are loved and needed, results in secure attachments with the parents.

Doyle and Markiewicz (1998:126) state that social learning theory predicts that parents who demonstrate pro-social behaviour are likely to have affectionate marriages and close friendships with adults. This form of behaviour would most likely be learned by their children, who in turn will have friendships of good quality. This comment agrees with the Social Learning Theory that states that children imitate the behaviour of 'successful models' (Bandura & Walters 1963:5). This theory suggests that parental modelling of specific social behaviour is conducive to the formation and maintenance of a friendship (Doyle & Markiewicz 1998:120).

#### *2.4.2 Parental influences on learners' social skills and peer relations*

Rubin *et al* (1998:667) noted that parents may influence the development of social behaviour and children's relationships with their peers by (Sections 1.3.1a; 1.3.1e; 5.2.1; 5.3; 5.5.2):

- a. offering peer contact opportunities,
- b. monitoring these interactions if necessary,
- c. assisting them to cope with peer related problems and
- d. dealing with inappropriate behaviour when in the company of their peers.

Bukatko and Daehler (1998:513) note that parents can be very influential in learners' relations with their peers. Those parents who have an authoritative style, in other words those who provide verbal explanations, are responsive and nurturing, generally have popular children.



However, authoritarian parents who behave in powerful and assertive manners with their children tend to have unpopular/rejected children (Bukatko & Daehler 1998:514).

Furthermore, Bukatko and Daehler (1998:514) state that parents who are good social models demonstrate appropriate ways to behave (Section 5.5.2). Mothers who guide their children who wish to enter into a group already at play, rather than intervene on their behalf, generally have popular children. Cole and Cole (2001:583) state that the way in which parents interact with their children can be learned by the latter and these patterns of behaviour can be used in peer interactions. Furthermore, the manner in which parents monitor and organize their children's contact with other children also influences peer relations.

## **2.5 Home Schooling and Societal Issues**

Hahn and Hasson (1996:64) state that socialization of home schoolers starts, is sustained, repaired and allowed to mature by parents who are concerned about relationships within the home, and is in fact one of the main reasons why parents home school their children.

Van Oostrum and Van Oostrum (1997:1) define home schooling as the '... practice of families educating their own children'. Generally parents, especially mothers, take care of their children's educational needs. Where necessary, parents organize lessons with tutors for certain specialized subjects. Furthermore, families are known to get together with other families for educational outings.

It is the responsibility of the parents to apply to the provincial Head of the Department (HOD) of Education for registration as home school practitioners. It is then the duty of the HOD to register learners should the following conditions, as set out in Section 51 part 2 of the South African Schools Act (Act No. 84 1996:30), be met:

- "2a the registration is in the interest of the learner;
- b the education likely to be received by the learner at home -
  - (i) will meet the minimum requirements of the curriculum at public schools; and
  - (ii) will be of a standard not inferior to the standard of education provided at public schools; and
- c the parent will comply with any other reasonable conditions set by the Head of Department".

Government policy is aimed mainly at ensuring reasonable academic standards of home schoolers' education. However, the question of socialization is often raised by researchers of home schooling issues (Clark 1993:294; Fash 1995:48; Hahn & Hasson 1996:9; Lee 1996:43; Lines 1998:27; Moore & Moore 1994:50; Moss 1995:151; Shyers 1996:59; Van Oostrum & Van Oostrum 1997:2).

Many home school practitioners feel that socialization need not take place in the company of peers, but consider relationships in the home, church and wider community to be more suitable for the appropriate socialization of their children.

### *2.5.1 Types of Socialization*

This research study does not take a religious perspective but, according to some home school practitioners, it is an important factor for socialization and one of the main reasons parents choose to home school their children (Fash 1995:17; Lee 1996:21; Moss 1995:155; Van Oostrum & Van Oostrum 1997:2). Home schooling parents who have selected this educational option for religious reasons identify a number of types of socialization they consider more important than that with peers. These parents are more concerned with relationships among family members and express their concerns about family unity. Furthermore, home school practitioners look at the church and the community as places where more appropriate socialization occurs (Clark 1993:291; Hahn & Hasson 1996:65; Moore & Moore 1994:50; Moss 1995:151; Section 5.3).

In the following discussion attention will be given to socialization in the family, the church, the environment outside the family and in the differences between the home and the school.

#### *2.5.1.1 Socialization in the family*

Family socialization is considered true socialization as it involves demonstrating respect and love for one's family and others in this environment, and this cannot be done with the limited amount of time families generally spend together. Home schooling offers time needed for stable family relationships to be built (Hahn & Hasson 1996:71; Section 1.3.1c).

Winnicott (1988:138) stated that when a family is intact and stable, learners benefit from influences of individual family members and from the family unit. This positive foundation also contributes to the personal growth of its members.

Moss (1995:150) found that home school practitioners have a desire to raise the level of the family to the position of importance in their lives. These parents have a wish to strengthen the family unit and find a deeper meaning in society in general. It is their belief that stronger family relations will rebuild a society parents feel is breaking down and that a social life outside the family is of far less importance than the social life within the family unit (Moss 1995:151). Factors such as the need to strengthen ties among siblings who are separated at school due to their age differences and to become more involved with their own children's development were also found by Moss (1995:152) to be of importance to home school parents.

#### 2.5.1.2 Socialization in the church

Involvement with and service to the church offers '... true and real socialization' (Hahn & Hasson 1996:73) where assistance to others can be offered. Clark (1993:291) comments that '... it is a sad commentary on our times, not to mention on our educational institutions' the number of persons who '... are more concerned about the socialization of children than they are about their academic or religious education'. Furthermore, Clark (1993:295) considers healthy social development to be the practice of Christian virtues such as loving those in the community and wanting the best for them (Section 1.3.1b).

#### 2.5.1.3 Socialization opportunities beyond the family

Parents want relationships to be good ones with those who can help their children become closer to God. Family gatherings, where friendship with a number of people can be extended offer sound relationships and the '... family provides the best environment for oversight and encouragement of solid Christian friendships' (Hahn & Hasson 1996:76). Parents who home school are concerned about the type of friends their children will make outside the home and want involvement in the relationships they have with peers (Hahn & Hasson 1996:76; Section 1.3.1c).

Extra-curricular activities would benefit home schooled learners as they offer opportunities for the development of social competence (Sections 1.3.1e; 1.3.1f; 5.2.1). Rubin *et al* (1998:627)

consider socially competent learners to be those who become involved '... in a peer-group structure and participate in group-oriented activities'. Moreover, extra-curricular activities would also allow learners to form relationships that would be built '... upon balanced and reciprocal interactions' and lead to peer experiences involving group and dyadic relationships (Rubin *et al* 1998:627; Section 1.3.1f).

#### 2.5.1.4 Socialization in the home and the school

Mayall (1999:200) considers the different social positions learners have in these two environments. She states that children have a much higher ability to influence social norms at home, where they can influence and change their social setting, than at school (Section 1.3.1c).

Mayall (1999:207) found that socialization in the home was governed by dyadic relationships allowing for negotiation in social contexts, whereas schools had already accepted '... social goals and norms' (Mayall 1999:207) where the authority of adults is less likely to be challenged. In other words, learners are more likely to impact on the home social environment, where through negotiation and involvement in personal relationships they have a say in the important issue of their own social development. Such personal relationships with adults are not deemed appropriate within the school system and learners, to a large extent, have to accept the social norms prescribed by these institutions.

Hahn and Hasson (1996:77,78) consider dangers of home based socialization to be the need to avoid feelings of superiority, and the need to teach their children that they are not more worthy than those who follow peer ideals in order to be accepted. Furthermore, they do not want their children to become mistrustful of others. They state the importance of maintaining an authoritative relationship with their children. Parents also want to prevent themselves from becoming over concerned about their own peer pressure and not worry about how children are perceived to be by others.

#### 2.5.2 *Reasons why Parents Home School their Children*

There is seldom only one reason parents choose to teach their children at home. While one reason may predominate there are generally a number of less important ones that have led them to make this decision. According to Van Oostrum and Van Oostrum (1997:2) the main reasons

parents home school their children are social, religious and academic (Sections 4.2.4.4; 4.3.4.4; 4.5.4.3; 5.3).

#### 2.5.2.1 Social Reasons

According to Van Oostrum and Van Oostrum (1997:2) many parents wish to prevent their children from becoming involved in negative peer relations and other negative influences (Section 4.4.4.3). They also want to develop better relations within the family structure. Fash (1995:18) found that concerns about negative peer influences and social standards not in keeping with home environment norms are reasons why parents home school their children. Jeub (1995:51) states that '... socialization techniques such as peer grouping and extra-curricular activities' are time consuming. He felt that home schoolers had a number of opportunities to become involved with their peers without having to attend formal schooling. He expressed his concerns about poor socialization such as smoking, premarital sex and the consumption of alcohol. Furthermore, Jeub (1995:51) stated that sound socialization such as respect and communication with others can be achieved in the home schooling situation and that '... true social development' occurred in the home and '... not in the schools' (Section 1.3.1c; 1.3.1e).

Bunday (1999:<http://learninfreedom.org/>) considers the home schooling environment to be beneficial for socialization. One of the reasons he teaches his own children at home is because he feels segregation into age groups at schools delays social development. Furthermore, he does not want the state socializing his children and feels it is the right of the parents to prepare their children for adulthood. He also feels learning at home may lead to a society where understanding of and contact with others in a multi-cultural society would be realized.

On her website, Fraker (1999:<http://wendyfraker.uc.edu/homeschool/goodbad.html>) comments on the social reasons parents home school their children. She states that while some parents home school their children to shelter them from society's problems, others do so in order to teach the children about the 'facts of life' when they are ready to cope with them.

Lines (1998:28) notes that no real consensus has been reached as to whether home schooled learners are disadvantaged socially or not. She found that home schoolers tend to spend more time socializing with people across a broad age range, the type of socialization that many parents prefer for their children. She found that there was '... no conclusive research suggesting that

additional time with same-aged peers is preferable to more time with individuals of varying ages'. A number of researchers have found that learners who are home schooled are not socially worse off than their peers in traditional learning institutions (Duffey 1998:24; Fash 1995:49; Latham 1998:85; Lee 1996:44; Shyers 1996:204).

#### 2.5.2.2 Religious Reasons

Van Oostrum and Van Oostrum (1997:2) state there is a feeling among home educating families that it is their duty from a religious point of view to teach their children. Lee (1996:30) found that the main reasons parents choose to home school their children were '... religious conviction, ineffective teaching strategies and negative student peer pressure'. He also cites the need for closer family unity and a reclaiming of control of the distance between children and their parents that traditional schooling brings.

Jeub (1995:52) comments on the lack of recognition of religion as part of the culture of the United States of America and the schools' attempts to '... strangle religion's influence'. He also expressed his ideas on family unity and stated that the home is an important factor in their lives and considers family to be more superior to any other institution. Duffey (1998:23) also found religion an important reason families home school their children.

#### 2.5.2.3 Academic Reasons

Van Oostrum and Van Oostrum (1997:2) state that some families educate their children at home in an attempt to improve the overall quality of the education that children receive in traditional schools. It is also the wish of these parents to create a more learner friendly environment in which their children can be taught. Fash (1995:18) states that some parents feel that academic reasons are their main concern for home schooling their children. They feel that the individual attention, high interest in the work for both parents and children, stress free learning environment and emphasis on the basics of mathematics and phonics are of great benefit to home schooled children. Jeub (1995:52) discusses the benefits of one-to-one teaching and comments on education being more than merely rote learning. He states that home schooling can offer its learners individual attention, an opportunity to work at the learners' own pace in areas they find of particular interest or a challenge.

### 2.5.3 *Strengths and Weaknesses of Home Schooling*

There are a number of positive aspects at social, religious and academic levels for home schooling children. However, this educational option has its weaknesses and these disadvantages need to be taken into consideration by parents who wish to home school their children (Section 5.3).

#### 2.5.3.1 Strengths

Positive social, religious and academic factors for home schooling can be identified as follows:

##### 2.5.3.1.1 Social

Duffey (1998:24) identifies the following factors as strengths (Section 1.3.1a):

- Significantly fewer behaviour problems than in some traditional schools.
- Studies show home schoolers are not lagging behind in social development.
- The existence of support groups for home schoolers.
- Involvement in volunteer work in the community.
- Affiliation with schools for extra-curricular activities.
- Socialization across the ages is considered more valuable than only with peers (Clark 1993:302; Hahn & Hasson 1996:67; Lines 1998:28).

##### 2.5.3.1.2 Religious

The following factors are identified by Simmons (1994:47-49) as strengths (Section 4.3.4.4):

- The ability to have a religious foundation from which to teach children.
- Parents are able to be closely involved with details of their children's lives.
- Parents want to be accountable to and for their children.
- They will be able to teach their children morals and values.
- Want to teach their children to conduct themselves in a responsible manner.

### 2.5.3.1.3 Academic

Simmons (1994:47-49) identifies the following positive academic aspects in home schooling (Section 4.2.4.4):

- Scheduling is more flexible.
- Individual attention.
- Cross-age tutoring.
- Should parents be home schooling for academic concerns, they are not going to let this aspect be weak.

On her website Fraker (1999:<http://wendyfraker.uc.utoledo.edu/homeschool/goodbad.html>) identifies the following academic issues as being strengths (Section 4.3.4.4):

- Flexible hours and learning materials.
- Adaptable to child's learning style.
- Provides many and wide variety of mentors.

Duffey (1998:26) identifies the following academic issues as positive (Section 4.3.4.4):

- Individualized attention.
- Use of computer technology to enhance learning.

### 2.5.3.2 Weaknesses

Negative social and academic factors in home schooling can be identified as follows:

#### 2.5.3.2.1 Social

- The children's relative isolation needs to be taken into account (Simmons 1994:47-49; Section 1.3.1a).
- The lack of available extra-curricular activities (Dailey 1999:29).

Dailey (1999:29) states that the participation in extra-curricular activities would reduce home schoolers sense of isolation, broaden their view of the world and offer opportunities to cope with social discord (Section 1.3.1f).



#### 2.5.3.2.2 Academic

Simmons (1994:47-49) offers the following items as negative academic factors for home schooling children:

- Children need to be taught by a qualified adult, not necessarily someone with teaching qualifications, but certainly someone who is able to teach in a skilful way.
- Certain aspects of the curriculum may not be able to be taught at home, e.g. the use of a science laboratory may be needed.
- The actual instructional time needs to be carefully monitored to ensure that certain learning tasks are mastered in a relatively unbroken period of time.
- Evaluation needs to be taken into consideration as assessments require a variety of different evaluation techniques.
- Possible neglect concerned with the children's education.

#### 2.6 Summary

This chapter deals with the social development of learners who are in middle childhood. Adolescence was also taken into consideration. Developmental theories such as those of Erikson, Piaget, Kohlberg, Sullivan and Bandura are discussed.

The importance of peer relations, vertical and horizontal relationships and Schaffer's developmental trends were examined. Various factors such as parent/child attachments and the influence of parents on their children's socialization were investigated. Reasons for differences in socialization in the home and school were reviewed. The value of extra-curricular activities was integrated into the work.

The value of this literature study can be summarised as follows: The theories of Erikson, Piaget, Kohlberg, Sullivan and Bandura are important as they outline a number of different views on socialization and offer a body of knowledge to parents on social development. The information of vertical and horizontal relationships on the social development of children illustrates the need for both of these relationships with others as each one has its own particular characteristics essential for satisfactory development. Social developmental trends expected from children in their middle childhood and adolescence were discussed to illustrate the types of social behaviour parents can expect from their children at different stages of their development.

The parents would also need to have knowledge of the personal relationships they have with their children and the influence they have on social development. Knowledge of socialization in the family, church, relationships outside the family and differences between the home and the school environments would be valuable to ensure that parents are able to offer sufficient positive social influences to their children. The reasons why parents home school their children were discussed as parents need to take cognizance of this choice and be sure that it is in the best interests of their children's education and socialization. Knowledge of home schooling's strengths and weaknesses would assist parents to use the positive aspects of their educational choice to enhance their children's social development and make an effort to avoid the pitfalls. Knowledge of the value of their children participating in extra-curricular activities would assist parents to make the most suitable choices of activities. This choice is important as some activities provide for better and more peer interaction than others.

The findings from the literature will be used to examine the participants' social development, their relationships with peers and other significant people and the value of extra-curricular activities on peer relations.

Chapter three describes the design and method used in this research study.

## CHAPTER THREE

### DESIGN AND METHOD

#### 3.1 Introduction

This research was undertaken in order to investigate the social development of home schoolers and to offer knowledge and assistance to parents in order for them to provide for appropriate opportunities for the socialization of their children.

A survey of the relevant literature suggested that interaction with peers, as well as other groups of people, is of importance. Hartup (1992:201) states that while peer relations are an advantage they are not a necessity, as other types of relations will provide for social development (Section 2.3.1).

After the initial investigation of the literature it became apparent to the researcher that contact with peers and the participation in extra-curricular activities would help provide for **The Social Development of the Home Educated Learner in the Primary School Phase**. As spontaneous interaction known in the classroom is absent, it is the responsibility of the parents of home schooled learners to provide ways for their children to mix with others in their peer group.

A literature review on social development, with an emphasis on peer relations and the value of extra-curricular activities, and on home schooling in order to develop a theoretical base was conducted.

In this chapter the following aspects of research design will be described: qualitative research, data collection methods such as interviews with both focus groups and individual, children's drawings, population and participant procedures, data analysis and the interpretation of case studies. The grounded approach to data analysis was used as the categories of analysis were based on the data that had been previously collected. Furthermore, the data collection procedure and interpretation will be described.

#### 3.2 Aim and Research Problem

This research investigates the socialization of the home schooled learners with respect to their peer relations and the influence the provision of extra-curricular activities would have on social

development. The general aim of the research is to produce a suitable body of knowledge for parents of home schooled learners that can assist them to provide satisfactory social development for their children. The specific aim of this research is to compare data obtained from the participants with the information discussed in the literature review (Chapter 2). Participants' data will be obtained from personal interviews and written questionnaires. Furthermore, rating scales will be completed by parents and children in order to establish the degree to which the child's social development agrees with the expected social behaviour set out in the literature. Children's drawings of themselves in the school situation will be used to identify emotional indicators that would influence their socialization.

**The research problem can be stated as follows: Parents who are home schooling may be in need of knowledge and assistance to enhance the social development of their children.**

### **3.3 Data Collection Methods**

A variety of methods will be used to collect data with interviewing being the main method. The data sources and methods used will include:

- Focus group interview of five parents using semi-structured questions to be tape recorded and transcribed (Appendices B; B1; E).
- Individual interview with one parent using semi-structured questions to be tape recorded and transcribed.
- Individual written completion of structured questionnaire by children aged ten and older (Appendices C; C1; C2).
- Individual verbal interview, using a structured questionnaire, with learners aged nine and younger. The researcher will take down verbatim responses (Appendices C; C3).
- 'Self at school' drawings which are modelled on Kinetic School Drawing (KSD) from learners of all ages (Appendices D1; D2; D3).

During the interviews with the parents and the children, data will be collected by means of two non-standardized rating scales, namely a Relations Scale (Appendices B1; C1; C2; C3) and a Social Developmental Trends Rating Scale (SDTRS) (Appendices B1; C1; C2; C3). Information regarding the children's friendships will also be obtained from the parents and the children (Appendices B1; C1; C2; C3).

The first rating scale will be constructed to measure the children's relations with adults, peers, boys and girls. The children will be rated by their parents and by themselves on these relationships on a scale from 1 to 5. The lowest rating (1) will indicate difficulty in forming relationships. The highest rating (5) will indicate an ability to get along well with the group mentioned (Sections 4.2.4.1; 4.3.4.1; 4.4.4.1; 4.5.4.1).

The second rating scale will measure the children's social development. Expected trends for childhood and adolescence will be taken from Schaffer (1996:317-319) and a scale constructed around them. The children's development will be rated using the same 1 to 5 scale already described by the parents and the children. To make the rating scales simpler for the children, they will answer "yes/no/sometimes". Information from the literature will be compared with the results obtained from the rating scales.

The children's drawings will be based on the Kinetic School Drawing. The children whose parents attend the focus group interview will all be given the instruction for the drawing at the same time (Chapter 4 - Families A, B and D). The participant in Family C (Chapter 4 - Family C) will be given the instruction for the drawing individually. Due to the age range of the focus group children (5 to 13 years), the instruction will be: "I want you to draw a picture of yourself, with others, in the home school situation". The same instruction will be given to the participant in Family C.

### *3.3.1 Interviews*

Qualitative interviews usually '... refer to in-depth, semi-structured' types of interviews that '... are characterized by a relatively informal style'. Interviews are centred round topics relating to the research and data are obtained from the interaction between the interviewer and the interviewee (Mason 1996:38). The researcher will use a semi-structured interview method where structured questions are interspersed with unstructured conversations and variations on the prepared questions. These questions will be used to initiate discussion on the topic and where necessary the researcher will be able to clarify information as conversations unfold. The responses will be written down during the interview and tape recorded for transcription and reference during data analysis. This particular form of interviewing was selected by the researcher in order to obtain specific information relating to the research study. A number of the questions for parents and learners will overlap to allow for patterning in the data analysis phase.

Costs involved in this form of data collection will be relatively high as the researcher needs to travel to different venues in the Cape Peninsula. However, personal contact with the participants should yield '... important insight into human perceptions of' the home schooling movement (Fash 1995:38). Furthermore, Fash (1995:37,38) states that qualitative interviewing can be similar to conversations, and '... that the perspective of the participant on the social phenomenon of home schooling must be allowed to unfold as the participant, not the researcher, views it'.

The following interviews will be undertaken in this research (Section 3.5):

- one focus group interview – five parents
- individual written responses and Kinetic School Drawing (KSD) – three children
- individual verbal responses and KSD – three children
- individual interview – one parent
- individual written response and KSD – one child

#### 3.3.1.1 Individual Interviews

When conducting individual interviews, Mertens (1998:133,134) recommends the researcher pay close attention to the respondent, sequence questions from general to specific, try to use a variety of types of question and only ask one question at a time.

A number of individual interviews will be conducted. A mother who is home schooling her son will be interviewed in her home. Three individual interviews with young children whose parents participated in the focus group will be completed. A questionnaire will be used and the responses written down verbatim.

#### 3.3.1.2 Focus Groups

Maykut and Morehouse (1994:103) state that the purpose of group interviews is '... to understand what people experience and perceive about the focus of inquiry, through a process that is open and emergent'. Furthermore, Mertens (1998:174) describes focus group interviews as not being reliant on a straight '... question and answer format' but rather relying on '... the interaction within the group'. This particular type of data collection method will be selected for use when interviewing parents who have a range in ages of their children. Three families will be selected from volunteers who indicated on the Parents' Questionnaire (Appendix A) completed

at the AGM of the WCHSA that they would be willing to participate in a group interview. Their selection will be based on the ages and number of the children in the family. Data is to be collected separately from the parents and the children. One focus group interview will be conducted with the parents of the families selected. The children of these families are going to be interviewed on the same day. The instruction for the KSD will be given to the children as a group. The instructions for the completion of the written interview will be given to the three oldest children as a group.

### *3.3.2 Children's Drawings*

This particular form of data collection was selected as '... the drawing of a person represents the expression of self, or the body, in the environment' (Machover 1951:348) and children generally enjoy this task and find it non-threatening. The KSD was chosen as it reveals the children's perceptions of themselves in the school situation and who significant people are in this environment (Knoff & Prout 1985:55).

Klepsch and Logie (1982:12,13) state that there are 'four projective uses' for children's drawings of human beings. Drawings can be used as a measure of the following factors: 'personality', 'of self in relation to others', 'of group values' and 'of attitudes'. Drawings will be used specifically in this research to evaluate how participants see themselves in relation to others.

The children will draw a picture of themselves in the home school environment. The aim of using this strategy is to identify and interpret emotional indicators in the social context. Ogdon (1984:65) states that data indicate '... that projective drawings have sufficient reliability for behavioral predictions' and use of the children's drawings should give valuable insights into their social development.

### **3.4 Discussion of Validity and Trustworthiness**

Mertens (1998:181) states that '... in qualitative research, the credibility test asks if there is a correspondence between the way the respondents actually perceive social constructs and the way the researcher portrays their viewpoints' (Mertens 1998:181). There will be correspondence between the participants' responses and the manner in which the researcher will portray them. Verbatim remarks made by the respondents during interviews will be used and the information

received from them in the rating scales and children's drawings will be reported upon in an accurate manner.

McMillan and Schumacher (1993:385,386) state that '... reliability is the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participants'. Reliability in qualitative research refers to the consistent manner in which the researcher records, analyses and interprets the meaning obtained from the participants. Moreover, reliability in qualitative research is difficult as the process is '... personal; no investigator observes, interviews, or studies documents exactly like another' (McMillan & Schumacher 1993:386). As the sample will be a small one and due to the individuality of the participants the results found in a similar research study may vary from the findings of this research.

### **3.5 Selection of the Participants**

The home schooling movement shows a steady increase in its membership over the past decade. Parents who are home schooling their children are required to register with their provincial education department. According to the records held by the Western Cape Home Schooling Association (WCHSA), in May of 2001 about 400 families were registered home schoolers in the Western Cape. A number of families have not registered with their local home schooling association so this figure is not completely accurate. The chairman of the association informed the researcher that he received about three phone calls, e-mails or faxes per week from people who are considering home schooling their children. Shortridge, a curricula provider based in the Western Cape, informed the researcher that in 1997 he issued approximately 550 curricula to home school practitioners. In 2001 his figure was 650. This is not a large increase over a four year period, but it must be borne in mind that about fifteen other curricula providers are now available to the home schooling community in South Africa.

Due to the size of the population and the scope of this study, it is neither practical nor economical to involve the entire population in the research. On 17 March 2001 the researcher attended the Annual General Meeting (AGM) of the Western Cape Home Schooling Association (WCHSA) and a sample will be selected from the population available at that meeting. This form of sampling is termed purposeful (or theoretical) sampling as it allows for the '... identifying of information-rich cases' (Mertens 1998:261) and offers the researcher opportunity to gain a



significant amount of information for each case study. The goal of this form of sampling is not to generalize to the population, but more to find participants who are able to offer in-depth information and their personal experiences.

The families will be selected according to the ages of their children. Learners of primary school age were chosen as a great deal of social development occurs during this period. Most of the children who are being taught at home are in this phase at school. Furthermore, it is the age when learners start forming closer, more intimate ties with their peers and they '... move from primarily dyadic friendships to belonging to a peer network and peer cliques' (Craig 2000:59).

The researcher was given a time slot of ten minutes in which to explain her dissertation topic and research to those in attendance at the AGM of the WCHSA. A Parents' Questionnaire (Appendix A) was handed out to those present. Of the approximately forty-nine people who were there, including the vendors, sixteen families completed the questionnaire. Of these sixteen, seven indicated an interest in participating in the research study and four were selected for the study. These four families will be contacted and will form the case studies (Appendix A1).

From the sample of the population, participants for four case studies can be identified as follows (Section 3.3.1):

Case Study 1 - Family A – both parents and three children, ages 13, 10 and 7.

Case Study 2 – Family B – both parents and two children, ages 11 and 8.

Case Study 3 – Family C – mother and son, aged 11.

Case Study 4 – Family D – mother and son, aged 9.

### **3.6 Research Method**

Qualitative research is defined by Mertens (1998:159,160) as being

'... multimethod in focus, involving an interpretive, naturalistic 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 meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials... that describe routine and problematic moments and meanings in individuals' lives'.

accurately describe the children's social development and relations with others. These possible inaccuracies may be due to bias towards their children on the parents' behalf. Another problem may involve the instruction given to the children for the completion of their drawing. While the instruction will be kept as simple as possible to facilitate understanding, further explanation may be needed to ensure that the younger children know what is expected from them.

The findings will be reported in case study methods. Case studies are described by Stenhouse (1988:49) as '... naturalistic, qualitative, descriptive, responsive, interpretative' and the '... collection of data on site is termed "fieldwork"'. He states that case study methods generally involve the use of 'interviewing' and 'questionnaires'.

Huysamen (1994:168) states that the term case study '... pertains to the fact that a limited number of units of analysis such as an individual, group or institution, are studied intensively, and not to some or other technique which is applied'. The objective of a case study is to investigate the characteristics of a particular system or community. Further, he states that 'so-called fieldwork' is undertaken where the researcher enters the natural setting under research (Huysamen 1994:168).

Mertens (1998:166) states that a case study can also be described as '... one type of ethnographic (interpretive) research that involves intensive and detailed study of one individual or of a group as an entity, through observation, self-reports, and any other means'. In keeping with the above definitions the researcher has completed fieldwork in the homes of the participants, has investigated a limited number of aspects within the broad concept of social development and used a small sample of the population in the home schooling community.

### **3.8 Conclusion**

The methodology used to answer the research question was described in this chapter. Contained within the design and method are descriptions on qualitative research, the statement of the problem, data collection procedures, the population and participants, and the data analysis and interpretation including relevant information on case studies. All significant terms were defined and discussed in relation to the research being undertaken.

Chapter four reports on the data and the analysis of the data.

## CHAPTER FOUR

### FINDINGS

#### 4.1 Introduction

The focus of this study centred on the socialization of home educated children with respect to how the parents could make appropriate provision for their social development. Findings from the literature indicated that peer relationships were an important aspect of social development and that participation in extra-curricular activities would provide children with contact with this group. It also focused on the need for parents to have sufficient knowledge and advice to ensure the satisfactory social development of their children. Four family case studies were selected from volunteers. Data were gathered using a focus group interview, individual interviews, semi-structured and structured questions (verbal and written) and children's drawings.

The case studies provided perspectives on the focus of study from the points of view of the children and their parents. Pseudonyms have been used for all the participants but the ages and gender of the children and adults are accurate. The data collected from the participants in Family A are presented as an example in Appendices following the bibliography. The researcher had to transfer the information in questions 6 and 11 in Appendix B1 to protect the names of the children. She also had to alter the names on the children's drawings (Appendix D1; D2) where family members are mentioned by name. The shaded areas in all the genograms (Figures 1 - 4) indicate members of the family who did not participate in the research.

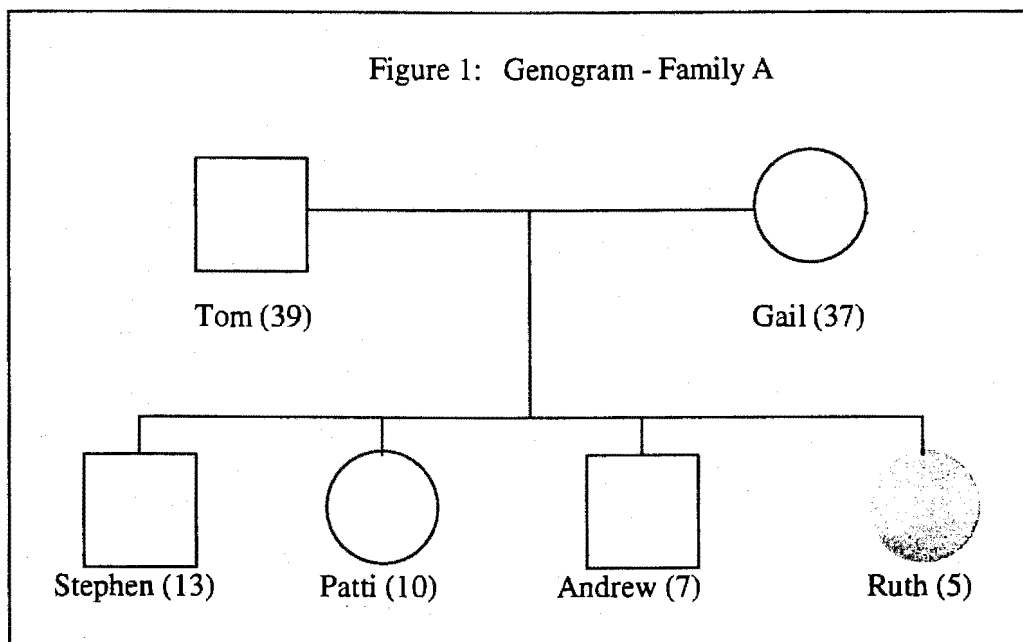
The findings will be described in two sections. The first section discusses the findings on the ratings scales, the children's drawings and the parents' reasons for home schooling. The second section involves the interpretation of the literature. The same format will be used in all four case studies, although particular emphasis was placed on socialization in Case Study Three–Family C.

#### 4.2 Case Study One – Family A

##### 4.2.1 *Biographical Details*

Family A consists of six members. The parents are in the thirties and there are two boys and two girls in the family. The age range of the children is from five to thirteen years (Figure 1). The

two oldest children attended mainstream schooling for three years and one year respectively. The children would be in grades seven, four, one and in pre-school this year had they attended a traditional school. The family lives in one of the outlying districts of Cape Town. The initial reason the parents chose to home school their children was academic, but the family's religion was also an important factor. The father, Tom, is a data base administrator in banking and the mother, Gail, is a qualified graphic designer.



#### 4.2.2 *The Home School Setting and Extra-curricular Activities*

Gail does all the teaching with the exception of Stephen's mathematics and various science projects that are Tom's responsibility. Only the family members are involved in this home schooling setting. The children do not work at a fixed place in the home each day. Depending on the task they may work in the lounge, the kitchen or in their bedrooms. The older children become involved with their younger siblings' work. Patti reads with them and Stephen teaches basic science experiments. They also assist with spelling and grammar during creative writing time. Gail and the children attend educational outings with other home schooling families in the area.

Stephen used to attend Scouts regularly before the family moved to their new home. No group is available to him now. He and Patti attend a weekly individual music lesson. Patti and Andrew

go horse riding once a week where they are in a group with other children. The children are involved with church activities and youth groups once a week (Sections 4.6; 5.2.1).

#### 4.2.3 Participants

With the exception of Ruth who was too young to participate, all members of this family participated in the study. Data were gathered according to the following table:

Table 2: Participants – Family A

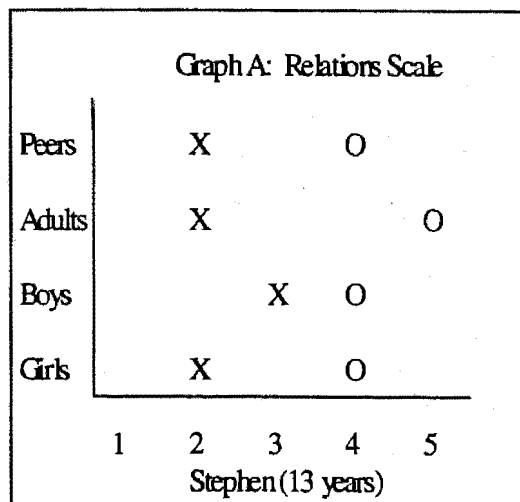
	Focus group interview (semi-structured questions and rating scales)	Structured questions and self- rating scales (written).	Structured questions and self-rating scales (verbal).	Kinetic School Drawing.
Tom	✓			
Gail	✓			
Stephen		✓		✓
Patti		✓		✓
Andrew			✓	✓

Tom and Gail indicated an interest in participating in a focus group interview on the Parent's Questionnaire (Appendix A1). Other families involved were B and D. Patti and Stephen (Appendices C1; C2) completed questionnaires as they had good reading and writing skills and Andrew (Appendix C3) completed an interview with the researcher who wrote down his responses verbatim. The children completed the Kinetic School Drawing in order to obtain information on emotional indicators regarding their social development (Appendices D1; D2; D3).

#### 4.2.4 Findings

Findings in the areas of social relations, social development, friendships and reasons for home schooling will be examined.

#### 4.2.4.1 Ratings of Relations Scale



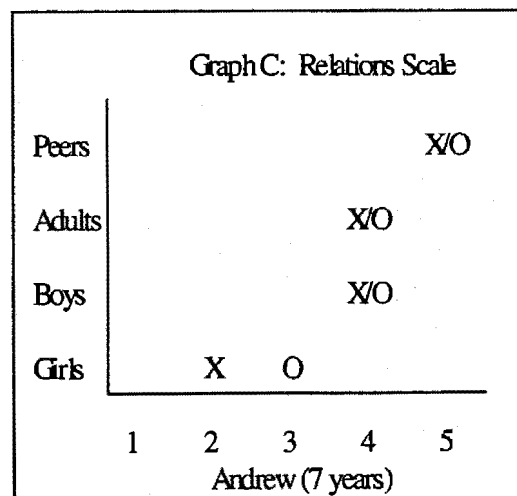
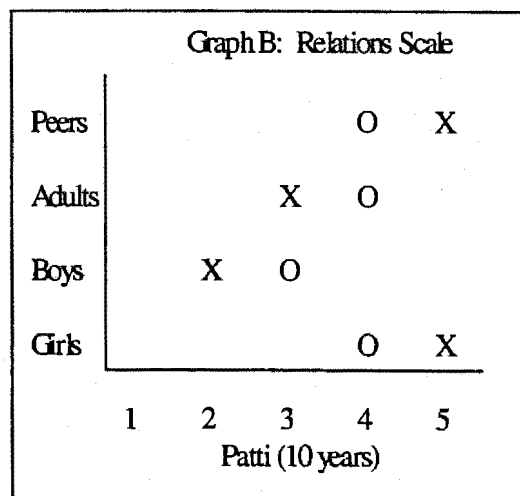
Key:

O Parent's perception of the learner's relationships with others.

X Child's perception of his relationships with others.

1 Poor ability to get along with the group

5 Great ability to get along with the group



From Graph A, it can be seen that Stephen's parents are more optimistic about all his relationships with others than he is. Graph B shows that Patti and her parents have similar perceptions of her relationships with other people. With the exception of his relationships with girls, Andrew (Graph C) and his parents rate his relationships with those around him the same. These relationships are discussed in detail in Section 4.2.4.4

#### 4.2.4.2 Social Development

Schaffer's (1996:317-319) developmental trends were used to develop The Social Developmental Trends Rating Scale (SDTRS) (Section 2.3.2; Appendices B1; C1; C2; C3). The rating scale was used by the children and their parents to rate the children's social development. The same

items appeared on both the parents' and children's scales although language appropriate to the children's developmental level was used.

When looking at Stephen's SDTRS (Appendices B1; C1) it can be seen that he and his parents agree he is part of a mixed sex group of children. However, Stephen considers himself to be learning to relate with members of the opposite sex, whereas his parents think that he is too young to be doing this. Furthermore, he stated that he liked to do and think as his friends. Stephen's parents did not think that he was influenced by his peers. Stephen's best friend is a boy of ten years old and they have been friends for about three years (Section 4.6).

The following interpretations can be made about Stephen's drawing (Appendix D1) based on indicators in the literature: The size of the figures in Stephen's Kinetic School Drawing (KSD) show feelings of timidity, shyness, withdrawal, inadequacy and insecurity (Klepsch & Logie 1982:43; Koppitz 1968:35; Ogdon 1984:69; Urban 1994:33; Section 5.2.2). The appearance of short arms is indicative of the fear of those in power (Klepsch & Logie 1982:44), poor adjustment (Ogdon 1984:82) and lack of ambition with feelings of weakness and giving in to life (Urban 1994:11). Shading of the mother figure is indicative of anxiety (Klepsch & Logie 1982:46; Koppitz 1968:46). Furthermore, Ogdon (1984:70,71) identified the sketchy strokes that Stephen used to complete his drawing as indicators of poor self-concept and low self-esteem in adolescents. The presence of three profiles indicated reluctance to face and communicate with others and that interpersonal relationships tend to be more reserved (Ogdon 1984:86). Stephen's drawing of himself, in both profile and front view, indicated social uneasiness and evasiveness in social contacts (Ogdon 1984:86).

Patti's SDTRS (Appendix B1; C2) showed that she liked to choose her own friends and preferred them to share some of her interests. Tom felt that Patti's friends were not always similar to her and indicated that she was 'friends with everyone' and that her groups of companions were 'diverse'. Patti's parents told the researcher that she has one best girl friend and she preferred playing with girls. Her best friend is about a year younger than Patti and they have been friends for three years. Her parents said that her relationship with this friend is more meaningful than relationships she has with other children (Section 4.6).

The following interpretations can be made about Patti's drawing (Appendix D2) based on indicators in the literature: Patti's KSD consisted of four individual pictures that had each been compartmentalized. Clawson (1962:79-83) considers this an expression of insecurity and anxiety. This is also an indication of feelings of inadequacy related to the demands made by adults. Patti has responded to these feelings by isolating herself from others. All the pictures were small and this is indicative of timidity, shyness, withdrawal, inadequacy and insecurity (Klepsch & Logie 1982:43; Ogdon 1984:69; Urban 1994:33; Section 5.2.2). Her profile figures suggested evasiveness, with reluctance to face and communicate with others and reserved interpersonal relations (Ogdon 1984:86). Another indication of difficulty when dealing with the environment (Klepsch & Logie 1982:44; Urban 1994:29) and associated with feelings of insecurity and inadequacy (Ogdon 1984:83) is seen with the omission of hands in one of the figures. Furthermore, the petal like fingers seen on the balance of her fingers is indicative of infantile emotionality (Urban 1994:27).

When examining findings on Andrew's SDTRS (Appendices B1; C3), the following can be noted: Tom and Gail state that he is starting to be more selective about his choice of friends, whereas Andrew indicated clearly that he chooses his own friends. He indicated a preference for boys over girls whereas his parents feel that he is part of a mixed group and rate him highly on this aspect. Both Andrew and his parents agree that he can play with a group of other children. Andrew stated that he preferred his friends to share some of his own interests, whereas Tom states that he is 'friends with everyone' (Section 4.6).

The following interpretations can be made about Andrew's KSD (Appendix D3) based on indicators in the literature: Andrew's drawing shows all the parts of the human figure expected from a seven year old boy (Koppitz 1968:330). However, the omission of hands indicates feelings of insecurity with difficulty dealing with the environment (Klepsch & Logie 1982:44; Urban 1994:29; Section 5.2.2) feelings of insecurity and inadequacy (Ogdon 1984:83) and feeling small and insignificant with difficulty reaching out to others and communicating with them (Koppitz 1968:44).

#### 4.2.4.3 Reasons for Home Schooling

Tom and Gail have been home schooling their children for three years. They selected home schooling as an educational alternative initially mainly for academic reasons. They were



concerned about the standards of education in their children's school. Tom commented that Stephen '... was not achieving his full potential in school' and Patti '... was part of the pilot class of Outcomes Based Education and we felt that she was behind academically by the end of grade one when compared with pre-school'. After these academic reasons became apparent, he and Gail also started considering religious reasons. Their concerns involved the teaching of sex education in the classroom as well as that 'Christian education' had been '... thrown out of the schools' (Tom). Furthermore, Gail expressed her concerns about the children losing their independent thought and wanting them '... to adopt their own philosophy based on Christian principles'. In essence the couple want to '... bring up the children in the way of the Lord' (Tom). From the social aspect, Tom also expressed his concerns about '... drugs, abuse and violence' that now are more prevalent in schools. Stephen indicated that he was home taught as he could '... learn more, on a Cristian (sic) basis'. Patti stated that her parents taught her at home '... so we learn what they want' and Andrew stated he was home educated '... because I don't have friends at kindergarten' and '... I can't play by myself' (Section 4.6; Appendices B; C1; C2; C3; E).

#### 4.2.4.4 Interpretation of the Data

The data will be interpreted by means of comparing literature with the findings. Where appropriate reference will be made to theorists such as Erikson, Sullivan and Kohlberg (Section 2.2). Furthermore, Hartup, Bowlby and Schaffer as well as researchers in the home schooling and socialization fields will be referred to.

The themes of withdrawal, insecurity, inadequacy and anxiety were found in all the children's drawings (Section 4.6). Furthermore, they all show difficulties when dealing with the environment and communicating with others.

When comparing Stephen's Relation Scale (Graph A) to the scale completed by his parents the differences are marked in the areas of 'Peers', 'Adults' and 'Girls' (Appendices B1; C1). According to Erikson's Psychosocial Theory, Stephen is in the phase of Identity *versus* Role Confusion. It is a time for adolescents to be involved with their peers in an effort to confirm their identities (Erikson 1974:254). It is apparent from Stephen's assessment of his peer relations that he feels isolated from other adolescents. This is confirmed by the fact that his best friend is three years younger than he is. Furthermore, Stephen is at present not involved in a variety of extra-

curricular activities where he would be able to make friends his own age. It is possible that during the previous phase of Industry *versus* Inferiority Stephen was unable to develop his sense of competence within his peer group. Furthermore, it seems that he may be entering adolescence without sufficient social skills preparation.

According to Schaffer (1996:318) young adolescents such as Stephen think and do as their friends. Although his parents do not feel that he is influenced in any way by peers, it would be expected for this form of peer identity to take place (Schaffer 1996:318).

Patti's relationships as indicated on her Relations Scale (Graph B) are in keeping with Sullivan's Interpersonal Theory. She has 'a chum' of the same sex and similar age (Sullivan *et al* 1953:227). She rates herself high on her relations with her peers and girls (Appendix C2). According to Sullivan *et al* (1953:248) she should be involved in a close relationship with a same sex friend to develop successful relationships with others of the same sex in later life. Her low rating of boys is expected from a girl of this age who is more likely to show interest in the opposite sex in a few years time. At the age of ten years, Patti would be in the Industry *versus* Inferiority phase where intense comparison among peers occurs (Shyers 1996:24) in an effort to form an identity. According to Erikson (1974:151) Patti should develop a sense of industry or feelings of inferiority will make successful progress into the next stage difficult.

Andrew is in the Industry *versus* Inferiority stage of Erikson's Psychosocial Theory. During this phase he would be expected to form an identity of his own while among his peers (Shyers 1996:24) and it would be essential that opportunity for peer contact be provided. Both Andrew (Graph C) and his parents rate his peer relations highly and it is likely that in later years Andrew will move successfully to the stage of Identity *versus* Role Confusion. According to Sullivan *et al* (1953:227) the juvenile phase is the period when learners become social particularly with a friend of their own sex. Schaffer (1996:317) states that learners of this age should become more selective about their choice of friends who generally share similar interests with them. While Andrew's own ratings on his SDTRS agree with these developmental trends of Schaffer, his parents' comments do not (Appendices B1; C3).

According to the children's parents, they all have friends. Stephen and Andrew each have four friends and Patti has five. Stephen feels he has more than five friends, Patti feels she has about

seven and Andrew considers himself to have two friends. Each person states that the children see friends about once a week. They see each other at youth groups, home school outings, extra-curricular activities and in the neighbourhood (Sections 4.6; 5.2.1; Appendices B1; C1; C2; C3).

Hartup (1992:199) states that friendships are advantages rather than necessities (Section 2.3.1). Tom commented that friendships are needed to develop skills such as sharing and do not have to be with one of the same age. Gail agreed with Hartup's statement as she feels that friends are not necessarily peers, but friends are needed to talk to and to be accepted by. Hartup (1989:120) considers the importance of horizontal relationships (Section 2.3.1). This is where the relationship between those of equal social power provides for the acquisition of skills. It appears that all three of Tom and Gail's children have experience with horizontal relations although there is evidence in the Kinetic School Drawing that they do not necessarily feel adequate and secure in these relationships. The participation in regular extra-curricular activities would provide some opportunity for these relationships to occur. However, according to these findings, it seems that these children do not have sufficient contact with others. The types of activity, with the possible exception of youth group, do not necessarily allow for optimum peer contact. While horse-riding lessons permit some interaction, it is more likely that not enough interaction occurs during the lesson (Section 4.7). Private music lessons and horse riding where there is considerable contact with the teacher would be an example of vertical relationships (Hartup 1989:120) where knowledge and skills are taught by an adult who has more status than children. According to Simmons (1994:48) the purpose of extra-curricular activities is to reduce social isolation among children (Section 1.3.1f).

With regard to reasons for home schooling, Gail and Tom's reasons are closely related to many other home schooling parents (Section 2.5.2). Van Oostrum and Van Oostrum (1997:2), Fash (1995:18) and Jeub (1995:52) all consider academic reasons as one of the main reasons parents home school their children. Tom and Gail felt they could offer their children education of a higher standard than that they were receiving in their traditional school. Particular academic strengths in home schooling include more opportunity to identify and cater for different learning styles, more personal attention can be provided and the individual pace of work and individual interest of each child can be taken into consideration (Section 2.5.3.1.3). The family is deeply religious and the parents want the children to grow up practising 'Christian virtues' (Clark

1993:295). Their close involvement with the church and church related activities confirms what Hahn and Hasson (1996:73) refer to as 'real socialization'. Lee (1996:30) and Duffey (1998:23) both found religious conviction to be one of the main reasons parents home school their children. While societal reasons were not Gail and Tom's main reason for home schooling, the latter expressed his concerns about drugs, violence and abuse. Jeub (1995:51) echoes these concerns as one of the main reasons for educating his daughters at home.

#### **4.2.5 Summary of Findings – Case Study One – Family A**

There are some concerns with the social development of the three learners involved in this case study. Findings show that socialization is adequate in some areas. However, there are indications on the Kinetic School Drawing of some emotional problems in all three learners. The main indicators are feelings of insecurity, withdrawal and anxiety. Furthermore, some perceptions of relations with others are contradictory especially regarding Stephen. While the parents have made provision for social interaction it seems that not sufficient contact with peers, and friends in general, is being made. According to Erikson (Maier 1969:56) the main social agents for children who are in the primary school phase are those other than their parents. Furthermore, Sullivan *et al* (1953:231) consider it important that children of this age come into contact with other significant adults in order for them to draw comparisons between these adults and their parents.

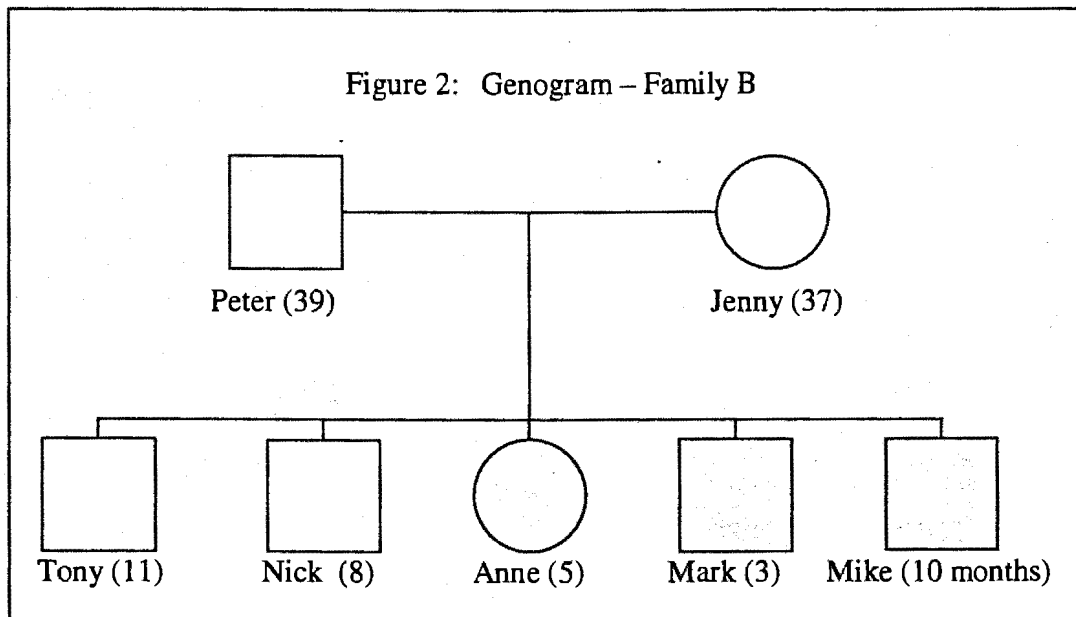
It appears that Gail and Tom have made some provision for their children's social development but there are indications in the findings that the interactions with other children are not sufficient for satisfactory socialization.

### **4.3 Case Study Two – Family B**

#### **4.3.1 Biographical Details**

Family B consists of seven members. The parents are both in their late thirties. There are four boys and one girl in the family. The age range of the children is from 10 months to eleven years old (Figure 2). The two oldest children went to traditional schools for three years and one year respectively. The boys would have been in grade five and two respectively had they remained in mainstream schooling. The three younger children are all pre-schoolers. The family lives in one of Cape Town's southern suburbs. The primary reasons Peter and Jenny started home schooling

were concerns over their children's socialization and their own religious viewpoints. Peter is an electrical engineer involved in telecommunication software development and Jenny is a qualified pharmacist. The family moved to Cape Town from Gauteng just over two years ago. Only the parents and the two older children participated in the research study as the other three children were too young to be included.



#### 4.3.2 *The Home School Setting and Extra-curricular Activities*

Jenny does all the teaching, although Peter does do small amounts when appropriate. Only immediate family members are involved in the home schooling setting. The children complete their reading at either the kitchen or dining room table, or on a lounge chair. The written work is done at their desks in the study. The children do help each other with work whenever they can. Jenny and the children meet with other home schoolers once a week. The group may go on an educational outing together or meet to play or have an art lesson.

Tony and Nick play either cricket or hockey (seasonal) once a week and attend Cubs or Scouts weekly. Furthermore, both boys have a weekly music lesson and are involved with church activities each week. They also go to drama lessons on a weekly basis. With the exception of their individual music lesson, the children's activities are group or team based. Team sport as well as Cubs and Scouting are all activities where a great deal of interaction with other children takes place. Participation in these activities is likely to enhance social development (Sections 1.3.1e; 4.6; 5.2.2).

#### 4.3.3 Participants

Data were gathered according to the following table:

Table 3: Participants – Family B

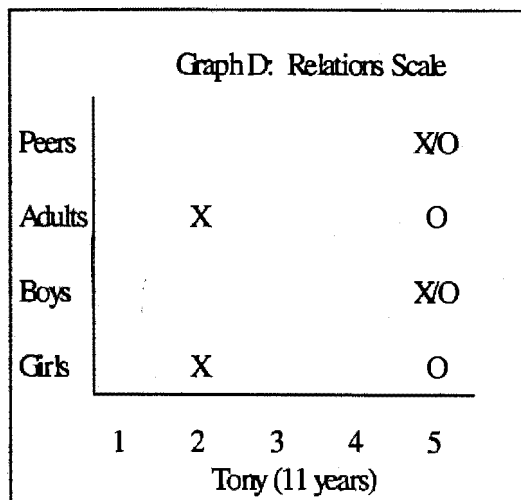
	Focus group interview (semi-structured questions and rating scales)	Structured questions and self-rating scales (written).	Structured questions and self-rating scales (verbal).	Kinetic School Drawing
Peter	✓			
Jenny	✓			
Tony		✓		✓
Nick			✓	✓

Peter and Jenny indicated on the Parents' Questionnaire an interest in participating in a focus group interview for this research. Other families involved were A and D. Tony was able to complete a written questionnaire as his reading and writing skills were good. Nick was interviewed and his responses written down verbatim. The boys completed the Kinetic School Drawing in order to obtain information on emotional indicators regarding their social development.

#### 4.3.4 Findings

The data are presented in the same manner as was done with Family A.

##### 4.3.4.1 Ratings of Relations Scale



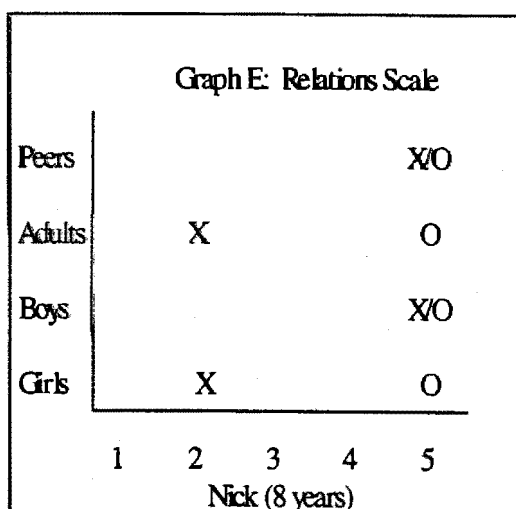
Key:

O Parent's perception of the learner's relationships with others.

X Child's perception of his relationships with others.

1 Poor ability to get along with the group

5 Great ability to get along with the group



Key:

O Parent's perception of the learner's relationships with others.

X Child's perception of his relationships with others.

1 Poor ability to get along with the group

5 Great ability to get along with the group

When looking at Graphs D and E it can be seen that they are identical (Section 4.3.4.4). The children were not together at the time. Nick completed the questionnaire verbally and Tony completed a written one. It can be seen that the parents were more optimistic about their sons' relationships with adults and girls (Section 4.3.4.2) than what Tony and Nick were. Peers and boys were rated identically by all the participants.

#### 4.3.4.2 Social Development

The Social Developmental Trends Rating Scale (SDTRS) was completed by Family B. Schaffer (1996:317) describes developmental trends according to approximate age groups.

Tony's SDTRS indicated that he and his parents agree he is becoming more selective about his choice of friends and prefers them to share at least some of his interests. Tony and his parents concur that he prefers having friends who are boys but is also friendly with girls. However, he does rate himself fairly low on the 'Girls' item of the Relations' Scale (Graph D). His dyadic relationships also show that they are becoming more intimate and meaningful. Tony's best friend is about one month older than him and has been a close friend for about eighteen months (Section 4.6).

The following interpretations can be made about Tony's Kinetic School Drawing (KSD) based on indicators in the literature: Tony's figures were both very small indicating insecurity, withdrawal, shyness, timidity, inadequacy and feelings of inferiority (Klepsch & Logie 1982:43; Ogdon 1984:69; Koppitz 1968:44; Urban 1994:33; Section 5.2.2). The placement of the drawing at the top of the page indicated a striving for achievement and finding it difficult to

achieve goals (Ogdon 1984:68; Klepsch & Logie 1982:46). The absence of feet on both the figures suggested general insecurity and feelings of helplessness (Ogdon 1984:85) and a sense of lack of mobility or autonomy (Urban 1994:25). The figures were drawn in compartments which according to Clawson (1962:79-83) is an expression of insecurity and anxiety. Furthermore, Tony drew both figures with their back to the viewer. Ogdon (1984:86) suggested a possible paranoid or psychotic condition when this indicator is present in drawings. However, the researcher has been into the home of these children and has seen the home school setting. The children sit at their desks facing the wall when working with their backs to the rest of the room. The figures were drawn doing formal written work and this would be a realistic representation of himself in the home school setting. Furthermore, the picture is drawn meticulously and the detail is very close to his learning environment. When the researcher stated that she was unable to see his face, Tony replied 'I'm facing that way, the wall, because I'm working'. The presence of long necks may indicate a rigid, formal or overly moral person (Ogdon 1984:78).

Nick's SDTRS indicated that he likes choosing his own friends. His parents indicate that he is beginning to choose his friends more carefully. Nick and his parents agree that he chooses his friends according to interest rather than gender. However, in the Relations Scale (Graph E), Nick scored 'Girls' rather low while his parents scored these relationships very high. Nick's parents indicated that he has more meaningful and sustained relationships in dyads. At present, he has no 'best friend' in Cape Town but has several good ones (Section 4.6).

The following interpretations can be made about Nick's KSD based on indicators in the literature: The size of Nick's picture suggests shyness, withdrawal, insecurity, with feelings of inferiority and inadequacy (Klepsch & Logie 1982:43; Koppitz 1968:44; Ogdon 1984:69; Urban 1994:33; Section 5.2.2). The placement of the drawing indicates possible striving for achievements and difficulties reaching goals (Klepsch & Logie 1982:46; Ogdon 1984:68). The presence of broad arms indicated a feeling of strength for achievement (Ogdon 1984:82) and a stress on physical power (Urban 1994:11) and the figure seated on the floor suggested insecurity (Ogdon 1984:86). Nick has drawn himself with his back to the viewer, sitting on the study floor working with a battery and a transformer. According to Ogdon (1984:86) a figure with his back to the viewer is indicative of possible paranoid or psychopathic conditions. When the researcher stated that she was unable to see his face, Nick stated, 'I am looking the other way because that's where the transformer and the battery are'.



#### 4.3.4.3 Reasons for Home Schooling

Peter and Jenny have been home schooling their children for two and a half years. Their initial concerns about their sons' socialization, as well as their religious views resulted in them choosing to home school their children. Jenny wanted to 'bring up' her 'own children' in her own way and the school was interfering with this as parent participation was not encouraged at the school. Her second son, who had been a social child at pre-school, had no friends when starting school and 'became introverted' (Jenny). Peter also wanted a more '... holistic way of education for their children' and found that the school was unable to provide this. He also felt that he and Jenny could '... do more in all fields of education' and they also wanted to take their 'religious views' into consideration. Jenny stated that they became concerned with the 'moral values' her children were learning and wanted prayer as part of life and God brought into everything. Peter commented on the children being '... stratified by age' and that '... this affected their behaviour towards each other during the holidays' as the older children generally did not play with the younger ones. Tony stated that his parents home schooled him '... because it' was 'better for me' and he would not be '... under constant pressure,' and Nick said he was taught at home '... because mommy loves me and doesn't want me away from home' (Section 4.6).

#### 4.3.4.4 Interpretation of the Data

Tony's and Nick's Kinetic School Drawing show feelings of insecurity, withdrawal, helplessness, anxiety and inferiority (Section 4.6). There are also suggestions of fantasizing to reach goals and finding these strivings difficult to obtain. There are suggestions in both their drawings that they are rigid with an extremely high sense of morality. This may be explained by the strong role religion plays in the family and high moral standards displayed by the parents and expected from the children.

When examining Tony and Nick's rating scales of their relationships with others it can be seen that they are identical (Graphs D and E). The parents of these children rate their children's relationships very high. The participants' ratings agree with those of their parents on the 'Peers' and 'Boys' scales. However, the boys rate their relationships with adults and girls far lower than their parents do.

At age eleven and eight respectively, Tony and Nick would be in Erikson's Industry *versus* Inferiority stage of social development. In keeping with this theory they identify strongly with

their peers and see relationships with them as being very good. This peer identification is important according to Erikson (1974:151) as it prevents possible feelings of inferiority when among peers. While peer relations are highly rated, there are signs on the KSD of feelings of inferiority and these may relate to their relations with others. Erikson's stage of Identity *versus* Role Confusion will be the next stage of Tony's development. Should these feelings of inferiority persist his progress within this adolescent stage may be hampered. According to this theory learners in this stage should have a great deal of contact with those outside their immediate family as they begin to measure their competence in relation to peers and adults other than their parents.

Tony has had a best friend of his own age for about one and a half years. Sullivan *et al* (1953:245) state that at this stage of development a need for a more intimate friendship with someone of the same sex develops and children become more sensitive to the feelings of others. Tony's friendship developed during the pre-adolescence stage and a close dyadic relationship is in place. Nick has no 'best friend' in Cape Town although he has one in Gauteng. Although only at the beginning of Sullivan's pre-adolescence stage, it appears that Nick is starting to develop a closer relationship with someone of the same sex.

According to Schaffer (1996:317) children in the childhood phase should be more selective about their friends. Both Tony and Nick indicated that they prefer to choose their own friends, while their parents indicate that their sons are both in the process of becoming more selective about their choice of friends. Peter and Jenny indicated that their sons both had friendships that were almost exclusively same sex, as did the boys. However, all members of the family indicated that the boys were not against having girls as friends. Nick and Tony showed on their SDTRS they preferred having friends who shared their interests which Schaffer (1996:317) recognized as being an important part of childhood. Jenny and Peter rate Tony high on this item, but rate Nick as average in this regard.

With regard to the boys' number of friends, Tony and his parents state that he has about ten friends. Nick indicated that he has five, and Jenny and Peter stated that he had between five and ten. The children stated that they saw their friends only once a week whereas the parents indicated interactions with friends about four or five times weekly. The boys were referring to individual friends and the parents were talking about interaction with any friend. The boys are

involved with hockey and drama once a week, cubs or scouts on a weekly basis, a private weekly music lesson and church activities once a week (Sections 4.6; 4.7; 5.2.2).

The importance of participating in extra-curricular activities is seen in Goin's (1998:3) comment that learners acquire social skills more easily in the company of their peers than in the company of adults (Section 1.3.1f). Interaction with others than those in the immediate family is also important according to Sullivan *et al* (1953:227) who stated that socialization problems found in the home can best be remedied within relationship to others. Furthermore, Simmons (1994:48) stated that extra-curricular activities provided opportunity for conflict resolution, and the development of social competence (Rubin *et al* 1998:627) was also an important factor (Section 1.3.1f). Hartup (1989:120) distinguished between two relationships that both need to be experienced by children as they provided particular functions. Vertical relationships would involve other adults who are generally in a teaching role. Horizontal relationships involve interactions with those of similar status and equal ability (Section 2.3.1).

Jenny and Peter's reasons for home schooling their children are similar to many practitioners of this educational choice (Section 2.5.2). They were initially concerned about their children's socialization but religious and moral views played an important role in their decision. Lines (1998:28), Hahn and Hasson (1996:67) and Clark (1993:302) all consider integration of ages more beneficial for satisfactory socialization. This was one of Peter's original concerns when electing to teach his children at home. Simmons (1994:47-49) regarded the ability to build a strong religious foundation, being able to teach values and morals, and teaching in a responsible manner as strengths in home education (Section 2.5.3.1.1). With regard to the children's moral development, Kohlberg (1987:284) stated that conformity to social environments and maintaining family expectations are level two characteristics of development. This family has looked closely at the society in which they live and their own relation to it, and want to do the right thing to develop their children's sense of what is right and wrong within the present day society.

Peter also stated his need to teach his children holistically and that he and Jenny would offer more in this line than what a school can. Duffey (1998:26) considered individual attention as a positive reason for home schooling, whereas on her website Fraker considered flexible hours and learning materials as well as the ability of the parents to adapt to their children's learning styles an advantage (Section 2.5.3.1.3).

Nick's comment on the reason for his home schooling reflects the attachment between mother and son in this home. When taking Bowlby's (1979:103) theory of attachment into consideration, this close relationship to his mother would be expected to result in Nick taking risks as he gets older. A close relationship of this nature can also lead to Nick providing a 'secure base' (Bowlby 1979:105) for others in the future (Section 2.4.1).

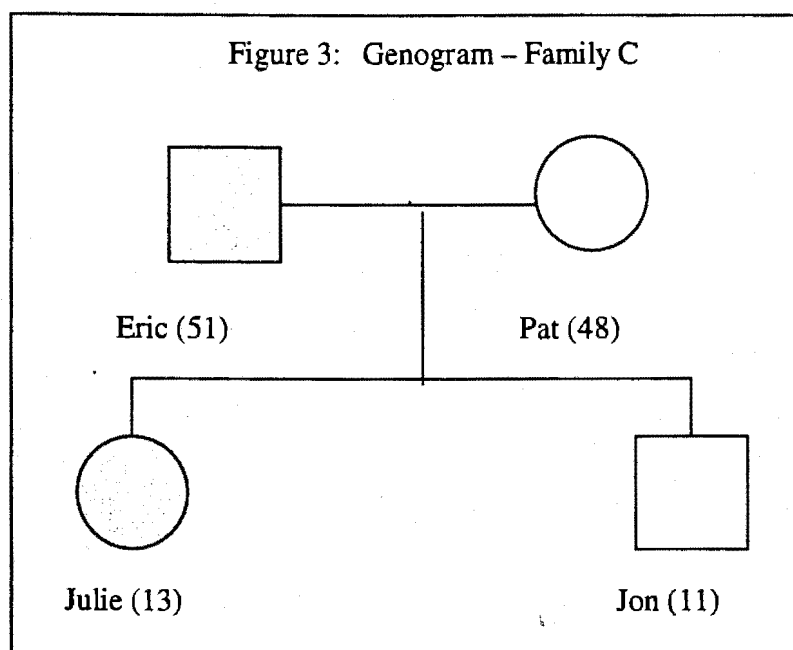
#### *4.3.5 Summary of Findings – Case Study Two – Family B*

Peter and Jenny have made provision for their children's social development as can be seen by the number of extra-curricular activities in which they are both involved. However, there is evidence in both the children's Kinetic School Drawings that they feel isolated. This is reflected in the feelings of shyness, timidity, withdrawal and insecurity noted from these drawings. It appears that Jenny and Peter rate their children's social relations with others rather high on some scales as the boy's ratings do not reflect this optimistic viewpoint.

### **4.4. Case Study Three – Family C**

#### *4.4.1 Biographical Details*

Family C consists of four members. The father is fifty-one years of age and the mother is forty-eight. They have a daughter, Julie, (13 years) and a son, Jon, (11 years) (Figure 3). The parents, Pat and Eric, run a Christian based recreation centre outside Cape Town and have been involved with this venture for eight years. The main reason for the mother's choice to home school her son was his socialization (Sections 4.4.4.2; 4.4.4.3). Pat felt that Jon was too involved with and influenced by his peers and that she no longer had a good relationship with him. Jon has only been home schooled for 2001 and will return to a traditional school setting in 2002.



#### 4.4.2 *The Home School Setting and Extra-curricular Activities*

Pat is entirely responsible for Jon's education. Her daughter was given home schooling as an option for this year but she elected to remain at school. During the first term Jon and Pat used the office/study as the home school setting. The second term found the dining room as the schoolroom. However, Pat found that when Jon was inside the house he became very distracted and did not focus well on his tasks. This term sees mother and son back in the office/study for lessons. There has been some contact for outings this year with Pat's cousin who is home schooling her children, although this has been minimal. Jon accompanies his mother when she offers lifts for outings at Julie's school. These outings take place '... every now and then' (Pat). During the winter months Jon has been going to gymnastics twice a week and in the summer he played cricket once a week and went swimming twice weekly. He has attended a church youth group weekly throughout this year (Section 4.6). The extra-curricular activities that Jon is involved in provide interaction with other children and this should make provision for social development and the enhancement of peer relations (Section 5.2.2).

#### 4.4.3 *Participants*

Only Pat and Jon participated in the research as they are the only family members involved in home schooling. Eric did not want to take part in the research study and Julie is taught in a traditional school setting.

Data were gathered according to the following table:

Table 4: Participants – Family C

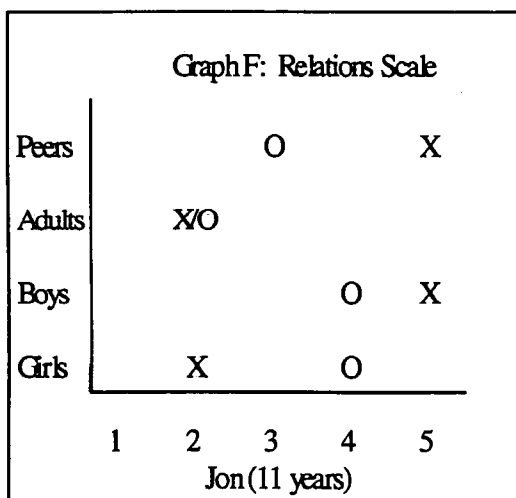
	Individual interview with semi-structured questions and rating scales.	Structured questions and self-rating scales (written).	Kinetic School Drawing.
Pat	✓		
Jon		✓	✓

An individual interview was conducted with Pat as she was the only parent who lived in her area who expressed an interest in the research study. As Jon has good reading and writing skills he completed a written questionnaire. He was asked to complete a Kinetic School Drawing in order to obtain emotional indicators that would offer information about his social development.

#### 4.4.4 Findings

The findings of case study three will be described in the same format as the previous two case studies.

##### 4.4.4.1 Ratings of Relations Scales



Key:

O Parent's perception of the learner's relationships with others.

X Child's perception of his relationships with others.

1 Poor ability to get along with the group

5 Great ability to get along with the group

Jon's Relations Scale (Graph F) indicates that he and his mother rate his 'Adult' relations identically, whereas she is less optimistic about his relations with peers and boys than he is. Furthermore, she rates his relations with girls far higher than he does.

#### 4.4.4.2 Social Development

A close look at issues relating to socialization (the SDTRS) took place as this was the original reason Pat decided to home school Jon. She described him as '... strong willed and difficult to handle,' furthermore he '... was causing a distraction at school' (Sections 4.4.1; 4.4.4.2). Jon indicated that he has become more choosy in the selection of his friends, whereas Pat only rates his behaviour in this aspect as average. With reference to peer group conformity and using peers as his reference group, Jon indicated that he did not do this at all. However, his mother indicated that this was a problem and that Jon did this too often. It is the main reason she removed him from school for 2001. Jon was adamant that he and his friends shared similar interests, whereas Pat indicated that this did not occur with all his friends. Jon indicated that he preferred to have boys rather than girls as friends and most of his friends were boys. He stated that he 'sometimes' had girls as friends. His mother indicated that he only had an average amount of same sex friends, and got on fairly well with girls (Section 4.4.4.2).

The following interpretations can be made about Jon's KSD based on indicators in the literature: The placement of Jon's drawing suggested that he is a reasonably secure person with a tendency towards self directed and emotional behaviour (Ogdon 1984:67; 5.2.2). The omission of his nose indicated feelings of powerlessness (Klepsch & Logie 1982:44) and withdrawal, anxiety and feelings of inadequacy (Koppitz 1968:44). The omission of legs and feet also indicate feelings of helplessness, immobility, insecurity, anxiety (Klepsch & Logie 1982:44; Ogdon 1984:84,85) and a lack of autonomy Urban 1994:35).

Jon indicated that he has about ten friends but Pat indicated that he only had around five and said he would number his friends at about ten. However, she said that some of his friends were not very good ones. Jon stated that he met these friends through home school and gym. His mother indicated that he had met them through home schooling, gym, church groups and his previous school. Jon has two 'best friends' both of whom he met this year. The one is nine years old and the other is twelve years old (Section 4.7).

#### 4.4.4.3 Reasons for Home Schooling

Pat's main reason for home schooling Jon was her concerns over his socialization. She '... was not happy with the way his character was developing', expressed her concern about her own voice '... being heard less and less' and that '... his character was developing along what his peers and teachers were saying'. She also indicated that '... he was not making good friends' and started home schooling '... to develop their relationship and establish his character' (Section 2.5.2.1). Jon stated that he was being taught at home '... for the experience'. He indicated that children should not be taught at home as they should be able to mix with other children, although at home he was able to work at his own pace. He stated that he missed not being with his friends and the challenges the classroom had to offer. He would prefer to be back at school with his friends who he could see every day (Sections 4.4.1; 4.4.4.2; 4.6).

#### 4.4.4.4 Interpretation of the Data

Particular emphasis has been placed on peer relations and socialization in this case study. Jon's relationship with his friends and teachers was the cause of Pat's concerns as she felt his character was developing around these outside influences.

Jon's Kinetic School Drawing was the only one that did not show feelings of inadequacy, withdrawal, shyness and timidity. This exception makes Jon an outlier. He has only been home schooled for 2001 and is going back to mainstream schooling in 2002. The limited amount of time he has been in home schooling may account for this difference. He does, however, display feelings of hopelessness and powerlessness. There are indications of him being self directed and demonstrating emotional behaviour. These personality traits may be the ones Pat expressed concerns about and part of the reason she has chosen to home school her son.

Jon is in Erikson's stage of Industry *versus* Inferiority. It is the time when children identify with and compare themselves with their peers (Shyers 1996:24). Furthermore, they begin to develop a work ethic that makes schoolwork and the classroom an important environment where they compare their abilities with those of their peers (Erikson 1974:250). It is in keeping with Erikson's stage that Jon finds the need to accept challenges from those around him and to be with his friends on a daily basis. He expressed a need to be back at school and in the classroom as he missed the interaction with his classmates (Section 2.2.1). Should this stage not be successfully resolved, Jon's identification with peers and skills acquired in the presence of his peers may not



develop appropriately. This would further impact negatively on his progress in the following stage of Identity *versus* Role Confusion. While Jon was adamant that he was not influenced by his peers and did not use them as a reference group, this would be expected to occur and is a part of the developmental process of children of this age. Pat found his involvement with his peers too intense and has removed him from this influence for this year. There is conflict between how Jon and his mother see his relationships with peers. Pat seems to perceive them as being stronger and more influential than her son does.

On the 'Boys' scale Pat rates Jon's relations lower than what he does. He indicates that he enjoys other boys' company and that these relationships are important to him. In accordance with Sullivan's Interpersonal Theory, Jon has close friends of the same sex. These relationships would be important for successful relations with those of the same sex in the future (Sullivan *et al* 1953:248; Section 2.2.4). Schaffer (1996:317) also states that friends of the same sex now become important and dyadic friendships are common. They generally share similar interests, a characteristic that Jon finds in his relationships with his friends. According to Schaffer (1996:318) interest in mixed sex groups and members of the opposite sex begins in adolescence. Jon's own evaluation of his relationships with girls would be expected at his developmental stage. He prefers the company of boys but his mother indicated that his relationships with boys and girls are on an equal footing.

Hartup (1992:317) states that friendships assist learners to acquire social skills and learn more about themselves. He refers to these horizontal relationships (Hartup 1989:120; Section 2.3.1) as 'unique' and 'egalitarian' as they involve those of '... similar social power'. These relationships allow for the development of skills, such as '... competition and sharing,' which are acquired among equals. Jon indicated a need for more involvement with his peers than his present education environment permits. These relationships also provide emotional support (Hartup 1992:184) and the findings from the Kinetic School Drawing indicated that Jon was feeling a sense of powerlessness and immobility at present, as if he were unable to progress successfully in his relations with his peers.

Jon's extra-curricular activities are limited at present. During the summer months he had more contact with peers (Sections 4.6; 4.7). Simmons (1994:48) states that interaction with his peers will reduce isolation (Section 1.3.1f) and it appears that Jon is feeling this way at present. Rubin

*et al* (1998:627) state interaction with peers and groups resulted in children who were socially competent (Section 1.3.1e). It is social competence that children in this developmental stage are aiming to achieve and it would be in the company of their friends that they do so (Section 5.2.2).

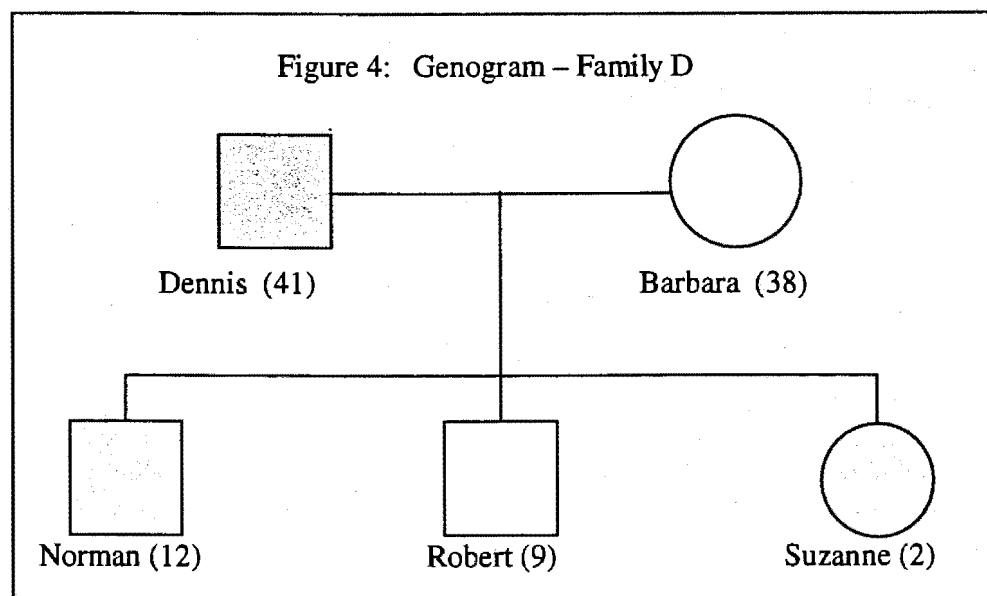
#### 4.4.5 Summary of Findings – Case Study Three – Family C

Pat has tried to make provision for Jon's socialization by arranging for him to attend gymnastics classes in the winter and a number of sports during the summer. He has attended youth groups throughout the year. However, findings on the Kinetic School Drawing show that Jon feels powerless and helpless. He also stated on his questionnaire that he wanted to go back to school to be with his friends and in the classroom as he misses the interaction and challenges that they provide. Jon is having some contact with his peers at various extra-curricular programmes and he does have friends. However, it appears from findings that the present amount of interaction is not sufficient to meet his social needs.

### 4.5 Case Study Four – Family D

#### 4.5.1 Biographical Details

Family D consists of five members. Barbara worked in banking for five years and has a diploma in food technology. Her husband Dennis is a contractor in home maintenance. They have two sons, Norman, 12 years and Robert, 8 years of age and a daughter, Suzanne, aged 2 years (Figure 4). The family resides in one of Cape Town's southern suburbs. The main reasons for Barbara's choice to home school her children were religion and socialization.



#### 4.5.2 *The Home School Setting and Extra-curricular Activities*

Barbara does all the teaching of her children. Occasionally Norman helps Robert with language and mathematics. The boys work in separate rooms as they tend to argue. Norman works in the schoolroom, whereas Robert usually works in his bedroom. Barbara and the children do attend outings with other home schoolers in the area. However, the children in the group are young and she is trying to find another group with older children in it. Robert goes to art lessons once a week and attends Bible Club and Sunday school on a weekly basis. During the summer months he goes canoeing two or three times per week (Sections 4.6; 5.2.2).

#### 4.5.3 *Participants*

Only Barbara and Robert participated in the research study. Dennis and Norman were not interested in participating in the research and Suzanne is too young to be a participant. Data were gathered according to the following table:

Table 5: Participants – Family D

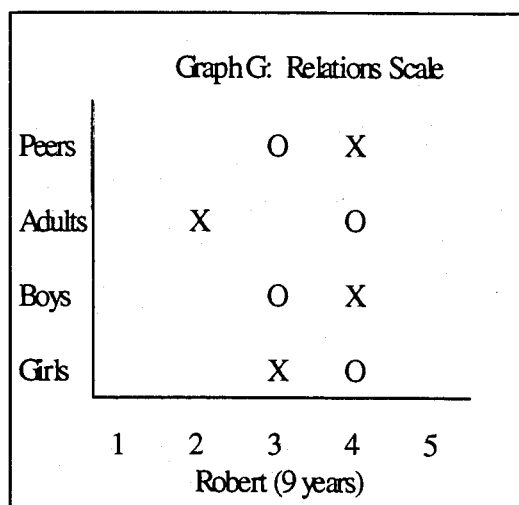
	Focus group interview (semi-structured questions and rating scales).	Structured questions and self-rating scales (verbal).	Kinetic School Drawing.
Barbara	✓		
Robert		✓	✓

Barbara indicated on the Parent's Questionnaire an interest in participating in a focus group interview for this research. Other families involved were A and B. Robert was interviewed using the same questionnaire complete by the children in families A and B and his responses were written down verbatim by the researcher. Robert was asked to complete a Kinetic School Drawing (KSD) in order to obtain information on emotional indicators that would offer valuable insights on his social development.

#### 4.5.4 *Findings*

The report of the findings will follow the same format as the previous case studies.

#### 4.5.4.1 Rating of Relations Scales



Key:

O Parent's perception of the learner's relationships with others.

X Child's perception of his relationships with others.

1 Poor ability to get along with the group

5 Great ability to get along with the group

Robert's Relations Scale (Graph G) indicates that Barbara feels that he gets on better with girls than boys. Furthermore, she rates his relations with adults much higher than what he does.

#### 4.5.4.2 Social Development

Robert stated that he did not like to choose his own friends. His mother indicated that he preferred certain friends. They both agreed that he played and mixed with boys and girls. There were no indications on the SDTRS that he was part of a same sex friendship group, although he has had the same 'best friend' who is about a year younger than him for three years. Robert indicated that he did not prefer to have friends who shared the same interests and Barbara stated that this was the case with some of his friends (Section 4.5.4.2).

Barbara and Robert both indicated that he had about six friends. He met them through pre-school, church and in the neighbourhood. Robert stated that did not see his friends '... that often, only at weekends,' whereas Barbara stated that he saw them around three times a week. They both stated that he mainly 'played' with his friends. Activities included playing with computer games and toys, and riding scooters.

The following interpretations can be made about Robert's KSD based on indicators in the literature: The size of the figures indicated feelings of inferiority, insecurity, withdrawal, shyness, anxiety and inadequacy (Klepsch & Logie 1982:43; Koppitz 1968:44; Ogdon 1984:69; Urban 1994:33; Sections 4.6; 5.2.2). The placement of the picture at the bottom of the page

confirmed these findings and also suggested depressive tendencies combined with a defeatist attitude (Ogdon 1984:68; Urban 1994:49). The presence of short arms indicated difficulty reaching out to others and into the world (Koppitz 1968:62), fear of those in power (Klepsch & Logie 1982:44), poor adjustment (Ogdon 1984:82) and a feeling of weakness and giving in to life (Urban 1994:11). Robert had drawn himself with his mother. He has his back to the viewer, which may suggest possible paranoid or psychopathic conditions (Ogdon 1984:86). When the researcher commented that she was unable to see his face, Robert replied that he was facing that way 'because I'm facing my schoolwork'. The researcher has been into the home of this family and seen the home school setting. Robert has a table in his room that is against the wall. When he works he faces the wall and his picture is a realistic representation of the home school environment. His mother faced the viewer.

With regard to Robert's extra-curricular activities, he attends art classes, Bible Club and youth group at present. During the summer months he canoes about three times a week. Some of Robert's extra-curricular activities involve him being in groups with other children but activities such as art classes and canoeing are more individually based. There is a lot of interaction in his Bible Club and Sunday school groups. Should Robert become more involved with others it may assist him to feel less isolated (Section 4.7).

#### 4.5.4.3 Reasons for home schooling

Barbara has been home schooling her children for four years. Her main reason for home schooling was described as '... totally Biblical and religious'. Her elder son was unhappy at school and after some thought and prayer '... God led her to make this decision'. She wanted to teach her children 'Biblical values' (Section 2.5.2). She was concerned about her elder son's low self-confidence which she stated improved after she began home schooling him. Robert stated that he was taught at home '... because I want to be taught at home'. He stated that children should be taught at home if they wanted to be, if not, then they can be taught at school. Robert has not spent any time in a traditional primary school classroom (Section 4.6).

#### 4.5.4.4 Interpretation of the Data

Robert is in Erikson's Industry *versus* Inferiority stage of social development. He would be expected to form an identity with and compare himself with his peers at this stage (Shyers 1996:24). To prevent a sense of inferiority developing Robert would need to identify closely

with his peers (Erikson 1974:151; Section 2.2.1) and compare his abilities with those of his age mates. This theory (Shyers 1996:25) also states that parents are no longer the main social agents and more interaction with those outside the home is needed to form an individual identity.

At age nine according to Sullivan *et al* (1953:245), Robert should be involved in friendships with same sex peers. A close friendship and a sensitivity to the needs of others results in successful same sex relationships in later life (Section 2.2.4). While Robert has a 'a chum' (Sullivan *et al* 1953:227) and indicated that he preferred the company of boys, Barbara indicated that he '... enjoys playing with gentle children and quite enjoys playing with girls'. She rated his relations with girls as being better than those he has with boys (Graph G).

According to Schaffer (1996:317) it would be unusual for a learner of this age not to choose his own friends and to be involved with those who share his interests. Furthermore, Robert would also be expected to be part of a same sex group at this stage of development. His feelings of isolation and difficulty reaching out to others and into the world as seen on the Kinetic School Drawing (Koppitz 1968:62) may be what is preventing Robert from being a member of groups.

With regard to friends, Robert does have about half a dozen with whom he has contact. However, he indicated that he saw less of them than what Barbara stated. According to the rating scales Barbara indicated that Robert's relations with adults are better than those with peers and other boys (Graph G). This would be considered unusual for a child of this age who would generally be involved with his friends in a number of different social environments (Sections 4.7; 5.2.2).

Hartup (1989:120) described vertical relationships where learners would be involved with adults who play the role of teacher and protector (Section 2.3.1). It appears that Barbara sees her son's vertical relationships as being stronger than his horizontal ones. However, Robert rated his relationships with adults fairly low and the horizontal relationships he has with his friends more positively.

It would be in these horizontal relationships that Robert would learn skills, such as sharing and conflict resolution, which require reciprocity among equals. One area where Robert would come into contact with those who are close to him in age would be in extra-curricular activities

(Section 4.6). Goin (1998:3) states that children acquire social skills more easily in the company of their peers than in adult company. This implies that time with peers is needed in order for social skills to be gained.

#### **4.5.5      *Summary of Findings – Case Study Four – Family D***

There are indications that Robert may be struggling with his relationships. It appears that he does not feel independent and self assured enough to choose his own friends. He stated that he does not see his friends often and this may be the reason for his apparent feelings of isolation, anxiety and insecurity. While Barbara has made provision for his social development with a few extra-curricular activities, it appears that Robert feels shy and timid. There were also indications on the Kinetic School Drawing of depression. It seems that Robert needs more contact with peers. More interaction with other children would help combat his present feelings of isolation, withdrawal and depression. Barbara and Robert were part of the focus group interview. He soon tired of proceedings and expressed a desire to go home. Barbara did not initially take him home but they did leave earlier than the rest of the participants.

#### **4.6          Overarching Themes and Trends**

The following themes and trends have been identified from data collected from the case studies:

- Most home school practitioners teach their children at home for religious, academic and social reasons. The reasons mentioned are the three main reasons according to the literature why parents home school their children. Fash (1995:17,18), Jeub (1995:51), Lee (1996:30), Van Oostrum and Van Oostrum (1997:2) mention these three factors as being the most popular reasons for home schooling as an alternative to traditional education. Duffey (1998:23) found religion the most important reason for home schooling but commented that it was not the only one. Bunday (1999) on his website, Duffey (1998:24), Fraker (1999) on her website, Latham (1998:85), Lines (1998:28), O'Sullivan (1997:28), Shearer on his website (1996), Shyers (1996:204) and Simmons (1994:48) all comment on how social aspects impact on home schooled learners (Sections 4.2.4.3; 4.3.4.3; 4.4.4.3; 4.5.4.3).
- There were indications on most of the children's Kinetic School Drawings of feelings of isolation, inadequacy, withdrawal, insecurity and shyness. Simmons (1994:47-49) stated that the relative isolation of home schooled children should be considered and Dailey (1999:29)

recognized the lack of extra-curricular activities as a weakness of home schooling. Clark (1993:291), Hahn and Hasson (1996:65), Moss (1995:151) and Moore and Moore (1994:50) suggested that socialization in the home is best. However, there were indications that this form of socialization may lead to feelings of isolation and withdrawal in children (Sections 4.2.4.4; 4.3.4.4; 4.5.4.4).

- All parents make some provision with regard to extra-curricular activities and their children's socialization. Rubin *et al* (1998:667) note the following four ways that parents can impact positively on their children's socialization. They suggest that making interaction with peers available, monitoring the contact where necessary, offering help should it be required and dealing with inappropriate behaviour lead to more positive peer relations. Furthermore, Rubin *et al* (1998:664) also identify three factors within relationships between parents and their children that provide for adequate socialization. These factors are: good social interaction between parents and children, sound parent/child relationships lead to a safe space for children to examine social environments and the opportunity for the children to form their own ideas about the relations they want with others (Sections 4.2.2; 4.2.4.4; 4.3.2; 4.3.4.4; 4.4.2; 4.4.4.4; 4.5.2; 4.5.4.4).
- Some developmental trends have not been reached. Schaffer (1996:316) states that 'developmental sequences' are expected and certain 'specific sets of characteristics at different age periods' will be attained. While some trends have not yet been reached by the children in this research study, Schaffer states these trends should be attained within a certain age period. Not all children develop at the same rate and differences in development would be expected to occur (Sections 4.2.4.2; 4.3.4.2; 4.4.4.2; 4.5.4.2).

#### **4.7 Conclusions**

After examining the case studies and comparing the literature with the findings it was apparent that some children were better socialized than others. Although most participants showed signs of isolation and withdrawal, many of them perceive themselves positively in their relations with others. Some differences between the parents' and children's perception on the rating scales were noted. The reasons for this cannot be stated except perhaps to say that these views would be the participants' subjective opinions and it would be difficult to assess who was more accurate. Without several more interviews no final statement can be made in this regard as more



information would be needed to confirm the findings in this study. The limited scope of this dissertation obviates a greater number of interviews. With some exceptions the participants in the research were developing adequately in their relations with others. Furthermore, most of them are reaching social developmental milestones within the expected age limits according to the literature. Parents have all made provision for extra-curricular activities and with this interaction some of the social needs of their children have been met. Although information could be given regarding the influence of extra-curricular activities on the children's socialization, without further research into the topic no final conclusions can be drawn. The most important reason for home schooling among these participants is religion, followed by academic and social reasons.

## CHAPTER FIVE

### RESULTS, CONTRIBUTIONS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 Introduction

This research study examined the challenges that parents who home school their children face and their possible need for knowledge and assistance to ensure the adequate socialization of their children. During the initial investigation of the literature the researcher found that interaction with peers and participation in extra-curricular activities may have a positive effect on children's socialization. This chapter consists of a restatement of the problem and a report of the results of the literature study and empirical investigation. Contributions and limitations of the study and the recommendations for further research and for home schooling parents are also included in this chapter. The chapter will close with the conclusions of the investigation of the research.

#### 5.2 Results

The restatement of the research question and the overall findings will be summarized in this section.

**The research problem can be stated as follows: Parents who are home schooling may be in need of knowledge and assistance to enhance the social development of their children.**

This study investigated the need for knowledge and assistance parents who are home schooling may have to ensure the satisfactory social development of their children.

##### *5.2.1 Results of the Literature Study*

The researcher found during her literature study that contact with the peer group and participation in extra-curricular activities would contribute to the enhancement of children's socialization (Sections 1.3.1e; 1.3.1f; 2.2.1; 2.2.4; 2.3.1; 2.3.2.1; 2.4.1; 2.4.2; 2.5.1.3; 3.1).

##### *5.2.2 Results of the Empirical Investigation*

In the empirical study it was found that parents made an effort to provide activities where their children would develop peer relationships (Sections 4.2.2 ; 4.3.2; 4.4.2; 4.5.2). It was also

found that certain types of extra-curricular activities, such as team sports and group activities, may provide better interaction among peers for some of the children who participated in the research (Sections 4.2.4.4; 4.3.4.4; 4.4.4.4; 4.5.4.4). The children who had spent longer periods of time in the home school setting showed more signs of withdrawal, timidity and shyness in the Kinetic School Drawing than the child who has spent only the year 2001 being taught at home (Sections 4.2.4.2; 4.3.4.2; 4.4.4.2; 4.5.4.2).

### **5.3 Contributions**

The researcher approached the research study by connecting with sources in the community rather than going the academic route. The chairman and his wife of the Western Cape Home Schooling Association were approached. This Association has offered support, contacts and valuable insights into the reasons why parents are home schooling their children. Literature on home schooling was also borrowed from this family. The chairman has requested a summary of the findings of this research study. He will publish them in his next newsletter and make the information available to a large number of home schooling practitioners.

This research has resulted in a body of knowledge regarding the importance of social development, peer relations and the participation in extra-curricular activities for the parents of home schooled children (Sections 2.2; 2.3; 2.4; 2.5.1). This information could contribute to the success of the children's socialization as the parents become more aware of their children's social needs. The parents could encourage their children to participate in appropriate extra-curricular activities where they meet other children. The influence of parent/child relationships and their influence on peer relations were examined (Sections 2.4.1; 2.4.2). Information on relevant topics has been made available to the parents. Furthermore, reasons for home schooling as well as strengths and weaknesses of home based education were examined (Sections 2.5.2; 2.5.3). Moreover, a number of contributors to the body of knowledge on home schooling as an educational option have been used and are available for future reference.

### **5.4 Limitations**

The sample for this research study was small and findings can only be used for this particular group of participants. The initial sample was taken from those who completed a Parents' Questionnaire at the Western Cape Home Schooling Association's Annual General Meeting held in March 2001. Very little literature was found that had been written from the South African

perspective regarding home schooling. Most journal articles and books written on this subject have been completed by researchers in the United States of America. No standardized instrumentation for measuring social development, peer relations and the influence of extra-curricular activities was used in this research. The differences in the rating scales reflected the varied perceptions of the participants' views on the children's social development. This was most likely due to the fact that parents and children rated the latter on scales in a subjective manner.

Most of the sources used in this research are from 1995 to 1999. The researcher searched the database of the University of Cape Town (UCT) and Edulis in Bellville, Cape Town to try to gain access to more recent books. She also contacted Jutta's Bookshop, Rondebosch Bookshop, Exclusive Bookshop and the UCT campus bookshop in an effort to obtain more recent information. The staff at the bookshops informed the researcher that more recent work was available but these books would need to be imported from overseas and the researcher was unable to do this due to limited time and funds. The UCT campus bookshop had recent work by Cole and Cole (2001) and Weiten (2001) available and the researcher was able to find some appropriate information in these two books.

Furthermore, the work by Sullivan, Perry and Gawel is dated 1953. From the appearance of the book it can be seen that this book was published at a much later date. A search on the database of the library of UCT revealed this to be the copyright date and no publishing date was available. While this reference is outdated the researcher wished to retain the work done by Sullivan *et al* as it offers useful information about the importance of peers and parents and is a valuable source for this research.

## **5.5 Recommendations**

The recommendations are based on the literature study and from findings in the empirical study.

### **5.5.1 - For further research**

- Following up the participants' social development in three years time to establish if they are still showing signs of withdrawal, isolation and insecurity may be useful for the parents and beneficial for the children should something be done to rectify the problem. Appropriate

social trends for their developmental stage can once again be measured on a rating scale. These findings can be examined and compared with findings from this research study.

- A study of the social development of children who are home schooled and traditionally schooled can be undertaken and the results of the two groups compared.
- An effort to establish whether age integration or age segregation in childhood is more beneficial for social development in adult life may help practitioners in their decision to home school their children.
- More knowledge on the value of different types of extra-curricular activities on social development and peer relations may assist home school practitioners to select those activities most beneficial for their children's socialization.
- A longitudinal study of home schooled and traditionally schooled children over the period of their school careers can be undertaken. This research would offer insights into the long-term effects home schooling has on children's socialization.

#### *5.5.2 - For parents who wish to home school their children (Assistance to Parents)*

- Parents should try to establish secure attachment relationships between themselves and their children as it provides children with the self-assurance to enter into new social settings (Sections 2.4.1; 2.4.2).
- Parents should provide for the participation in group oriented extra-curricular activities where horizontal relationships with peers can be experienced (Section 2.3.1).
- Parents can monitor peer contact and provide support and assistance with conflict and other problems whenever needed (Section 2.4.2).
- Parents need to teach behaviour that is more appropriate when the children are in the company of their peers (Section 2.4.2).

- Parents can be aware of the type of social behaviour children generally exhibit at certain developmental stages and try to seek help should problems be encountered (Section 2.3.2).
- Parents can demonstrate pro-social behaviour in their everyday lives for their children to observe and imitate (Section 2.4.2).

## **5.6 Conclusions**

The results of the literature study show that the social development of children would be enhanced in the company of their peers and with the participation in extra-curricular activities where some interaction with other children can take place. The results of the empirical investigation show that six out of the seven children who participated in the research show signs of timidity, shyness and withdrawal. The length of time that children are taught in the home school setting may have some bearing on this finding. Parents who are home schooling their children may find it beneficial to increase their knowledge on the importance of children's social development in order to enhance and ensure adequate socialization.

According to the findings (Chapter 4) it can be concluded that children who are home educated were not necessarily poorly socialized with respect to their peer relations and that peer relationships benefit social development (Sections 1.3.1e; 4.2.4.4; 4.3.4.4; 4.4.4.2; 4.5.4.4). Extra-curricular activities do make some provision for adequate peer relations and therefore do enhance social development. However, certain activities such as team sports may be more beneficial for peer interaction than individually based activities (Sections 1.3.1f; 4.2.4.4; 4.3.4.4; 4.4.4.4; 4.5.4.2).

The study is of value to parents who have elected to home school their children as it offers knowledge on the importance of social development and peer relations, and the influence of extra-curricular activities. It offers assistance (Section 5.5.2) to parents to help them provide opportunities for the adequate social development of their children.

The researcher solved the problem by investigating the types of information that would be of benefit to parents to ensure adequate socialization for their home schooled children by examining social development, peers, extra-curricular activities and home schooling.

The aim of this study was reached as the researcher has produced practical assistance (Section 5.5.2) to help parents in their efforts to offer opportunities to their children for satisfactory social development.

### **5.7 A Final Word**

The researcher has found this research of value as she has learned a number of strategies needed for researching topics. It has also brought her into contact with a number of interesting and extremely sincere home school practitioners who believe firmly in the educational choice they have made for their children. Furthermore, the researcher has learned a great deal about the topics of social development, peer relations, extra-curricular activities and home schooling.

## Bibliography

Anonymous. 1995. Home Schooler wants to play. *Executive Educator*, 17:9-12, May.

Bandura, A. & Walters, R. H. 1963. *Social Learning and Personality Development*. London: Holt, Rinehart & Winston.

Berger, K. S. & Thompson, R. A. 1996. *The Developing Person Through Childhood*. New York: Worth.

Bjorklun, E. C. 1996. Home Schooled Students – access to Public School Extra-curricular activities. *West's Education Law Reporter*, 109:1-12, June.

Blatchford, P. 1999. The state of play in schools. In *Making Sense of Social Development*. Eds. Woodhead, M., Faulkner, D. & Littleton, K. London: The Open University:101-119.

Bowlby, J. 1979. *The Making and Breaking of Affectional Bonds*. Suffolk: Richard Clay.

Bowlby, J. 1989. *A Secure Base: Clinical Applications of Attachment Theory*. London: Tavistock/Routledge.

Bunday, K. M. 1999. *School is Dead; Learn in Freedom!* (<http://learninfreedom.org/>).

Bukatko, D. & Daehler, M. W. 1998. *Child Development. A Thematic Approach*. 3<sup>rd</sup> Edition. Boston: Houghton Mifflin.

Clark, M. K. 1993. *Catholic Home Schooling*. Rockford: Seton Home Study School Press and TAN Books.

Clawson, A. A. 1962. *The Bender Visual Motor Gestalt Test for Children*. Los Angeles: Western Psychological Services.

Cole, M. & Cole, S. R. 2001. *The Development of Children*. 4<sup>th</sup> Edition. New York: Worth.



Cowie, H. 1999. Children in need: The Role of Peer Support. *In Making Sense of Social Development*. Edited by Woodhead, M., Faulkner, D. & Littleton, K. London: The Open University:137-150.

Craig, W. (Editor) 2000. *Childhood Social Development: The Essential Readings*. Malden: Blackwell.

Dailey, M. B. 1999. Home Schooled Children Gaining Limited Access To Public Schools. *Journal of Law and Education*, 28(1):25-35, January.

Diegmueeller, K. 1995. Home Schoolers gain access to School Activities. *Education Week*, 14:12,16, March.

Doyle, A.B. & Markiewicz, D. 1998. Parents' interpersonal relationships and children's friendships. *In The Company They Keep. Friendships in Childhood and Adolescence*. Eds. Bukowski, M.M., Newcomb, A.F. & Hartup, W.W. Cambridge: Cambridge University:115-136.

Duffey, J. 1998. Home Schooling: A Controversial Alternative. *Principal*, 77(5):23-26, May.

Erikson, E.H. 1950. *Childhood and Society*. Great Britain: C. Nicholls.

Erikson, E. H. 1968. *Identity Youth and Crisis*. London: Faber and Faber.

Erikson, E.H. 1974. *Childhood and Society*. Great Britain: C. Nicholls.

Erikson, E. H. 1982. *The Life Cycle Completed. A Review*. New York: W. W. Norton.

Evans, K. 1999. School's out Forever. *Sunday Age*, 7-10, 1 August.

Fash, C.L. 1995. *Issues relating to the Education of Children in the Home Setting*. Michigan: University Microfilm International.

Fraker, W. 1999. (<http://wendyfraker.uc.utoledo.edu/homeschool/goodbad.html>).

Goin, R.P. 1998. A Review of Peer Social Development in Early Childhood. *Early Child Development and Care*, 142:1-8, March.

Hahn, K. & Hasson, M. 1996. *Catholic Education: A useful Guide to Catholic Home Schooling*. San Fransisco: Ignatius.

Hall, A. 1998. Teaching at Home. *Prospero*, 4(1):44-45.

Hartup, W.W. 1989. Social Relationships and Their Developmental Significance. *American Psychologist*, 44(2):120-126, February.

Hartup, W.W. 1992. Friendships and their Developmental Significance. In *Childhood Social Development Contemporary Perspectives*. Ed. McGurk, H. Hove: Lawrence Erlbaum:175-205.

Hartup, W.W. 2000. The Company They Keep: Friendships and Their Developmental Significance. In *Childhood Social Development: The Essential Readings*. Ed. Craig, W. Malden: Blackwell.

Hood, M. K. 1996. *Contemporary Philosophical Influences on the Home-Schooling Movement*. Michigan: University Microfilm International.

Huysamen, G. K. 1994. *Methodology for the social and behavioural sciences*. Halfway House: International Thomson.

Jeub, C. 1995. Why Parents Home School their Children. *Educational Leadership*, 52(1):50-52, September.

Klepsch, M. & Logie, L. 1982. *Children Draw and Tell: An Introduction to the Projective Uses of Children's Human Figure Drawing*. New York: Brunner/Mazel.

Knoff, H. M. & Prout, H. T. 1985. The Kinetic Drawing System: A Review and Integration of the Kinetic Family and School Drawing Techniques. *Psychology in the Schools*, 22:50-59, January.

- Kohlberg, L. 1987. *Child Psychology and Childhood Education: A Cognitive Developmental View*. New York: Longman.
- Koppitz, E. M. 1968. *Psychological evaluation of children's human figure drawing*. New York: Grune & Stratton.
- Lape, P. N. P. 1996. *Home Schooling: A Historical Perspective*. Michigan: University Microfilm International.
- Latham, A. S. 1998. Home Schooling. *Educational Leadership*, 85(8):85-86, May.
- Lee, W. J. 1996. *Socialization of Home Schooled and Public Schooled Children*. Michigan: University Microfilm International.
- Lines, P. M. 1996. Home Schooling Comes of Age. *Educational Leadership*, 54(2):63-67, October.
- Lines, P. M. 1998. Educating a Minority: How Families, Policymakers and Public Educators View Home Schooling. *Journal of Early Education and Family Review*, 5(3):25-28, January/February.
- Lister, L. 1998. A Class of their Own. *Your Family*, 92-96, July.
- Machover, K. 1951. Drawing of the Human Figure: A Method of Personality Investigation. In *An Introduction to Projective Techniques and other Devices for Understanding the Dynamics of Human Behaviour*. Eds. Anderson, H. H. & Anderson, G. L. Eaglewood Cliffs: Prentice-Hall.
- Mason, J. 1996. *Qualitative Researching*. London: Sage.
- Maier, H. W. 1969. *Three Theories of Child Development*. New York: Harper and Row.
- Mayall, B. 1999. Children in action at home and school. In *Making Sense of Social Development*. Eds. Woodhead, M., Faulkner, D. & Littleton, K. London: The Open University:199-213.

- Maykut, P. & Morehouse, R. 1994. *Beginning Qualitative Research*. London: The Falmer Press.
- McMillan, J.H. & Schumacher, S. 1993. *Research in Education: A Conceptual Introduction*. New York: HarperCollins.
- Meighan, R. 1995. Home Based Education Effectiveness Research and some of its Implications. *Educational Review*, 47(2):275-287, November.
- Mertens, D. H. 1998. *Research Methods in Education and Psychology: Integrating diversity with quantitative and qualitative approaches*. California: Sage.
- Meyer, W.F., Moore, C. & Viljoen, H.G. 1989. *Personality Theories – from Freud to Frankl*. Johannesburg: Lexicon.
- Modgil, S. & Modgil, C. 1976. *Piagetian Research: Compilation and Commentary. Volume 6. The Cognitive Developmental Approach to Morality*. Rochester: Staples.
- Moore, R. & Moore, D. 1994. *The Successful Homeschool Family Handbook. A Creative and Stress-Free Approach to Homeschooling*. Nashville: Thomas Nelson.
- Moss, P. A. 1995. *Benedictines without Monstries: Homeschoolers and the Contradiction of Community*. Michigan: University Microfilm International.
- Mwamwenda, T. S. 1995. *Educational Psychology: An African Perspective*. Durban: Butterworth.
- Ogdon, D. P. 1984. *Psychodiagnostics and Personality Assessment: A Handbook. 2<sup>nd</sup> Edition*. Los Angeles: Western Psychological Services.
- O'Sullivan, G. 1997. Still a Challenge – Educating Children in the Bush. *Education Links*, (54):27-28.

- Phillips, J.L. 1975. *The Origins of Intellect. Piaget's Theory*. San Francisco: W. H. Freeman.
- Piaget, J. & Inhelder, B. 1966. *The Psychology of the Child*. London: Routledge & Kegan Paul.
- Rothermel, P. 1999. Home Education: A Critical Evaluation. *Ace Bulletin*, (89):7, June.
- Rubin, K.H., Bukowski, W. & Parker, J.G. 1998. Peer Interactions, Relationships, and Groups. *In Handbook of Childhood Psychology. Social, Emotional and Personality Development. 5<sup>th</sup> Edition, Volume 3*. Eds. Damon, W. & Eisenberg, N. New York: John Wiley:619-700.
- Schaffer, H. R. 1996. *Social Development*. Oxford: Blackwell.
- Shearer, M. 1996. *Michael Shearer*. (<http://easystreet.com/~hsms/>).
- Shortridge, G. In a telephonic conversation held on Thursday, 12 July 2001.
- Shyers, L. E. 1996. *A Comparison of Social Adjustment between Home and Traditionally Schooled Students*. Michigan: University Microfilm International.
- Simmons, B.J. 1994. Classroom at Home. *American School Board Journal*, 181(2):47-49, February.
- Smith, D. S. 1996. Parent Generated Home Study in Canada. *Canadian School Executive*, 15(8):9-12, February.
- South African Schools Act, Act No. 84 of 1996, 377(17579), November.
- Sowden, S. & Keeves, J. P. 1988. Analysis of Evidence in Humanistic Studies. *In Educational Research, Methodology, and Measurement: An International Handbook*. Ed. Keeves, J. P. Exeter: A. Wheaton:513-526.
- Stenhouse, L. 1988. Case Study Methods. Edited by Keeves, J. P. *In Educational Research, Methodology, and Measurement: An International Handbook*. Exeter: A. Wheaton:49-53.

Sullivan, H. S., Perry, H. S. & Gawel, M. L. 1953. *The Interpersonal Theory of Psychiatry*. New York: W.W. Norton.

Udal, S. 1997. Home Schooling – an option in South Africa? *Living & Loving*, (338):74-75,78, July.

Urban, W. H. 1994. *The Draw-A-Person Catalogue for Interpretive Analysis*. Los Angeles: Western Psychological Services.

Van den Aardweg, E. M. & Van den Aardweg, E. D. 1993. *Psychology of Education. A Dictionary for Students*. Pretoria: E & E Enterprises.

Van Oostrum, L. J. 1997. *Tuisonderwys: 'n didaktiese en etiese perspektief*. Pretoria: Universiteit van Pretoria (Ongepubliseerde Verhandeling).

Van Oostrum, L. & Van Oostrum, K. 1997. *Loaves for Life: Home education – a way to freedom and equality*. Totiusdal: Association for Home Schooling.

Weiten, W. 2001. *Psychology Themes and Variations. 5<sup>th</sup> Edition*. California: Wadsworth.

White, K. A. 1998. Connecticut Home Schooler Wants Chance To Play Basketball With School Team. *Education Week*, 17(18):10, January.

Winnicott, D. W. 1988. *Playing and Reality*. London: Penguin.

Woodhead, M., Faulkner, D. & Littleton, K. 1999. *Making Sense of Social Development*. London: The Open University.

**APPENDIX A**

**PARENTS' QUESTIONNAIRE**

1. Name of parents: \_\_\_\_\_
2. Contact numbers: (H) \_\_\_\_\_  
(W) \_\_\_\_\_  
(Cell) \_\_\_\_\_
3. Names and ages of children you are home schooling: \_\_\_\_\_
4. How long have you been home schooling your children? \_\_\_\_\_
5. If your children were previously in a traditional school, please state for what grades and ages they were taught in such a setting: \_\_\_\_\_
6. Do your children participate in extra-curricular activities? \_\_\_\_\_
7. If yes, which activities and how often do they attend? \_\_\_\_\_
8. If not, for what reason(s) are they unable to attend? \_\_\_\_\_
9. What do you understand by the term 'peer relations'? \_\_\_\_\_
10. How do your children's extra-curricular activities meet their socialization needs?
11. What information about peer relations would be of most benefit to you? \_\_\_\_\_

12. What, if any, are your concerns about your children's socialization and peer relations? \_\_\_\_\_

13. What, if any, are your main concerns about home schooling your children?  
(Any aspect) \_\_\_\_\_

14. How do you think extra-curricular activities can be used to develop peer relations?

15. Would you be willing to participate in this research study? \_\_\_\_\_

16. In which of the following research methods would you most enjoy participating?

- a. Completing a questionnaire about the research topic.
- b. Participating in an individual interview with the researcher about the topic.
- c. Participating in a discussion group with other parents and the researcher about the topic.
- d. Any other suggestions?

17. Comments



APPENDIX A1

PARENTS' QUESTIONNAIRE

1. Name of parents: TOM AND GAIL
2. Contact numbers: (H) \_\_\_\_\_  
(W) \_\_\_\_\_  
(Cell) \_\_\_\_\_
3. Name and ages of children you are home schooling: STEPHEN (13)  
PATTI (10), ANDREW (7)
4. How long have you been home schooling your children? 3 YEARS
5. If your children were previously in a traditional school, please state for what grades and ages they were taught in such a setting: STEPHEN GRADES 1-3  
PATTI - GRADE 1
6. Do your children participate in extra-curricular activities? YES AND NO
7. If yes, which activities and how often do they attend? \_\_\_\_\_  
HORSE RIDING - CHURCH ACTIVITIES / YOUTH
8. If not, for what reason(s) are they unable to attend? \_\_\_\_\_  
RECENTLY MOVED STILL GETTLING DOWN  
IN A NEW TOWN
9. What do you understand by the term 'peer relations'? GETTING TO  
KNOW PEOPLE IN THE SAME EMOTIONAL AND  
ACADEMIC AGE RANGE
10. How do your children's extra-curricular activities meet their socialization needs?  
SOCIALIZATION IS LEARNED AT HOME AND  
PRACTICED AT THEIR FRIENDS HOMES
11. What information about peer relations would be of most benefit to you?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What, if any, are your concerns about your children's socialization and peer relations? \_\_\_\_\_

\_\_\_\_\_

13. What, if any, are your main concerns about home schooling your children?

(Any aspect) WE CAN'T KEEP UP WITH

THEIR ABILITIES AND RATE OF

LEARNING

14. How do you think extra-curricular activities can be used to develop peer relations? LETS THEM PRACTICE WHAT

THEY HAVE LEARNED

15. Would you be willing to participate in this research study? YES.

16. In which of the following research methods would you most enjoy participating?

a. Completing a questionnaire about the research topic. \_\_\_\_\_

b. Participating in an individual interview with the researcher about the topic. \_\_\_\_\_

c. ☒ Participating in a discussion group with other parents and the researcher about the topic. ☒

d. Any other suggestions? \_\_\_\_\_

17. Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX B

### QUESTIONS FOR INTERVIEW – FAMILY GROUP

1. Please explain what home schooling means to you.
2. What are your reasons for home schooling your children?
3. How long do you foresee yourself home schooling your children?
4. 'The current evidence suggests, however, that we can better argue that friendships are developmental advantages than argue that these relationships are developmental necessities.' (W.W. Hartup, Friendship and their development signs; 1992)
  - What are your comments on this statement?
5. Do your children have friends?
  - How many?
  - How did they meet?
  - How often do they socialize with them?
  - What type of activities do they do together?
6. Rate your child's social development according to these criteria: where 1 means problematic, needs help; 2 means there are some developmental delays, but no serious problem; 3 indicates typical behaviour for age group; 4 means development more mature than average; 5 indicates very mature, almost precocious behaviour.

## SOCIAL DEVELOPMENTAL TRENDS RATING SCALE

(Schaffer 1996:317-319)

1      2      3      4      5

### Childhood

Increase in ability to communicate information and meaning \_\_\_\_\_

Increase in co-operative and sharing skills \_\_\_\_\_

More choosy in the selection of friends \_\_\_\_\_

Friendships are almost exclusively same sex \_\_\_\_\_

Friendships between pairs are more meaningful and sustained \_\_\_\_\_

Part of groups with others of like minds who sustain each others' interests \_\_\_\_\_

### Adolescence

Is part of a mixed sex social group \_\_\_\_\_

Is learning to relate with members of the opposite sex \_\_\_\_\_

Uses peer group as reference group \_\_\_\_\_

Shows increase in conformity to the peer culture \_\_\_\_\_

7. The research study involves finding out how home schooled learners develop peer relations. To what extent do you think that extra-curricular activities provide for this opportunity?

8. What differences do you notice in the development of your children of different gender across the ages?

9. How do you provide for your children's socialization?
10. What, in your opinion, is most important for your children's social development?
11. Indicate how your children get along with people in the following groups.  
Where 1 indicates a serious problem, 3 shows average social ability and 5 means exceptionally high ability to interact with that group.

RELATIONS SCALE

	1	3	5
Older children	<hr/>		
Younger children	<hr/>		
Peers	<hr/>		
Adults	<hr/>		
Newcomers – all ages	<hr/>		
Boys	<hr/>		
Girls	<hr/>		

12. In what way would your children's social development have been different had they attended a formal educational institution?
13. When comparing your older children to your younger ones do you find any differences in their social development? To what do you attribute this/these differences?
14. What questions do you think I should have asked, but did not?

## APPENDIX B1

### QUESTIONS FOR INTERVIEW – FAMILY GROUP

1. Please explain what home schooling means to you.
2. What are your reasons for home schooling your children?
3. How long do you foresee yourself home schooling your children?
4. 'The current evidence suggests, however, that we can better argue that friendships are developmental advantages than argue that these relationships are developmental necessities.' (W.W. Hartup, Friendship and their development signs; 1992)
- What are your comments on this statement?

5. Do your children have friends?

	STEPHEN	PATTI	ANDREW
• How many?	1 3 friends	1 4	2 2
• How did they meet?	Home Schooling, Youth Group, Church, Neighbors		
• How often do they socialize with them?	1 Once a week		
• What type of activities do they do together?	General play Art activities, Model Building School outings		

6. Rate your child's social development according to these criteria: where 1 means problematic, needs help; 2 means there are some developmental delays, but no serious problem; 3 indicates typical behaviour for age group; 4 means development more mature than average; 5 indicates very mature, almost precocious behaviour.

## SOCIAL DEVELOPMENTAL TRENDS RATING SCALE

S = STEPHEN

P = PATTI

A = ANDREW

(Schaffer 1996:317-319)

1 2 3 4 5

### Childhood

Increase in ability to communicate information and meaning	_____	A	P
Increase in co-operative and sharing skills	_____	A	P
More choosy in the selection of friends	_____	P	A
Friendships are almost exclusively same sex	_____	P	A
Friendships between pairs are more meaningful and sustained	_____		A P
Part of groups with others of like minds who sustain each others' interests	_____	A P	

MIXED GROUPS (A)  
FRIENDS WITH EVERYONE (A+P)  
PATTI'S GROUPS ARE DIVERSE

### Adolescence (EARLY)

Is part of a mixed sex social group YES - S	_____
Is learning to relate with members of the opposite sex NO - S	TOO EARLY
Uses peer group as reference group NO - S	_____
Shows increase in conformity to the peer culture NO - S	_____

7. The research study involves finding out how home schooled learners develop peer relations. To what extent do you think that extra-curricular activities provide for this opportunity?

8. What differences do you notice in the development of your children of different gender across the ages?

9. How do you provide for your children's socialization?

10. What, in your opinion, is most important for your children's social development?

11. Indicate how you feel your children get along with people in the following groups:

Where 1 indicates a serious problem, 3 shows average social ability and 5 means exceptionally high ability to interact with that group.

S = STEPHEN

P = PATTI

A = ANDREW

RELATIONS SCALE

	1	3	5
Older children		A	S
Younger children		S	P
Peers			S
Adults			A
Newcomers – all ages	S	P	A
Boys		P	S
Girls		A	S

S - FIRST DECIDES WHAT THE PERSON IS LIKE REGARD-  
LESS OF SEX

12. In what way would your children's social development have been different had they attended a formal educational institution?

13. When comparing your older children to your younger ones do you find any differences in their social development? To what do you attribute this/these differences?

14. What questions do you think I should have asked, but did not?



APPENDIX C1

QUESTIONS FOR INTERVIEW - LEARNERS

STEPHEN

1. Do you have friends? Yes
- How many? 5+
- Where did you meet them? Cubs, Homeschool meetings, ect.
- How often do you play with them? -1 week
- What do you do together? Play ball, pillow fight, games, building, ect.

2. What do you think home schooling means?

Teaching or being taught at home.

3. Why do you think your parents teach you at home?

So we learn more, and on a Cristian basis.

4. What would you like to tell other children about home schooling?

It is nice becaus you can do things you like like latin.  
and you can do your work early and play later.

5. Why should/shouldn't children be home schooled?

Q 3.

6. How does been taught at home make it difficult for you to make friends?

example.

My younger brother has leart to swear from a  
school frien.

## STEPHEN

7. Draw a symbol on the line to show how well you get on with other people:

1. I do not get on with these people at all
2. I get on okay with these people
3. I get on well with these people
4. I get on better with these people than most others
5. I get on best with these people

	1	2	3	4	5
Older than you	<u>1½</u>				
Younger than you	<u>5</u>				
The same age as you	<u>2</u>				
Grown ups	<u>2</u>				
Children you do not know	<u>2</u>				
Boys	<u>3</u>				
Girls	<u>2</u>				

8. What do you like best about home schooling?

Q 3+ I do not have to play with bullies.

9. What do you like the least about home schooling?

\_\_\_\_\_

10. How do the activities that you do outside your home help you make friends with others about the same age as you?

Sleepover, library, scouts.

STEPHEN

11. In what other way do you think you could make friends about the same age as you?

be part of something like a canoe club.

12. Read the sentences and draw a circle around the word that best describes you:

• I can tell people about things that I have learned	<u>Yes</u>	No	Sometimes
• I co-operate and share with others	<u>Yes</u>	No	Sometimes
• I prefer to choose my own friends	<u>Yes</u>	No	Sometimes
• I can play with a group of children	Yes	No	<u>Sometimes</u>
• I prefer my friends to share some of my interests	Yes	No	<u>Sometimes</u>
• I am friends with both boys and girls	<u>Yes</u>	No	Sometimes
• I like to do and think as my friends do	Yes	No	<u>Sometimes</u>
• I like to 'hang around with my friends'	<u>Yes</u>	No	Sometimes
• I like to talk to my friends about serious things	Yes	No	<u>Sometimes</u>
• I see more of my friends now than when I was younger	Yes	No	<u>Sometimes</u>

13. Would you like to go to school? Say why/why not.

NO I can choose my friends, not be bullied + learn more

14. In what ways do you think you would be different if you went to school?

~~I might know~~

I would know a lot more swear words.

15. Is there anything else that you would like to tell me about home schooling, making friends or taking part in activities outside your home? Yes

T + 1/2 film

APPENDIX C2

PATTI

QUESTIONS FOR INTERVIEW - LEARNERS

1. Do you have friends? yes
- How many? about 7
- Where did you meet them? at home schooling + youth
- How often do you play with them? at least ones a week
- What do you do together? have fun

2. What do you think home schooling means?

being taught at home

3. Why do you think your parents teach you at home?

so we learn what they want

4. What would you like to tell other children about home schooling?

its more fun you do what you want  
work ahead and donot have home work

5. Why should/shouldn't children be home schooled?

they free

6. How does been taught at home make it difficult for you to make friends?

it does not

PATTI

7. Draw a symbol on the line to show how well you get on with other people:

1. I do not get on with these people at all
2. I get on okay with these people
3. I get on well with these people
4. I get on better with these people than most others
5. I get on best with these people

	1	2	3	4	5
Older than you	3				
Younger than you	4				
The same age as you	5				
Grown ups	3				
Children you do not know	2				
Boys	2				
Girls	5				

8. What do you like best about home schooling?

I'm with my parents

9. What do you like the least about home schooling?

nothing

10. How do the activities that you do outside your home help you make friends with others about the same age as you? riding

sleep over

11. In what other way do you think you could make friends about the same age as you?

tennis school sports

12. Read the sentences and draw a circle around the word that best describes you:

• I can tell people about things that I have learned	Yes	No	<u>Sometimes</u>
• I co-operate and share with others	Yes	No	<u>Sometimes</u>
• I prefer to choose my own friends	<u>Yes</u>	No	Sometimes
• I can play with a group of children	Yes	No	<u>Sometimes</u>
• I prefer my friends to share some of my interests	<u>Yes</u>	No	Sometimes
• I am friends with both boys and girls	<u>Yes</u>	No	Sometimes
• I like to do and think as my friends do	<u>Yes</u>	No	Sometimes
• I like to 'hang around with my friends'	Yes	No	<u>Sometimes</u>
• I like to talk to my friends about serious things	Yes	No	<u>Sometimes</u>
• I see more of my friends now than when I was younger	Yes	<u>No</u>	Sometimes

13. Would you like to go to school? Say why/why not.

no I've been and don't like it

14. In what ways do you think you would be different if you went to school?

Id be slow and boring and slow

15. Is there anything else that you would like to tell me about home schooling, making friends or taking part in activities outside your home? no

APPENDIX C3

QUESTIONS FOR INTERVIEW – LEARNERS

ANDREW

1. Do you have friends? Yes
- How many? Two Daniel Gertus
- Where did you meet them? At home
- How often do you play with them? At braais, can play (close by)
- What do you do together? Climbing trees, riding bike and scooter

2. What do you think home schooling means? Doing school work at home with mom teaching me so I don't have to go to school and do boring stuff.

3. Why do you think your parents teach you at home?  
Because I don't have friends at kindergarten, can't play by self, when I have breaks, I do this by myself

4. What would you like to tell other children about home schooling?

It's nicer because you can be by yourself

5. Why should/shouldn't children be home schooled? I don't know.

When I have breaks I can go in my room and play.

6. How does been taught at home make it difficult for you to make friends?

There's no friends around.

ANDREW

7. Draw a symbol on the line to show how well you get on with other people:

1. I do not get on with these people at all
2. I get on okay with these people
3. I get on well with these people
4. I get on better with these people than most others
5. I get on best with these people

RELATIONS SCALE

	1	2	3	4	5
Older than you			X		
Younger than you		X			
The same age as you					X
Grown ups				X	
Children you do not know		X	not well at first		
Boys				X	
Girls		X			

8. What do you like best about home schooling?

I play in my room with my things when have I have breaks

9. What do you like the least about home schooling?

Can't play with my friends.

10. How do the activities that you do outside your home help you make friends with others about the same age as you?

They help me very well.



ANDREW

11. In what other way do you think you could make friends about the same age as you?

Don't know

12. Read the sentences and draw a circle around the word that best describes you:

SOCIAL DEVELOPMENTAL TRENDS RATING SCALE

• I can tell people about things that I have learned	<u>Yes</u>	No	Sometimes
• I co-operate and share with others	<u>Yes</u>	No	Sometimes
• I prefer to choose my own friends	<u>Yes</u>	No	Sometimes
• I can play with a group of children	Yes	No	<u>Sometimes</u>
• I prefer my friends to share some of my interests	<u>Yes</u>	No	Sometimes
• I am friends with both <u>boys</u> and <u>girls</u>	<u>Yes</u>	No	<u>Sometimes</u>
• I like to do and think as my friends do	<u>Yes</u>	No	Sometimes
• I like to 'hang around with my friends'	<u>Yes</u>	No	Sometimes
• I like to talk to my friends about serious things	<u>Yes</u>	No	Sometimes
• I see more of my friends now than when I was younger	<u>Yes</u>	No	Sometimes

13. Would you like to go to school? Say why/why not.

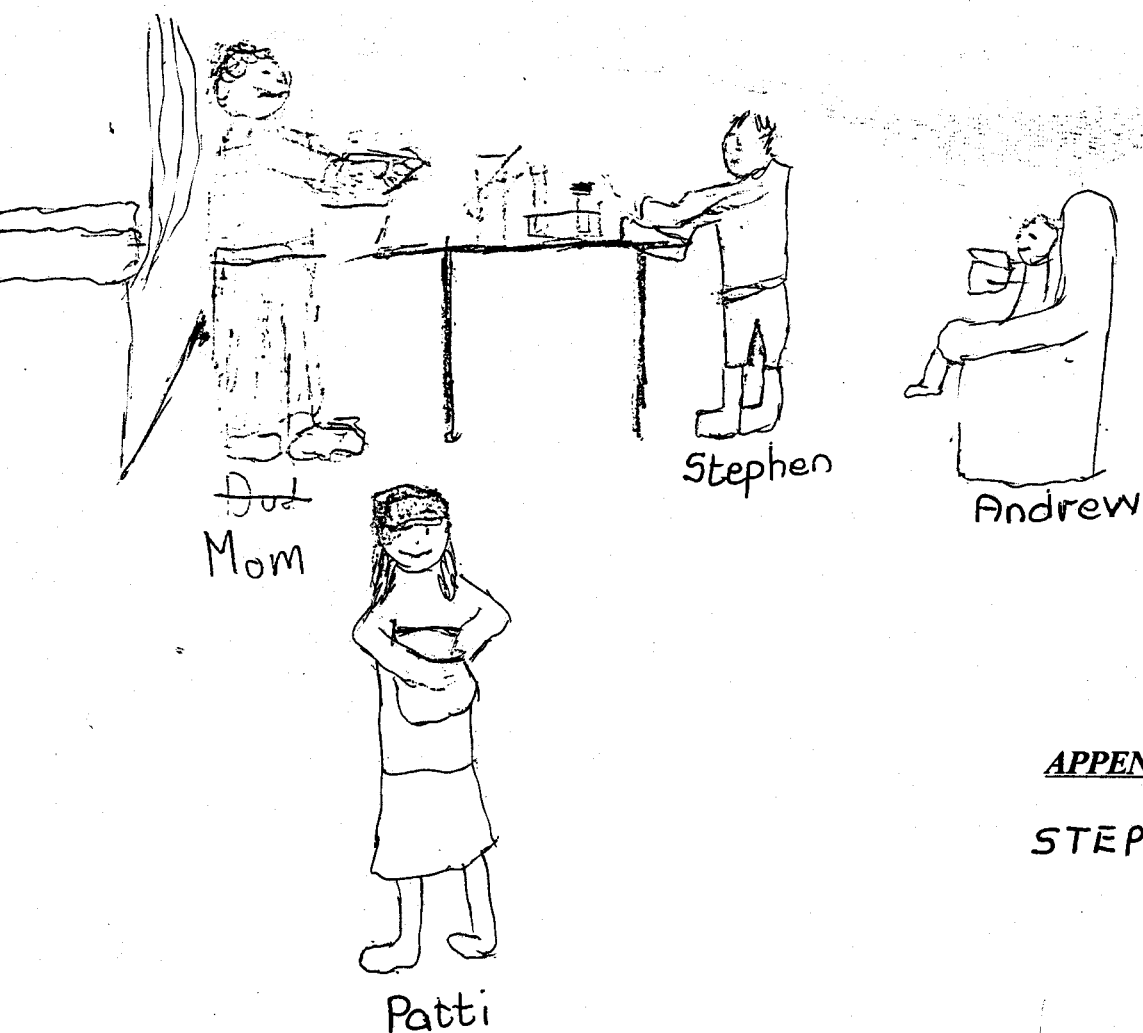
Maybe, I'll meet nice children to make friends

14. In what ways do you think you would be different if you went to school?

I'd be kind to children and share

15. Is there anything else that you would like to tell me about home schooling, making friends or taking part in activities outside your home?

Not really



APPENDIX D1

STEPHEN

I am doing a science experiment.

Patti + Mom are cooking.

Andrew is readin a nature book.

is i-readin a nature book. (sic)

me reading



me nature



Me Stephen doing science



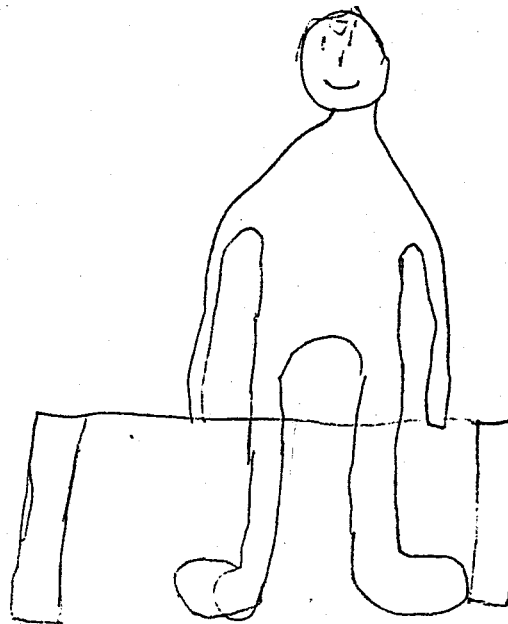
PATTI

me riding



I am doing mi  
math 2

ANDREW



## APPENDIX E

### INTERVIEW-FAMILY GROUP

These interviews took place in one of Cape Town's southern suburbs on Saturday 19 May 2001 in the home of one of the family of participants. The interviewing started at 14h00 and ended at 18h30. Three families participated. Family groups were selected on the age range of the children. Both parents were available in two of the families and only the mother of the third family group attended. The first family (Family A) has four children, three of whom participated and one was too young. The second family (Family B) has five children, two of whom participated in the research study. The other three children were too young. Only the one child in the third family (Family D) participated in the study, as the older brother did not want to attend the discussion group.

The parents' interviews started first while the children all played in the home or garden together. There were some interruptions from the younger children but these did not impact seriously on the interview. After approximately one and a half hours we had a break for tea, this break was about an hour in length. After this break the children, who were now starting to get a little restless, were interviewed. All children were asked to complete drawings of themselves with others learning at home. Thereafter, the older children completed the questions after the researcher had explained what was needed to them. Two of the younger children were interviewed by the researcher, and one young child by his mother to facilitate reading and the writing down of their answers. Once the children's interviews were over the parent in the third family group had to leave, but before doing so she completed the rest of the questions on the questionnaire. The parents of both other family groups completed the discussion group. The children's interviews took about an hour in total, as soon as they had finished their answers they left the table. The second part of the parents' interviews also took about an hour to complete. The parents whose home we were in had invited the group to stay for supper after the interviews. All fourteen people sat around the table and enjoyed dinner together. At the request of the parents, all the names of the participants have been altered.

## QUESTION 1

Tom – home schooling is school at home; home education; it is broader than schooling and encourages independent thought. Can teach for your children's learning style, can see the lessons in total as everything is part of education.

Barbara - they also get a chance to teach others.

Gail- As well as teaching reading, writing, maths and Life Skills, we also teach how to stand on own two feet, to be prepared for life to stand their ground, speak in a group, want children to have their own experiences as well as vocational skills.

Peter – home education is 24 hours and 7 days a week, not necessarily off over weekends as learning knows no bounds such as walls, place and time.

Gail – home schooling – can focus on individual talents, passions, work on strengths and balance their weaknesses – want balanced people who may become experts in their fields.

Jenny – to teach and enable children to love, serve, glory to God in everything they do, use skills and gifts God gave them not in a selfish way, want leaders not spongers. Can be quiet not have to be loud or domineering. If want to be carpenter then be the best they can be, not skive their job, be proud of their work and work for a living and respect all.

Gail – work unto God, be humble want them to be proud all have value before God, important how they treat others.

Tom- information in learning – coincidental to what learning – life skills.

Barbara – want values built within them, know what they believe in when go to university, children have different beliefs, need solid foundations – own learning should be an eye opening experience for parents want to know what children are learning.

Peter – Community of people working together, baby in the house, all look after the baby – whole family involved.

## QUESTION 2

Barbara – totally Biblical and religious, child was also unhappy at school, prayed and God lead her to make this decision, Biblical values, child had low self confidence – improved after started home schooling four years ago.

Tom – oldest son not achieving full potential in school, his independence started dropping off as did his education- when finished work in grade two used to read or help

his peers with their work. Oldest daughter was part of the pilot class of OBE and they felt she was behind academically by the end of grade one when compared to pre-school. She was not getting the same quality type of education. They use OBE in the home but only have four children. Also looking at Biblical reasons after these problems in school, not keen on sex education being taught in the class. Concerned as Christian education was thrown out of the schools, want to bring up the children in the way of the Lord – an expansion of the Bible's education

Gail-feels similar wants her children to think for themselves and work out own problems. Independent until had this drummed out of them – teacher expects certain answers. To adopt their own philosophy based on Christian principles, reach own potential, can consider individual differences and teaching styles and not go at the pace of the whole class.

Tom- also concerned about drugs, abuse and violence.

Peter – oldest son found differences in teachers, based on their own experiences, in primary school parental involvement not allowed. Second son did well at nursery school but began to falter in primary school. Their friends had started home schooling and they began to look into it. Wanted a holistic way of education for their children – can do more in all fields of education also religious views.

Gail-educated in Europe where first six years children spent with same teacher, their children start admiring adults and parents have to compete with the teacher regardless of the type of person the teacher is.

Jenny- came from a gut feeling – bring up own children and school interfering with this. The teachers had the best time of day, when they came home they were emotionally tired and their intellect was not satisfied although good schools and teachers. Second son very upset at school, he had been a social child at pre-school and had no friends when went to school, thought children did not consider each other, were nasty, he became introverted, also overwhelmed by the number of kids in the class and changed from a social aspect.

Barbara- though kids were too young to go to school for five days initially (pre-school) and that a few days were enough, but had to abide by the school's rules.

Jenny-kids at a good school academically, moral values became a concern, materialistic values came through and oldest son became worried. Wanted prayer integrated as part of

life and God brought into everything. There was no guidance on behaviour on the playground, bad things said to each other. Want to bring joy into friends and family life. Peter- children stratified by age and this affected their behaviour towards each other during the holidays (all parties agreed on this) as older kids don't play with little ones. Tom-non-educational videos, videos that were not approved of by parents, need moral guidance in videos – waste of time.

### QUESTION 3

Tom and Gail – up to and including tertiary education. Oldest son is socially immature as had problems with eyesight when younger, want children to be secure in themselves and can cope with bullies. Would also depend on individual child and what they want. Send to school as a last resort.

Jenny- have a tutor if unable to teach children but not send to school.

Peter-only to a school who would understand the concept of home schooling and that it is not across the ages. To university entrance – to good university and not a spoon feeding one. Enjoyed university life myself.

Barbara-only if I had to and it would be to a Christian school and not a government one.

### QUESTION 4

Peter-agrees has peer relations, children can talk to adults and younger children.

Jenny – can talk to people of all ages but need peers so can do things at this level and not feel inadequate.

Barbara-need some to play with

Tom-need friendships as we are social beings-not necessarily friends of same age, can develop friends out of home, friends can be close to your age; friendship is essential for sharing

Gail-from own personal experience-had plenty of work and not many friends-was lonely child; friends not necessarily your peers, need someone to talk to accept you as you are. God creates for fellowship, not rounded if not learn skills and have someone to develop them with.



Jenny-as children get older there is a greater need and desire for this. Concerned if family not socialize outside of own home, could be awkward in company. Some families don't go out and don't have friends-children are odd.

Gail-feels that God will bring all to completion and even out in the end.

Barbara-the pioneers were family units and some famous people came out of those set of circumstances – but now we have the ability to find friends.

Tom-number of broken families now –help children if have own friend.

Barbara – may lose closeness

### QUESTIONS 5 AND 6

On the sheets.

### QUESTION 7

Peter- philosophy of socialization is in the home especially in the younger years essential to have extra curricular activities – can be masters in the home and the testing ground is outside.

Tom-not socialize at the activity, but just do the activity, depends on the activity – cubs, youth socialize but not ballet and horse riding.

Gail-discouraged to interact as distract from the activity, over extended period would form friends but not really have the time during activity.

Barbara- Extra-curricular activities, like the church club are more likely to develop into friendships as children spend more time interacting.

### QUESTION 8

Jenny-children are different in ways of socialization-one son and daughter closer in these ways than the two sons are.

Gail-it is personality based more than their gender.

Barbara -- has two sons and a much younger daughter. At this stage all she can see is that her daughter concentrated better than her boys did.

### QUESTION 9

Peter and Jenny –Main source is family friends rather than individual children, oldest son has scouting friends Not in a big enough community at present – mix with people of common interests. Present situation limits this.

Barbara- through friends (braais and outings), home school gatherings, church activities making an effort to get them to their friends homes to play.

Gail-parents are responsible to reach other families acceptable for children to make friends.

Tom-varies from child to child, moved recently-made some friends, parents of children's friends, other home schoolers, youth, no cubs in area, church groups and youth club.

### QUESTION 10

Barbara-spending time with their friends and going on home school outing. Going to meetings or clubs or sports activities where they don't know anyone so they learn to interact.

Peter and Jenny-self esteem-modelling from parents, input from us, assistance from us if need help, gradual testing of grounds. Skills – answering phone, manners, good host(ess).

Tom and Gail-education is holistic, socializing part of education, this is how interact socially well, show correct response to fight, forgiveness, teaching how to interact socially, as adults show how to handle things eg children baking for generous kind neighbour in return for what she had done for them, treating other with Christian values, someone who had worked for them has become family friend, respect all people in life.

### QUESTION 11

On the sheets.

### QUESTION 12

Barbara – they probably would have made one or two good friends from their class. However, the children they make friends with may be a bad influence and you are not around to see what is going on.

Jenny-depends on child-take more knocks, not tell troubles, would be harder/tougher, children are gentle, oldest son more gentle now that out of school, children are not afraid of being laughed at in the home school situation and more sapping of confidence would have taken place.

Peter and Jenny –peer influences, broken homes of others, can deal with this in good time. Dysfunctional homes, abnormal, aggressive behaviour.

Gail-more callous if exposed to rudeness at school, before accept, children more aware of what blessing/curse; stand by Christian principles; will be more exposed and moral may deteriorate.

Tom- oldest son may have been arrogant and proud, home schooling can temper this behaviour, use intelligence as strong point. In each of them there'd be some emotional/social imbalance. Youngest son is leader in group, strong leader as opposed to a gentle one.

Jenny- second son needed strong continuous yet gentle discipline to do things the right way. This takes hard work from the parents – it's not just there.

Gail-children have to learn to fend for themselves – in school the standards may go out.

### QUESTION 13

Barbara-oldest son is totally different child to her younger one; he is a leader, enjoys playing with lego, canoeing but still prefers to play with certain friends. Second son is a follower and will be willing to play with anyone but doesn't lead.

Peter-size of family, second came to share, big family not aspect of education, oldest and youngest children have good rapport, learn to share with others.

Tom- so many variables – oldest son had bad eyesight, was shy, reserved; oldest daughter social person developed differently, likes people and gets on with them; youngest son invites home people who he meets. Developed socially at the same rate, except oldest son, socialized within personalities. Younger mature faster as have older ones to follow.

Jenny-third son battles to keep with older ones-needs another younger group of own age to gain sense of achievement. Need to keep working on weaknesses of every child in home schooling.

Gail-younger children love schooling but developing at own pace

#### QUESTION 14

Barbara- how did the children react socially in the school situation compared to at home? How many friends did the children make at school? For instance, oldest son made 2/3 friends in pre-school but none in grade 1.

Jenny- What do you feel socially acceptable child/person is? What looking towards in end with children? Some people are fine, but there are cases where they are not and people need assistance, families who deal with selves only – some misfits. Why are some families making it and others not?

Tom-What is a socially developed child? Mix across the ages know how to behave in different circumstances, know which social principles to apply in different circumstances – appropriate behaviour in circumstances. Where do you think children learn social skills. Learn social skills in school, 20 kids in class all about the same age how do they teach each other, learn at home parents to guide, out in smaller groups and exercise skills at home. Is home schooling for everyone? Social/intellectually, single moms, parents not feel confident in what they're doing.

Peter-issues in government such as assessing programme of the children, heavy handed moves in home schooling ie qualification of parents, who can judge who is right, whose duty is it to educate their children?

Jenny- accept all others but seems as if Christians are not allowed to have their own beliefs.