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## Home Education: Declaring His Power to the Next Generation

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# Home Education: Declaring His Power to the Next Generation

## Abstract

Home education researchers have studied many facets of home schooling in America. They have studied the academic progress, the social interactions, the college acceptance and the characteristics of adults who were home schooled. But in spite of the fact that many home educators consistently claim they home school because they want to pass on their faith, there are no major studies and few research questions that link the method to religious values acquisition. This action research report discusses the results of an online survey of 1693 home-educated adults and parents of home-educated adults who were asked questions about whether home schooling was effective in passing on the faith commitments of the parents. The survey determined 95% of parents and 85% of students believed home education was an important key to the religious values acquisition, and 90% of parents and 94% of students felt the faith taught by the parents was indeed adopted by the students. Since the sample was self-selected and not randomly selected, little can be definitively stated; further study is suggested to confirm or disprove my findings.

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Action Research Report Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education

**Home Education: Declaring His Power to the Next Generation**

**By**

**Sandra Anderson**

**B.A. Dordt College, 1986**

**Action Research Report  
Submitted in Partial Fulfillment  
Of the Requirements for the  
Degree of Master of Education**

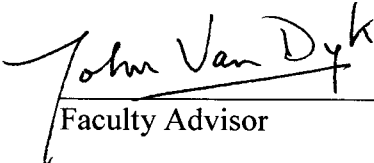
**Department of Education  
Dordt College  
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June, 2006**

Home Education: Declaring His Power to the Next Generation


By

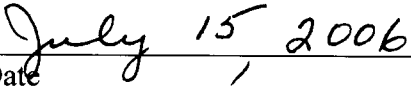
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## Table of Contents

Title page .....	i
Approval .....	ii
Table of Contents .....	iii
List of Tables and Graphs .....	iv
Abstract .....	v
Introduction .....	1
Review of the Literature .....	3
Methods .....	17
Results .....	21
Discussion .....	30
References .....	38
Appendices	
Appendix A .....	41
Appendix B .....	43
Appendix C .....	59
Vita .....	78

## List of Tables and Graphs

Table 1: Parent—child's age.

Table 2: Child—child's age.

Table 3: Parent—total years home schooled.

Table 4: Child—total years home schooled.

Table 5: Parent—current assessment of child's religious values.

Table 6: Parent —future expectation for child's religious values.

Table 7: Child—current assessment of child's religious values.

Table 8: Child—future expectation for child's religious values.

Table 9: Parent—home school key factor in religious values.

Table 10: Child—home school key factor in religious values.

Table 11: Parent—role of home schooling in not accepting religious values.

Table 12: Child—role of home schooling in not accepting religious values.

Table 13: Child—comparison of longevity with accepting religious values.

Table 14: Child—comparison of longevity with importance of home schooling.

## Abstract

Home education researchers have studied many facets of home schooling in America. They have studied the academic progress, the social interactions, the college acceptance and the characteristics of adults who were home schooled. But in spite of the fact that many home educators consistently claim they home school because they want to pass on their faith, there are no major studies and few research questions that link the method to religious values acquisition. This action research report discusses the results of an online survey of 1693 home-educated adults and parents of home-educated adults who were asked questions about whether home schooling was effective in passing on the faith commitments of the parents. The survey determined 95% of parents and 85% of students believed home education was an important key to the religious values acquisition, and 90% of parents and 94% of students felt the faith taught by the parents was indeed adopted by the students. Since the sample was self-selected and not randomly selected, little can be definitively stated; further study is suggested to confirm or disprove my findings.

## Home Education: Declaring His Power to the Next Generation

Many people believe the goal of education is to pass on knowledge and information from one generation to the next. We want our children to read, write, count, and understand both history and the world around them. But education is more than that. Education's fundamental aim is to influence society, to change its citizens to more accurately reflect what they believe our world should look like. If society worships sports, athletics will prevail; if it honors community, harmony will be promoted; if it honors self-reliance, "boot strap" analogies will instruct our children. Education, then, is more than just reading, writing and arithmetic. It is at the very heart of societal formation.

Proponents of the home-school movement have recognized this fact and have insisted that the very reason they home school is not solely to teach the basics but to pass on their family values (Cizek, 1994; Lines, 1991; Ray, 2004). And what do home-education advocates value? Many proponents of home education have stated that what they value is their religion. Like the Psalmist in Psalm 78:18, they desire to "declare His power to the next generation" (NIV). This researcher, in fact, has spent the last six years doing just that. I want my children to adopt *my* faith and *my* morals, not those of the society around me. But in spite of these goals, it is difficult to assess whether home schooling meets the objective of passing on the parents' faith. This study is an initial step in learning the effectiveness of home schooling in passing on religious values.

### Statement of Research Objectives

*Is home schooling an effective method of passing on religious values?* This question could be a difficult one to answer. To answer it scientifically, one would have to do a comparative study. That is, a researcher would have to take a random sampling of



children and assign them to public, private or home schools, all of which include multiple variables, then negate all family and societal variables such as birth order, number of siblings, geographical location, economic status and religious preference, and *then* do a study. This is clearly impossible and unethical. Even if such a study were undertaken, each school, each teacher and each parent would relate differently to each student. There is simply no way to answer this question scientifically in a comparative study.

How, then, can this topic be studied? One possibility is to question home-educated adults to ascertain if they confess the same, or similar, faith values as their parents. This is one way of uncovering some evidence related to the research question of this paper. I do not expect to come to any definitive conclusions, but I do hope to begin asking the questions that will inspire academic researchers to study this question in more depth.

This survey will attempt to answer the following questions: First, “Have home-schooled adults adopted the religious values of their parents?” Second, “Did home schooling play a part in values acquisition?” I propose to answer these questions by conducting a descriptive survey of home-schooled adults and home-schooling parents.

Let me start with some basic definitions and information. *Home education* is the process of teaching one or more children primarily in the home for one or more years, with the parents as the main educators. *Home-educated adults* are persons 17 years old or older who have been home educated for one or more years prior to becoming 17. Because many home-educated graduates are academically advanced, it is not unusual to have a 17-year old graduate from high school. It is because of this tendency that I have decided to include 17- year olds as adults in my survey. Since I want to know if the individual

families have passed on their values, and not mine, I have decided that the term *religious values* will have to be defined by each participant. The process of defining the term *religious values* was a very difficult one. My family is composed of conservative, Reformed Christians. My understanding of *religious values* will be different from liberal Jews or nominal Catholics. To define *religious values* I have decided that each family should describe their family's values in four areas: public worship, private devotions, social choices and tobacco/alcohol habits. After questioning the parent and the adult child in these four areas, I will ask the participants whether they believe the home-educated adults have adopted their family's particular religious values, and how strongly they believe home schooling played a part in their choices.

### A Brief Review of the Relevant Literature

#### *Historical Roots of Home Education*

The question of passing on one's values has its roots in the history of education. After all, in ancient times learning was first taught at home. Mothers and fathers taught their children within a family context. Children ordinarily did not leave the sanctuary of their homes to be formally educated; rather, education began informally, at the feet of their parents. This can be seen in the ancient dictates of God to his covenant people in Deuteronomy 6:6-9:

These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates (NIV).

This is life-style education. It teaches children as they live—when they are walking, sitting or standing.

In Western civilization, this family learning model gave way to institutionalized learning. Parents may not have known how to read or write, or the means to teach them may have been lacking, so they sent their children off to learn what they, as parents, could not teach them. This pattern of family at home, student at school eventually became the norm. Even in Christian circles, institutionalized schools became the accepted reality. One theologian, Abraham Kuyper, taught that there were separate, though interactive, God-ordered realms he called “spheres” (Kromminga, 1975). Christian schools grasped and distorted this concept and began to teach that there were (at least) three separate, areas: church, home and school. A parent might raise the child at home, but it was the school’s responsibility to educate him and the church’s to save him.

While an overly strong distinction of realms is unfair to Kuyper, nevertheless, it fit with society and was an easy way to inculcate parishioners in the value of Christian education. This researcher was indoctrinated into the concept and my alma mater, Holland Christian, still uses a triangle as their logo to teach this concept even today. Home education, then, even in the religious communities, became rare. It was only used in rural areas where there were no Christian schools, or where public, institutionalized learning was rejected. So what is the root of the explosion of home schooling in the United States?

In a historical survey of the roots of home schooling, Lyman (1998) believes the answer to this question lies in the decades of the 1950s and 1960s. In this 20-year span, the seeds for the revolution were planted. The first seed was the back-to-basics theory of

the 1950s. On October 4, 1957, the Russians won the race for space by launching Sputnik, the world's first man-made satellite. Americans had hoped to win the race by concentrating more on math and sciences. Our fear of losing drove us toward educational fundamentalism. Children were required to sit in a seat for six hours or more a day, reciting correct answers, seldom expressing curiosity. John Holt (1964), a teacher in private schools, began to see schooling as a dehumanizing prospect. In response, he authored a book *How Children Fail*, in which he said,

Their ways of teaching children, and, above all, the sheer volume of work they give them, will force the children into answer-directed strategies, if only because there isn't time for anything else. . . . Thus one ironical consequence of the drive for so-called higher standards in schools is that children are too busy to think (pp. 154-155).

In response Holt published a magazine called *Growing Without Schooling*. This magazine became America's first home schooling magazine. Counter-cultural parents began to see education as too restrictive. This seed grew into the first root of home schooling.

The second root of home schooling began to sprout in the 1960s. During this decade, a hot topic in educational circles was the separation of church and state. On June 17, 1963, the Supreme Court ruled that Bible reading and prayer in public schools were unconstitutional, and Madeline Murray O'Hare became a well-known name. Many Christians felt their rights, morals and beliefs were trampled upon. In the late 60s and early 70s, Raymond and Dorothy Moore, devout Christians, began to wonder about "the increases in learning failure and delinquency which have come with the school pressures

after World War II and especially since Sputnik in 1957” (Moore, p. 13). After almost a decade of research they finally concluded that it was damaging to young children to institutionalize them too early. This research yielded the book *Home Grown Kids* (1981). This book, and others that followed, were written from a Christian perspective, sold in Christian bookstores and added to church libraries. In *Home Grown Kids* they state, “We firmly believe that the greatest teaching talent in the world lies in the warm, responsive and consistent parent whose love makes the needs of his children his highest concern” (p. 12). This was just the excuse dissatisfied Christian parents needed to withdraw their children from public schools.

### *Philosophical Roots of Home Education*

These two historical time periods bear fruit in the philosophical beliefs of the home school movement. The first was the counter-culture group represented by the writings of the previously mentioned John Holt. The fundamental philosophy of this group is progressivist “deschooling.” This group firmly believes that children “learn by living” (Lyman, 1998, p. 6). Holt’s educational goal was a crusade against the establishment and his first disciples, in the late 60s, were mainly ex-hippies and new-agers. Now, this philosophical movement can be seen in the advice from Alison Mckee, who advises home schooling parents concerned with college acceptance to rewrite their children’s transcript to make it look more official. She suggests, “Rename non-traditional studies with traditional subject headings in order to fit into the traditional ‘college prep work’ categories. We renamed our son’s five year experience of studying fly fishing ‘science’ and described the work by categorizing it in terms of ichthyology, physics, entomology, etc.” (Mckee, n.d.).

Another example is a group of home-schooling families in Amherst, Massachusetts, called *The Pathfinder Learning Center*. The center “downplays the role of parents in providing direct instruction” and instead encourages “hands-on learning, traveling, and schmoozing with the other home-schoolers” at its teen drop-in center (Lyman, 1998b, para. 11). Joshua Hornick, a teacher at Pathfinder, begins his description of a typical visit this way:

You find me (Josh) at my desk, clipping articles from the *Science Times* and chatting to a couple kids about racism. Ken’s desk is empty. In the back of the room, a dozen kids are discussing the meaning of life or seeing how many can sit on one person’s lap (Hornick, n.d.).

While academicians might shudder at such relaxed learning, the administrators say, “The concept is to involve kids in their own learning, giving them options, and letting them find their way” (Hornick, n.d.).

In contrast to the strongly consistent philosophy of the proponents of the deschooling method, the Christian wing of the home school movement has many different philosophies. They are not bound together by a belief in one form of schooling, but are bound together by the belief that the public schools are failing to instill the morals and beliefs of the Judeo-Christian ethics. They believe parents are required to take responsibility for their children’s daily education, and their goal is to educate them with their own particular religious values. Their philosophies are rooted in their particular view of how God created their children and how they believe He created them to learn. They choose curriculum that emphasizes their own religious worldviews and that accommodates their philosophies. The different perspectives are easily seen by perusing

various company Web sites and reading their mottos. Some are essentialists. They believe they must instill the practical skills needed in the world, and yet believe that the intellect is very important. This type of learning is hard work, and requires students to be disciplined. Their curriculum is rigorous. They aim for excellence. There are many books and workbooks. Some examples of this are the *Abeka Publishers* whose motto is “Excellence in Education from a Christian perspective” and *Bob Jones University Press* curriculum which advertises “Christ-centered resources.” Others are very concerned with hands-on learning. They believe children learn best by doing and experimenting, not reading and writing. They are typified by the *Konos* curriculum theory: “God put the wiggle in children and we should not try to take it out.” Others are strongly perennialists, who study the great works of past writers and see education as learning from the past. It is the traditional education from curriculum supplier *Classical Christian Education* that offers a “return to the proven educational methods of past centuries.” Some are even progressivists, like John Holt, who believe that children will learn at their God-given pace, and parents should just guide them into discovering His world. Followers of Charlotte Mason and Ruth Beechick call this “gentle learning.” Christian home schoolers, then, have no one philosophy as a base. Instead, it is a response to what they see is the moral decay of the public school.

Since the beginnings of the modern home-school movement, these two distinct branches have been growing and intertwining, actually sharing insights. It is now not at all unusual to have Christians who *deschool* or Pagans (the name for adherents to Wicca, Druidic and Norse religions) who use the classical approach. Although historically they were very separate, they have since been growing together.

It is also important to note that the two main branches have an off-shoot, the pragmatists, who joined the home school movement, not because of moral questions in public schools, nor because they are interested in *deschooling* their children; but because they are interested in the remarkable successes attributed to home schooling. They are pragmatists in their worldview. They home school because it works.

#### Research on Academic Abilities of Home-Educated Children

In a pragmatic sense, home schooling does work. The research is convincing, overwhelming, even shocking. In the spring of 1998 researchers surveyed and tested almost 20,760 students in grades K-12 from almost 12,000 home-school families (Rudner, 1999). A few of the major findings include:

1. Almost 25% of home-school students are using curricula one or more grades above their age-level peers in public and private schools (compared to fewer than 5% in public/private schools).
2. Home-school students' achievement scores are exceptionally high; the median score for *every* grade and *every* subject is typically in the 70<sup>th</sup> to 80<sup>th</sup> percentile.
3. On average, home-school students in grades 1 through 4 perform at least one grade level above their peers on achievement tests. This gap widens so that by grade 8 students are generally four years ahead of their peers.

As incredible as these numbers seem, they are substantiated in other areas.

Colleges have come forward as proponents of the home-schooling method. When two researchers, Jones and Gloeckner (2004) surveyed 55 admissions officers from four-year institutions, 56% expected home-schooled graduates to be at least as successful as traditionally schooled students and 22% expected them to be more successful. Ten of the



officers did not answer that question and only 2 of the 55 felt the home-educated students would be less successful than the traditionally educated student (p. 7).

The confidence displayed by these admissions officers may be a result of the scores home-schooled students have achieved on national tests. The Educational Testing Service released the SAT Test-Scores data for 2001, which showed home-schooled students testing well above their peers in both public school and religious private schools. The SAT total mean score of home-schooled students was 1093.1 compared to 1012.6 for public schools and 1055.6 for religious private schools. Only independent private schools scored better with 1123.8 (NCES, 2001).

#### Research on Socialization of Home-Educated Children

Even if home-schooled students perform well on academic tests, many skeptics believe there must be some problems with socialization. Not so, according to a survey conducted to measure the socialization of home-schooled students. One researcher, Thomas Smedley (1992), studied 33 students who were closely matched in all variables except one: choice of schooling. He then used the Vineland Adaptive Behavior Scales as a diagnostic tool to assess the competence or “mental age” of the subjects. When he compared the public school students to the home-schooled students he determined that “the adaptive behavior composite scores of the home-educated children appear to be significantly higher than those of the public school students” (p. 17). In fact, Smedley placed the home-schooled students in the top 16% of the national norm (p. 19).

In a more well-known survey, Shyers (1992) carefully matched 70 home-schooled children with 70 conventionally schooled children. He placed them in groups with a myriad of toys and games. Two researchers observed the children at play and used the

Direct Observation form of the Child Behavior Checklist to score the individual students' behavior. This checklist is a catalog of 97 common problem behaviors like bragging, aggression, and isolation. When the lists were tallied, Shyers found that the mean problem behavior score for students attending conventional schools was more than 8 times higher than for the home-schooled students (p.7).

Medlin (2000), in summarizing the many socialization studies of home-educated children states, "Their social behavior and self-esteem certainly are no worse than those attending conventional schools and are probably better. In fact, their social behavior may be much better if Shyers's results prove to be typical"(p. 117).

#### Research on Socialization of Home-Educated Adults

Perhaps home-educated children perform well with a pencil and paper in hand, or they are on their best behavior while playing together, but what happens when they get into the real world? Are home-educated adults social misfits or successful grown-ups? According to a new study released by Brian Ray in his book *Home Educated and Now Adults* (2004), Ray believes the latter. Ray studied over 5000 home-educated adults who had been home schooled more than seven years. His findings paint a picture of citizens who are active in all areas of life. Just some of his findings include:

1. Seventy-four percent of the home-educated adults age 18 to 24 were attending or had attended college, compared to 46% of the general population.
2. Seventy-one percent of home-educated adults were involved in ongoing community service, compared to 37% of their peers.
3. Seventy-four percent of home-educated young adults between the ages of 18 and 24 had voted, compared to 29% of the general public.

4. Eighty-eight percent of the home-educated adults were a member of a community organization, compared to 50% of the general public.

All of this is in direct contradiction to the belief that home-schooled children are taught to withdraw from society when they are adults. Critics charge that by educating children in a home environment, parents are teaching them to retreat into societies that are only like-minded. Not true, Ray claims. In fact, his study asserts that home-educated adults are more likely than the general public to uphold values of free speech—even when that means people will speak against churches and religion or include controversial books in public libraries. Ray concludes by saying, “The findings of this study indicate that parent-led, home-based education in the primary and secondary years is related to success in adulthood” (Ray, 2004, p. xv).

#### Critique of Methodology

So, if home-schooled students are academically advanced, socially mature, successful adults, why isn't everyone doing it? One reason is skepticism about the studies. I believe that there are several concerns when we look at home-school research studies. The first is that all home-education studies are self-selected. Any home-school study is given at the whim of the parent. If for any reason parents do not want the child studied, there is no one to compel them to participate. In the example of the Rudner study, parents who used the Iowa Basics Skills test through Bob Jones University were *encouraged*, but not *forced*, to participate. If my son or daughter was academically delayed, would I want them to be included in a study? I doubt it. Such statistics should be read cautiously.

Second, according to all home demographic studies, the typical home-school family is wealthier, predominately white and from a two-parent home where the mother is either a part-time employee or a stay-at-home mom (Rudner, 1999; Lines, 2000; Census, 2001). What would happen if we surveyed traditionally schooled students from white, middle class, two-parent homes with stay-at-home moms? Would their achievement scores be comparable? It is impossible to say. The researchers and I agree that the studies do not prove that home schooling is better than traditional schooling, only that the home-schooling option definitely seems to work—academically and socially. In summarizing the results of his study on the home-educated adults, Ray concludes:

This is not to say, of course, that every home-school graduate is brilliant, attractive, and destined for success. It simply means that, on average, they appear to be doing well in the “real world” because the environment in which they were educated—in the broad sense, academically, mentally, morally, and aesthetically—gave them sound academic skills, a solid and confident social and emotional nurturance, respect for others, a stable worldview, and a zest for learning (Ray, 2004-fall, p. 11).

#### Modern Reasons for Home Education

With all of the successes attributed to home schooling in the academic realm and the social realm, one would think that this would overwhelmingly be the reason for home schooling in today’s society. But this is simply not true. The historical reasons for the growth of the home-school movement are still prevalent in the present day. According to the National Center for Educational Statistics (2000), 31% of parents claimed they had concern about the school environment and 30% said it was to provide for moral, religious

instruction. But in the Ray (2004) study, where parents could choose *all* the reasons for educating the child at home, the breakdown was even more telling. Of the five top reasons given for choosing home education, four of them related to religious or moral reasons. While the top reason given was for academics (79.5% “Can give a better education at home”), the next four reasons were values/morals centered: 76.7% said it was “for religious reasons,” 73.5% “to teach child particular values, beliefs, worldview,” 69.2% “to develop character and morality” and 61.7% “object to what school teaches” (Ray, 2004). One researcher found that “religion appears to be the most important factor in choosing to home school” (Lines, 2000). Clearly, then, the modern home school movement still is very concerned with other issues besides academic excellence.

#### Current Status of Home Education

This emphasis on family values and religious morals is troubling to some in society. In fact, by teaching their own children the morals of the family, one researcher contends, parents are actually doing their children a disservice. He believes that children should be protected from their parents by the government. In a paper presented to the 2001 Annual Meeting of the American Political Science convention, Rob Reich contended that

Children are owed as a matter of justice the capacity to choose to lead lives—and adopt values and beliefs, pursue an occupation, endorse new traditions—that are different from those of their parents. Because the child cannot him or herself ensure the acquisition of such capacities and the parents may be opposed to such acquisition, the state must ensure it for them. The state must guarantee that children are educated for minimal autonomy (p. 36).

It is this very fear of governmental interference that propels parents to educate their children at home. They do not want a village to raise their children. They do not want the state to ensure autonomy for their children. I, for one, believe God will hold me accountable for my children's education. But if this is the home-schooling parents' stated goal for educating their children, it seems self-evident that a study examining the faith life of home-educated adults and how they compare with their parents would be of utmost importance to home-school advocates. They would want to know, "If I am dedicating my life to teaching my children my morals, does it work?" Is there any research that demonstrates home-educated adults adopt the faith of their fathers and mothers?

I assumed this would be one of the first research projects completed. And yet such a study has never been done. A review of the educational research available shows there has been much research done on home education. I have discussed the research done on the history of the movement (Lines, 2000), academic excellence (Rudner, 1999), socialization of children (Smedley, 1998; Shyers, 1992; Medlin, 2000), college acceptance and performance (Jones and Gloeckner, 2004; Ray, 2004), and adult success (Ray, 2004), but there is no major study of whether one of the primary goals of home education, that of passing on one's values, is actually accomplished in a home education setting. Dr. Gregory Cizek, educational researcher from the University of North Carolina has stated it this way:

Imagine the following scenario: A prospective sports-car purchaser asks the automobile dealer several questions about the car's exhaust system, CD player, corrosion protection, and fuel efficiency, but gathers no information on the car's acceleration or handling. What seems odd about this scenario? It is probably

obvious that, in general, the primary consideration for someone who is interested in buying a sports car is how well the car *drives* (1994, p. 5).

It should be obvious, then, if parents are teaching their children at home in order to pass on their religious values and morals, then the primary research question that should be asked is, *Does home education accomplish its primary goal?* It is inconceivable that a major research study has never been done.

And yet that is the conclusion of Brian Ray, of the National Home Education Research Institute. In an e-mail to me dated November 11, 2005, he states that this is “one of the most important questions related to home schooling.” And in his book *Home Educated and Now Adults*, he states, “Parents regularly explain that a primary reason for home educating their children is to ensure that they pass on or transmit a particular set of values, beliefs, and worldview to their children. . . . *Almost no research is available on this*” (p. 6, italics added). Cizek (1993) concurs: “Home education research has focused on *nearly everything except* the moral and spiritual outcomes that are the reasons that the majority of beginning home educators indicate they value most highly” (p. 2).

There are, however, several peripheral questions Ray included in his above-mentioned study of home-educated adults that are worth indicating. When the adults were asked to respond to the statement, “My parents did not care what religious beliefs I came to hold as an adult,” 97% either disagreed or strongly disagreed with the statement. With the statement, “My parents wanted me as a grown adult to hold basically the same religious beliefs as they held,” 93% agreed or strongly agreed. And most relevant to my study, when asked to respond to the statement, “My religious beliefs are basically the same as those of my parents,” 94% agreed or strongly agreed. These three questions were

the only information I could find on the passing of religious values from one generation to the next.

Because comparing the faith of the home-educating fathers and mothers with the faith of the now-grown, home-educated adults is such a long-neglected field of study, and because there is so little research on this, I proposed to conduct a survey to describe the faith of the home-educated adult. I wanted to know: (1) Have home-schooled adults adopted the religious values of their parents? And (2) Did home schooling play a part in their values acquisition?

### Methods

For my survey, I questioned two groups: parents who home schooled their now-grown children, and adults who were home schooled. Initially I chose both groups because I was concerned there would be a limited number of respondents. While West Michigan is a bastion of the home-school movement, and while I am closely involved with the home-school movement, my children are too young for me to have many contacts with parents of home-schooled adults. I assumed one of the ways to deal with this problem was to survey both parent and child. While researching the question, one of the home school advocates in the area suggested using an Internet survey tool called *Zoomerang*. If I decided to do this survey through the Internet, she would publish my survey on her Web site, [www.homeschoolbuilding.org](http://www.homeschoolbuilding.org). After further inquiries, two other home educational resources, *Sonlight Curriculum* and *Home School Legal Defense Association*, volunteered to publish the survey on their Web site. From the original hoped-for dozen contacts has come a possible pool of thousands.



I decided to continue to ask both groups to respond. This gives me two perspectives. The first perspective is that of the parent. I am able to see what parents themselves have found in regards to the faith of their children. As a parent, I know that I have religious goals for my children. Most specifically, I hope to see a Christ-like character formed in them. This motivates my choice of schooling options and orders every aspect of my curriculum choices. I know what I hope will be the result and I know what I, as a parent, would consider “a success.”

But I also know that in three years, when my son becomes an adult, his perspective of “success” may be vastly different from mine. Therefore, if I survey only the parents, I will only have half the picture. Would home-schooled adults feel that they have adopted the faith of their parents, even if their parents express disappointments in their faith walk? I hope the composite picture from these former students will reveal those aspects of their parents’ influence that cannot be denied. I believe it is profound to compare the responses of the parents with the children.

To have the participants evaluate their own particular *religious values* I questioned both groups in four areas of their lives. I asked them about their public worship, their private devotional life, their social choices and their moral choices. These areas stood out to many of my mentors and friends as indicative of whether former students have grappled with faith issues and now practice what their parents preached. The initial questions were provided to assist the parents and the children with defining their own family *religious values*.

I must keep in mind two specific issues. The first issue is that I must not limit this survey to Christians of my denominational affiliation, nor even to Christians in general.

Indeed, there are many home schooling families from all walks of life who are not Christian, but who would want to pass on their religious values. There are many Mormons, Jehovah's Witnesses, and Muslims who home school to pass on their faith. In fact, I even read one Web site devoted to home schooling from the Wicca perspective! If my initial questions are to help all people define their *religious values*, then my survey should ask questions that might pertain to every expression of family faith life, not just to Christians. I hope my four areas of religious life are general enough to speak to the vast majority.

Second, I should not measure their success or failure based on my standards of success or failure. If parents feel that their child has adopted their values, it is not up to me to judge whether or not it is the case. Or, conversely, if parents (or children) feel that they do not share religious values, it is not for me to say that they do. For example, if parents report that they attend church weekly, have a commitment to daily devotions, make all social choices based on their religion, and then report that their grown child does none of these things, I would be tempted to say their child has not adopted their values. But what if those same parents are "very satisfied" with their child's choices and feel their child has adopted their values? I would submit that the parents are the best judge of their success or failure. It is possible that parents educated "for an open mind" and stressed that their religious choices are appropriate for them, but that the child should make his or her own choices. Therefore, it is possible that parents may live one way but may encourage their child to have an open mind in regards to their religion or their lifestyle. I would contend, then, that their child *did* accept the values of their parents, even if their religion or their values were not mirror images of their parents.

To help them clarify their family's religious values, I questioned the parents on their children's beliefs, their expectations during the home schooling years, and their lifestyle choices during their home schooling years. Only then did I ask them what I really wanted to know: "How satisfied are you with your child's choices now that they are adults?" I questioned the home-schooled adults in the same way. I asked about their lifestyle, the expectations of their parents during their home schooling years, their parents' lifestyle during their home schooling years, and, finally, how satisfied their parents would be if they were aware of the lifestyle they led as adults.

Since I committed to work with *Zoomerang*, the distribution and collection was very easy. A link was generated and sent to the e-zines of three home schooling organizations, *Homeschool Building*, *Sonlight Curriculum* and *Home School Legal Defense Association*. These organizations suggested that their subscribers take the survey. No payment was offered to any participant, nor to the organizations. A fee of about \$80 was paid to *Zoomerang* for the use of their survey tool for eight months, the publishing of the survey, the collecting of the data and the tabulating of the results. As soon as participants finished the survey, *Zoomerang* instantly calculated the statistics and offered them feedback on the results.

I wrote two pilot studies. The first was a one-page mail survey. I sent the survey to my advisors at Dordt College as well as to an educational researcher in North Carolina (see Appendix A). The structure and format became outmoded when I committed to use *Zoomerang*. The second pilot study was to test the capabilities and limitations of the Internet survey tool used by *Zoomerang* (see Appendix B). This survey was a shortened form of the final version. I sent it to several parents who home school, to some adults

who had been home schooled, to educational researchers and to Sonlight.com, one of the organizations that volunteered to publish it on their e-zine. I consulted my professors, other home-schooling families and several who work at our local home-school building to shape the final survey questions. After many changes, the survey emerged in its present form (see Appendix C).

### Results

The survey was launched on January 4, 2006, and closed on February 15, 2006. The survey was advertised on the Web sites of Homeschoolbuilding.org, Sonlight.com and Hslda.org. *Zoomerang* collected and totaled the results. I included 50 questions in my survey. Many of the questions were asked to help the respondents clarify in their own mind what their family's "religious values" were at the time of home schooling. I will discuss the results of 5 questions.

1. How old are the home-schooled adults?
2. How long were they home schooled?
3. Have the children adopted the values of the parents?
4. Do the participants expect that in 5 to 10 years the children will have adopted the values of the parents?
5. Do the participants believe home schooling had a part in their adopting or not adopting the religious values of their parents?

I included only those responses that were complete. There were 429 partial surveys that I did not include. I do not know why those surveys were left incomplete. There were 2166 people who completed the survey. Of those, 1174 (54%) of the respondents were parents of home-educated adults and 519 (24%) were the now-grown

children. There were 473 (22%) people who were neither a parent nor a home-educated adult. Obviously they were not included in the rest of the survey. I included this option for those people who were curious about the survey and wanted to examine the questions and see the feedback but didn't meet the criteria for the survey. Without this option, participants may have tried to take the survey for curiosity sake and in doing so, they could have distorted the results.

Considering that the home-school movement is quite young, I expected many of the home-schooled adults to be young as well. I was correct. When I asked the parents how old their children were, 61% were 23 and younger, 22% were between 23 and 25 years of age, and only 16% were older than 25.





2.	How old is your now-grown child?	Number of Responses	Response Ratio
17 to 20 years old		467	40%
21 to 22 years old		252	21%
23 to 25 years old		257	22%
25 to 30 years old		158	13%
Older than 30		40	3%
	<b>Total</b>	1174	100%

Table 1. Parent: child's age.

The adult students who responded to my survey were a bit older: 40% of them were college age (22 and younger), 24% were between the ages of 23 and 25 and 36% were over 25.






27. How old are you?		Number of Responses	Response Ratio
17 to 20 years old		130	25%
21 to 22 years old		78	15%
23 to 25 years old		123	24%
25 to 30 years old		96	18%
Older than 30		92	18%
Total		519	100%

Table 2. Child: child's age.

I was quite surprised at the longevity of the home education experience described in my study. When I asked the parents how long they had home schooled their children, 75% of them had home schooled their children 9-13 years and 20% of them home schooled their children for 5-8 years. Only 6% home schooled for less than 5 years.




4.	In total, how many years did you home school your child?	Number of Responses	Response Ratio
1 to 4 years		65	6%
5 to 8 years		229	20%
9 to 13 years		880	75%
Total		1174	100%

Table 3. Parents: total years home schooled child.

When I asked the home-educated adults in total how long had they been home schooled, 65% had been home schooled a total of 9-13 years, 24% for 5-8 years, and only 12% for 1-4 years.




29.	In total, how many years were you home schooled?	Number of Responses	Response Ratio
1 to 4 years		61	12%
5 to 8 years		123	24%
9 to 13 years		335	65%
Total		519	100%

Table 4. Child: total years home schooled.

When I asked parents if they believed that their child had adopted their religious views, a sizable majority felt that they had (90%). When they looked to the future, many

of the parents that believed their children were living contrary to the family values now had expectations that they would return to the faith of their family. Only 4% expected their children would have religious views “somewhat different” or “very different” from their own.



20. I believe that my child has adopted my religious values.		Number of Responses	Response Ratio
Strongly agree		805	69%
Somewhat agree		246	21%
Neutral		28	2%
Somewhat disagree		44	4%
Strongly disagree		51	4%
Total		1174	100%

Table 5. Parent: current assessment of child’s religious values.

One of the most interesting answers came from my choosing to add the option of “Other, please specify.” As you can see from Table 6, a full 7% chose this option. When I read the comments, I was shocked. Almost all of the respondents claimed their child would be *more* religious, *more* committed to their family’s values than even the parents were. I had forgotten to add this option!






21.	In 5 to 10 years, I expect my child's religious views to be...	Number of Responses	Response Ratio
	Very like mine 	777	66%
	Somewhat like mine 	263	22%
	Somewhat different from mine	38	3%
	Very different from mine	17	1%
	Other, please specify 	79	7%
	<b>Total</b>	1174	100%

Table 6. Parent: future expectations for child's religious values.

When I asked the home-educated adults to reflect on their faith values, 485 (94%) agreed or strongly agreed with the statement, “I have adopted my parents’ religious values.” Only 4% of them (21) somewhat disagreed or strongly disagreed with that statement (Table 7). In 5-10 years 83% expect their religious views to be very or somewhat like their parents, but 9% expect them to be somewhat different. Only 3% expect to be very different from their parents (Table 8). Again, the “Other, please specify” was consistent with the same category in Table 6 in that the child would be more committed to the family’s religious values.



44.	I have adopted my parents' religious values.	Number of Responses	Response Ratio
	Strongly agree 	352	68%
	Somewhat agree 	133	26%
	Neutral	13	3%
	Somewhat disagree	11	2%
	Strongly disagree	10	2%
	<b>Total</b>	519	100%

Table 7. Child: current assessment of child's religious values.




43.	In 5 to 10 years, I expect my religious views to be...	Number of Responses	Response Ratio
	Very much like my parents' views 	241	46%
	Somewhat like my parents' views 	193	37%
	Somewhat different from my parents' views 	46	9%
	Very different from my parents' views	17	3%
	Other, please specify	22	4%
	<b>Total</b>	519	100%

Table 8. Child: future expectations for child's religious values.

Both the parents and the children strongly believe that home schooling played a part in the development of their faith life. Ninety-five percent of parents and 85% of children strongly agreed or somewhat agreed with the statement, “I believe home schooling was an important key to my [child’s] adopting my [parents’] religious values.”



22.	I believe that my choice to home school was an important key to their adopting my religious values.	Number of Responses	Response Ratio
Strongly agree		771	73%
Somewhat agree		232	22%
Neutral		34	3%
Somewhat disagree		11	1%
Strongly disagree		3	0%
<b>Total</b>		519	100%

Table 9. Parent: home school key factor in religious values.

45.	I believe home schooling was an important key to my adopting my parents' religious values.		Number of Responses	Response Ratio
	Strongly agree		241	50%
	Somewhat agree		169	35%
	Neutral		41	8%
	Somewhat disagree		22	5%
	Strongly disagree		12	2%
<b>Total</b>			485	100%

Table 10. Child: home school key factor in religious values.

More interestingly, of those parents and children who did *not* claim their parents' values, 86% of parents and 85% of children claimed that home schooling “neither helped nor hurt” their spiritual training or “in other circumstances may have helped them to adopt the religious views” of the parents.

24	The role homeschooling played in my child's not adopting my religious values...	Number of Responses	Response Ratio
	was a big part of the problem	2	2%
	was only a part of the problem	16	13%
	Neither helped nor hurt	65	53%
	In other circumstances, might have helped them to adopt my values	40	33%
	<b>Total</b>	123	100%

Table 11. Parent: role of home schooling in not accepting religious values.

47	When I think of the role homeschooling played in my not adopting my parents' religious values, I believe...	Number of Responses	Response Ratio
	It was a big part of the problem	2	6%
	It was only part of the problem	3	9%
	Neither helped nor hurt	28	82%
	In other circumstances, might have helped me to adopt my values	1	3%
	<b>Total</b>	34	100%

Table 12. Child: role of home schooling in not accepting religious values.

### Discussion

While fascinating to study, I know and understand the validity and reliability problems with this survey. At best, it is questionable. There are several inherent problems with my survey. The first is a general problem with all research devoted to home

schooling: there is no well-defined subject pool for home-schooling parents. Because there is no national requirement for reporting, we don't have accurate figures of exactly who they are, how many there are, where they live, or any other specific information about them. Of course, many studies have been done on the home school population, but without a specific, well-defined pool, it is impossible to make conclusive statements.

Second, there is a problem with my specific survey. Knowing the fears (sometimes well-founded!) of the home-school population, I did not ask enough specific questions about the people taking my survey. In order to generalize, I can only say that those parents of home-educated adults who had access to an Internet survey and who chose to participate felt this way. Or that only those home-educated adults, who had access to my survey and chose to fill it out, felt this way. In order for my survey to be more valid, it would need to be replicated with more definite information as to who is filling out the survey. While I did not include questions about geographic region, gender, religious persuasion, or a whole host of other variables, I now believe I could have included this information without "scaring off" respondents.

The third problem with my research is that the participants were not chosen randomly; like all home education research, it is based on a self-selective survey. There is no one to compel home educators or home-educated adults to take a survey such as this one, nor do I believe it would be ethical to not divulge the reason for the survey. Unfortunately, just describing the reason for the survey may have discouraged some from taking it. Those who chose not to take it may be of a certain persuasion. For example, those parents who feel they have not been successful in passing on their values may have chosen not to take it. Conversely, those parents who are firm advocates of the home

school movement, and ascribe their children's faith to their home education, would be very zealous to take this survey. This, of course, would distort the results.

Fourth, it is impossible to launch an Internet survey of this magnitude and know that people are not taking it many times, or know that they are being truthful in answering the questions. I have written some safeguards into the survey instrument, such as disabling the back button or asking questions as inoffensively as possible, but the possibility still exists for problems with the outcome.

Fifth, as demonstrated by my survey, the home-school movement is just too young to make any hard and fast conclusions. What someone believes in their late teens can change drastically in future years. The old adage "Time will tell" holds true here. In thirty or forty years we will have a more complete picture that can be studied.

There were also some inadequacies in the survey distribution, which made it impossible for me to directly compare the parents' responses with the child's. Therefore, it was impossible for me to say whether the parent and child share the same perspective. I must content myself with making general statements, for example, "Generally, the parents report this . . . , the children report this . . ." without connecting the two.

Because of all of these problems, I do not want any reader to be under the impression that based on this survey I am able to make hard and fast conclusions about the effectiveness of home schooling when it comes to passing on one's faith. My survey does not offer answers, but it seeks interesting avenues in which other researchers can study this matter further.

What are those avenues? I have several suggestions. First, there are many people who testify to the success of home education when one considers the success of passing

on the faith. The numbers are astonishing to this researcher. When 90% of the parents in my survey believe their children confess the same faith, and 94% of the children who have been home educated claim the faith of their fathers and mothers, it calls us to sit up and take notice! For many, then, home schooling was clearly successful.

As a point of comparison, the same cannot be said for the general population. The National Study of Youth and Religion (2003), under the direction of Dr. Christian Smith, has been studying the religious lives of US adolescents for four years. They have conducted questionnaires and phone surveys with 3378 randomly selected adolescents. When researchers asked 12<sup>th</sup> graders about their level of “agreement with Parents’ ideas about Religion,” only 66.9% answered “very or mostly similar.” Again, while my survey was limited, it does seem to point out that the work of the home-schooling parents is being graciously blessed by God. To confirm this, this study needs to be replicated with a randomly selected group.

A second avenue of study would be to research the effects of longevity of home schooling. My survey seems to suggest that the longer one home schools, the more likely it is that parental values would be adopted (Table 13). For example, when I asked the home-schooled adults if they had accepted the values of their parents, 95% of those home schooled the longest “strongly agreed” or “somewhat agreed,” compared to 86.9% of those home schooled the shortest amount of time. The opposite was also true. Those who claimed to “strongly disagree” or “somewhat disagree” with the statement, “I have adopted my parents’ religious views,” (9.9%) were those who were home schooled for the least amount of time. This is compared with 2.7% of those who were home schooled the longest. In a more tightly controlled survey, would this observation hold up?



**I have adopted my parents' religious values:**

	Total	In total, how many years were you homeschooled?:		
		1 to 4 years	5 to 8 years	9 to 13 years
<b>Total</b>	<b>519</b>	61	123	335
<b>Strongly agree</b>	352	39 63.9%	84 68.3%	229 68.4%
<b>Somewhat agree</b>	133	14 23%	30 24.4%	89 26.6%
<b>Neutral</b>	13	2 3.3%	3 2.4%	8 2.4%
<b>Somewhat disagree</b>	11	2 3.3%	3 2.4%	6 1.8%
<b>Strongly disagree</b>	10	4 6.6%	3 2.4%	3 0.9%

Table 13. Child: comparison of longevity with accepting religious values.

When asked specifically about the role of home schooling in their values acquisition, an overwhelming number of respondents reported that home schooling played a part in their adopting the values of the parents (95% of parents/85% of children). The longer they were home educated, the more strongly they held this belief. Of those home schooled less than 4 years, 24.5% strongly believed it helped, while 56.3% of those home educated the longest strongly agreed that it helped. Contrary to what society might say, children did not become more rebellious toward their parents' values with continued, intense exposure, but instead became more compliant with those religious values. A well-controlled study on the effects of the longevity of home schooling in relationship to religious values adoption would be fascinating.

**I believe home schooling was an important key to my adopting my parents' religious values:**

	Total	In total, how many years were you homeschooled?:		
		1 to 4 years	5 to 8 years	9 to 13 years
<b>Total</b>	<b>485</b>	53	114	318
<b>Strongly agree</b>	241	13 24.5%	49 43%	179 56.3%
<b>Somewhat agree</b>	169	22 41.5%	43 37.7%	104 32.7%
<b>Neutral</b>	41	10 18.9%	14 12.3%	17 5.3%
<b>Somewhat disagree</b>	22	6 11.3%	3 2.6%	13 4.1%
<b>Strongly disagree</b>	12	2 3.8%	5 4.4%	5 1.6%

Table 14. Child: comparison of longevity with the importance of homeschooling.

A third avenue to study would be to research *why* home schooling seems to work with religious values assimilation. That is, what is it about home schooling that encourages children to adopt their parents' values? While my survey did not measure in any quantitative way *why* people believed it did or didn't work, I did ask for general comments. The Christians in my survey pointed to the instructions provided by God in Deuteronomy 6. They believed that home schooling provided consistent opportunities to connect faith to all of life. For example, many commented that they structured their family activities around what they were studying. They made trips to the ocean when they studied water. They checked out videos from the library. They sang songs and hymns, acted in plays and visited museums, all while they were discussing God, His character, and His care for His world.

Some believed it was the relationship children and parents formed over the thousands of hours they spent together. They believed that relying on parents instead of

peers for answers to life's questions established a trust that was not broken when it came to questions of faith.

Some believed it was the friends and the support groups that encouraged like-mindedness. Some believed the control over children's lives that is naturally brought about in a home-schooling atmosphere protected children from undesirable people, thoughts and concepts. In our own home, this is reflected in the amount of time we spend with modern entertainment. We examine the message popular culture conveys to our children and restrict it when we believe it is harmful.

Some participants believed it was the home schooling curriculum they chose. Much of the home-schooling curriculum for sale today is written so that parents and children interact with concepts. They provide the information and expect parents and children to discuss the integration of God and society.

These were all reasons why people thought home schooling helped families pass on values. But my survey did not measure the "Why it might work" question at all. I only asked for people's comments. I do believe this would be an intriguing study.

Fourth, it would be interesting to study those who do *not* accept their parents' values. One might think that a home-schooled child who rejects his parents' religion might blame the home-schooling environment for his choice. That did not appear to be the case. In my survey, even those who did not share their parents' religious values did not see home schooling as a detriment. Instead, home schooling came out as a positive experience. That seems significant and worthy of more study.

Finally, it must be stated emphatically that home schooling is not a panacea. Even if later studies prove an even stronger correlation between home schooling and passing

on the faith from one generation to the next, one cannot assume that just because a child is home schooled he or she is eternally saved. Within the comments of my survey are the heart-breaking laments of mothers and fathers who feel they have lost their children. Many have mistakenly believed that a proverb is a promise and have felt the weight of Proverbs 22:6, “Train a child in the way he should go, and when he is old he will not turn from it” (NIV). We must always remember that God is sovereign and who knows—He may yet move a child’s heart. Parents must be faithful—not perfect—and God will accomplish his purposes.

As I look to the maturing of my own children, I do not assume that by home schooling them I have in any way “saved” them, for it is only by Christ’s death on the cross and the Spirit giving them the faith to confess it that they will adopt my faith. For even if they eventually profess love for Christ, it will be by grace and grace alone.

In conclusion, the portrait painted by this survey is intriguing—even if it is not completely reliable. It gives a glimpse into the world of home-schooled adults that we have not yet seen. It supports many of the hopes and dreams of home school advocates, but it does not offer proof for any of them. We need to continue researching this important question, for if we truly place a high priority on the faith decisions of our sons and daughters, if we truly desire to “declare his power to future generations” then we should do the hard work of verifying our beliefs in our educational choice.

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## Appendix A: Pilot study by mail

## Questionnaire for the Home schooling Parent

Number \_\_\_\_\_

Gender of Home schooling parent \_\_\_\_\_

1. In order to encourage complete honesty, this survey will be kept in strictest confidence! Although I will be able to match parent to child by the numbers on top—not even I will know who has submitted this questionnaire. It will be a blind survey.
2. There is room for comments should you desire to add information.
3. When I use the term “religious,” I would like to know how firmly you hold your particular religious beliefs. When I use the term “life choices/morals,” I would like to know how much your theology/religion impacts how you live.

Why did you choose to home school your child? Please put a #1 in front of the most important reason, a #2 in front of the next most important, etc.,. Write “N/A” if the reason did Not Apply to your choice.

\_\_\_\_\_ Better Academics      \_\_\_\_\_ Religious instruction      \_\_\_\_\_ Bad experience in school  
 \_\_\_\_\_ Bad school system      \_\_\_\_\_ Other: \_\_\_\_\_

Comments \_\_\_\_\_

How much were you involved in your child's school work? (face-to-face interaction)

Very much      Quite a bit      Some      Not much      Hardly at all  
 Comments: \_\_\_\_\_

How much religious training (Bible class) did you have?

Very much      Quite a bit      Some      Not much      Hardly any  
 Comments: \_\_\_\_\_

How much was your religious training incorporated into your other subjects?

Very much      Quite a bit      Some      Not much      Hardly at all  
 Comments: \_\_\_\_\_

I am:

Very religious      Quite religious      Not really religious      Not at all religious  
 Comments: \_\_\_\_\_

My Spouse is:

Very religious      Quite religious      Not really religious      Not at all religious  
 Comments: \_\_\_\_\_



My child is:  
 Very religious                      Quite religious                      Not really religious                      Not at all religious  
 Comments:

In comparison to my religious beliefs, my child's religious beliefs are:  
 Identical to mine   Similar to mine   A bit different   Very different  
 Comments:

My life choices/morals are  
 Very religious                      Quite religious                      Not really religious                      Not at all religious  
 Comments:

My spouse's life choices/morals are:  
 Very religious                      Quite religious                      Not really religious                      Not at all religious  
 Comments:

My child's life choices/morals are:  
 Very religious                      Quite religious                      Not really religious                      Not at all religious  
 Comments:

In comparison to me, my child's life choices/morals are:  
 Identical to mine   A bit different   Quite different   Very different  
 Comments:

*In five years*, I expect my child's beliefs/religious views to be:  
 Almost identical to mine   Similar to mine   Quite different   Very different  
 Comments:

*In five years*, I expect my child's life choices/morals to be:  
 Almost identical to mine   Similar to mine   Quite different   Very different

## Appendix B: Zoomerang pilot survey

1

Please choose one of the following

- ☐ I am a parent who homeschooled my now-grown child
- ☐ I am an adult who was homeschooled
- ☐ I am neither a parent who homeschooled my now-grown child nor am I an adult who was homeschooled

2

How many years did you homeschool your child?

- ☐ 1 to 4 years
- ☐ 5 to 8 years
- ☐ 9 to 13 years

3

How old is your now-grown child?

- ☐ 18 to 20 years old
- ☐ 21 to 22 years old
- ☐ 23 to 25 years old
- ☐ 25 to 30 years old
- ☐ Older than 30

4

Why did you choose to homeschool your child? Please choose as many as apply

- ☐ Could give a better education at home
- ☐ Religious reasons
- ☐ Wanted to teach child particular values, beliefs, worldview
- ☐ Wanted to develop character/morality
- ☐ Objected to what schools teach
- ☐ Poor learning environment at school
- ☐ Desired more family time
- ☐ Wanted to individualize curriculum/environment
- ☐ Believed parents should educate children
- ☐ School did not challenge child
- ☐ Wanted to closely guide social interactions
- ☐ Had Concerns for the safety of child
- ☐ Wanted private school but couldn't afford it
- ☐ Transportation/distance/convenience
- ☐ Child had special needs/disability
- ☐ Student behavior problems
- ☐ Other, Please Specify \_\_\_\_\_

5

In regards to your child's religious life how satisfied are you...

1 2 3 4 5  
 Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied Don't know

With your child's choice of church?



With how often your child attends church?



With your child's weekly involvement in church activities?



With your child's personal Devotional/Bible reading?



With your child's personal prayer time?



With your child's charitable giving?



6

In regards to your child's social life, how satisfied are you...

1 2 3 4 5  
 Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied

With your child's entertainment choices?



With the religious values of your child's friends?



With the religious values of your child's romantic interest/spouse?



With your child's use/non-use of tobacco?



With your child's use/non-use of alcohol?



With your child's respect for authorities?



7

In comparison to my church...

1	2	3	4	5	
Much more conservative than my church	Somewhat more conservative than my church	The SAME or almost the same as my church	Somewhat more liberal than my church	Much more liberal than my church	Doesn't attend OR chose different religion

The doctrinal values of my child's church are



The political values of my child's church are



The moral values of my child's church are



8

I believe that my child has adopted my religious values.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neutral
- ☐ Somewhat disagree
- ☐ Strongly disagree

9

In 5 to 10 years I expect my child's religious views to be...

- ☐ Very like mine
- ☐ Somewhat like mine
- ☐ Somewhat different from mine
- ☐ Very different from mine
- ☐ Other, Please Specify

---

10

During the years you homeschooled your child how often did YOU...

1                      2                      3                      4                      5                      6  
 Several times a day   Once a day   2-3 times a week   Once a week   Infrequently   Never

Have personal devotions, bible reading time?

☐ 1                      ☐ 2                      ☐ 3                      ☐ 4                      ☐ 5                      ☐ 6

Have personal prayer time?

☐ 1                      ☐ 2                      ☐ 3                      ☐ 4                      ☐ 5                      ☐ 6

11

During the years you homeschooled your child, how important was YOUR faith to...

1                      2                      3                      4                      5  
 The most important factor   An important factor   Only one of many factors   An unimportant factor   Not a factor

Your choice of entertainment?

☐ 1                      ☐ 2                      ☐ 3                      ☐ 4                      ☐ 5

Your choice of friends?

☐ 1                      ☐ 2                      ☐ 3                      ☐ 4                      ☐ 5

12

The role homeschooling played in my child's not adopting my religious values

was a big part of  
the problem

was only a part of  
the problem

Neither helped  
nor hurt

In other circumstances, might have  
helped them to adopt my values



13

Why do you think so?

	▲
	▼



14

I believe my child might have been more likely to adopt my values if...(choose as many as apply)

- ☐ he/she had attended a private, religious school
- ☐ he/she had attended the public school
- ☐ he/she had felt more love at home
- ☐ he/she had attended a different church
- ☐ his/her friends had moral/religious values more like mine.
- ☐ I had spent more time with him/her
- ☐ I had discussed my beliefs more with him/her
- ☐ I had lived my beliefs more consistently
- ☐ I had been more strict in disciplining him/her
- ☐ I had been less harsh in disciplining him/her
- ☐ Other, Please Specify \_\_\_\_\_

15

How many years were you homeschooled?

- ☐ 1 to 4 years
- ☐ 5 to 8 years
- ☐ 9 to 13 years

16

How old are you?

- ☐ 18 to 20 years old
- ☐ 21 to 22 years old
- ☐ 23 to 25 years old
- ☐ 26 to 30 years old
- ☐ Older than 30

17

In your opinion, why did your parents choose to homeschool? (You may choose as many as apply)

- ☐ Could give a better education at home
- ☐ Religious reasons
- ☐ Teach their particular values, beliefs, worldview
- ☐ To develop character/morality
- ☐ Objected to what the school taught
- ☐ Poor learning environment at school
- ☐ Desired more family time
- ☐ Individualized the curriculum/environment
- ☐ Believed parents should educate children
- ☐ School did not challenge child
- ☐ Closely guide social interactions
- ☐ Safety of child
- ☐ Wanted private school but couldn't afford it
- ☐ Transportation/distance/convenience
- ☐ Child has special needs/disability
- ☐ Student behavioral problems
- ☐ Other, Please Specify \_\_\_\_\_

18

My parents are (or would be if they knew)...

1                      2                      3                      4                      5  
Very satisfied   Somewhat satisfied   Neutral   Somewhat dissatisfied   Very dissatisfied

With my choice of church?



With the amount of my church attendance?



With my participation in weekly church activities?



With my personal Bible/devotional reading?



With my personal prayer time?



With my charitable giving?



19

In regards to my social life, My parents are (or would be if they knew)

1 2 3 4 5  
Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied

With my entertainment choices

1 2 3 4 5

With the religious values of my friends

1 2 3 4 5

With the religious values of my romantic interests/spouse

1 2 3 4 5

With my use/non-use of tobacco

1 2 3 4 5

With my use/non-use of alcohol

1 2 3 4 5

With my respect for authorities

1 2 3 4 5

20

In comparison to my parents' church...

1	2	3	4	5	
Much more conservative than their church	Somewhat more conservative than their church	The SAME or almost the same as their church	Somewhat more liberal than their church	Much more liberal than their church	I don't attend OR chose a different religion

The doctrinal values of my church are



The moral values of my church are



The political values of my church are



21

In 5 to 10 years, I expect my religious values to be...

- ☐ Very much like my parents' views
- ☐ Somewhat like my parents' views
- ☐ Somewhat different from my parents' views
- ☐ Very different from my parents' views
- ☐ Other, Please Specify

---

22

I have adopted my parents' religious values.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neutral
- ☐ Somewhat disagree
- ☐ Strongly disagree

23

I believe homeschooling was an important key to my adopting their religious values.

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree



24

Why do you think this way?

--	--

25

When I think of the role homeschooling played in my not adopting my parents' religious values, I believe...

It was a big part of the problem    It was only part of the problem    Neither helped nor hurt    In other circumstances, it might have helped me adopt their values



26

**Why do you think this way?**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	5
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27

In your opinion, what might have helped you adopt your parents' religious values? (Choose as many as apply)

- ☐ If I had attended a private, religious school
- ☐ If I had attended a public school
- ☐ If I had attended a different church
- ☐ If I had felt more love at home
- ☐ If my friends had shared more of my parents' values
- ☐ If my parents had spent more time with me
- ☐ If my parents had discussed their beliefs more with me
- ☐ If my parents had lived their beliefs more consistently
- ☐ If my parents had been more strict in disciplining me
- ☐ If my parents had been less harsh when disciplining me
- ☐ Other, Please Specify






28





This survey is intended to investigate whether homeschooled adults have adopted the religious values of their parents. Are there any comments you would like the researcher to consider in regards to the questions, your answers, or the general topic?

[illegible]
















## Appendix C: Zoomerang survey with responses

Responses: Completes only Partial only Completes & Partial




1. Please choose one of the following.	Number of Responses	Response Ratio
I am a parent who homeschooled my now-grown child. 	1174	54%
I am an adult who was homeschooled. 	519	24%
I am neither a parent who homeschooled my now-grown child nor am I an adult who was homeschooled. 	473	22%
<b>Total</b>	2166	100%

2. How old is your now-grown child?	Number of Responses	Response Ratio
17 to 20 years old 	467	40%
21 to 22 years old 	252	21%
23 to 25 years old 	257	22%
25 to 30 years old 	158	13%
Older than 30	40	3%
<b>Total</b>	1174	100%



















I homeschooled my child when he/she was... Please check ALL that  
**3.** apply.

	<b>Number of Responses</b>	<b>Response Ratio</b>
3-5 years old (preschool) 	578	49%
6 years old 	620	53%
7 years old 	687	59%
8 years old 	755	64%
9 years old 	826	70%
10 years old 	871	74%
11 years old 	928	79%
12 years old 	969	83%
13 years old 	983	84%
14 years old 	978	83%
15 years old 	961	82%
16 years old 	942	80%
17 years old 	883	75%
18 years old 	584	50%
Older than 18 	80	7%

**4. In total, how many years did you homeschool your child?**

	<b>Number of Responses</b>	<b>Response Ratio</b>
1 to 4 years 	65	6%
5 to 8 years 	229	20%
9 to 13 years 	880	75%
<b>Total</b>	<b>1174</b>	<b>100%</b>

**5. Why did you choose to homeschool your child? Please choose as many as apply.**

	<b>Number of Responses</b>	<b>Response Ratio</b>
Could give a better education at home 	773	66%
Religious reasons 	842	72%
Wanted to teach child particular values, beliefs, worldview 	983	84%
Wanted to develop character/morality 	969	83%
Objected to what schools teach 	755	64%
Poor learning environment at school 	422	36%
Desired more family time 	661	56%
Wanted to individualize curriculum/environment 	714	61%
Believed parents should educate children 	616	52%
School did not challenge child 	226	19%
Wanted to closely guide social interactions 	740	63%
Had concerns for the safety of child 	242	21%
Wanted private school but couldn't afford it 	139	12%
Transportation/distance/convenience 	95	8%
Child had special needs/disability 	110	9%
Student behavior problems 	86	7%
 Other, please specify 	163	14%

During the years you homeschooled your child, what were your EXPECTATIONS  
**6. regarding...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 More than once a week	2 Once a week	3 2-3 times a month	4 Infrequently	5 Holidays only	6 Did not expect attendance
1. How often they attended worship services?	58% 676	39% 454	2% 20	1% 8	0% 1	1% 15
2. How often they were involved in church sponsored activities(classes, volunteer opportunities, etc)?	50% 585	29% 340	11% 131	7% 77	0% 2	3% 39

During the years you homeschooled your child, what were your EXPECTATIONS  
**7. regarding...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 Several times a day	2 Once a day	3 2-3 times a week	4 Once a week	5 Infrequently	6 No expectations
1. How often they had private devotions?	5% 60	68% 804	12% 137	1% 11	2% 27	11% 135
2. How often they had private prayer time?	19% 227	59% 697	6% 71	1% 8	2% 28	12% 143

During the years you homeschooled your child, how much did you EXPECT your child's faith  
**8. to influence their decisions regarding...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 The most important factor	2 An important factor	3 Only one of many factors	4 An unimportant factor	5 Not a factor
1. Their choice of entertainment?	63% 734	33% 389	4% 43	0% 1	1% 7
2. Their choice of friends?	57% 675	37% 430	5% 58	0% 4	1% 7
3. Their choice of romantic interests?	81% 948	16% 188	2% 24	0% 1	1% 13

**During the years you homeschooled your child, what were your EXPECTATIONS regarding  
9. their future use of...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option				
	1 Daily, or habitual use	2 Weekly or frequent use	3 Once a month or Infrequent use	4 Special occasion use	5 Would not use
1. Tobacco?	0% 2	0% 1	0% 3	1% 8	99% 1160
2. Alcohol?	0% 2	1% 15	7% 77	23% 274	69% 806

**10. During the years you homeschooled your child how often did you...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option					
	1 More than once a week	2 Once a week	3 2-3 times a month	4 Infrequently	5 Holidays only	6 Did not attend
1. Attend church?	64% 753	32% 374	2% 28	1% 9	0% 1	1% 9
2. Attend church sponsored activities (classes, volunteer jobs, etc)?	50% 591	28% 331	12% 140	7% 84	0% 3	2% 25

**11. During the years you homeschooled your child how often did you...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option					
	1 Several times a day	2 Once a day	3 2-3 times a week	4 Once a week	5 Infrequently	6 Never
1. Have private devotions?	7% 78	60% 706	21% 249	3% 41	7% 83	1% 17
2. Have private prayer time?	36% 427	45% 523	13% 150	1% 13	4% 50	1% 11

**12. During the years you homeschooled your child, how important was your faith to...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option				
	1 The most important factor	2 An important factor	3 Only one of many factors	4 An unimportant factor	5 Not a factor
1. Your choice of entertainment?	60% 702	36% 423	3% 40	0% 3	1% 6
2. Your choice of friends?	58% 684	36% 417	5% 60	0% 5	1% 8

**13. During the years you homeschooled your child, how often did you use...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option				
	1 Daily or habitually	2 Frequently or weekly	3 Once a month or Infrequently	4 Special occasion use	5 Did not use
1. Tobacco?	0% 5	0% 3	0% 4	1% 8	98% 1154
2. Alcohol?	0% 1	2% 29	6% 75	24% 284	67% 785

**14. To the best of your knowledge, How often does your child NOW ATTEND...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option						
	1 More than once a week	2 Once a week	3 2-3 times a month	4 Infrequently	5 Holidays only	6 Does not attend	Don't know
1. Church worship services	38% 445	43% 505	5% 59	6% 71	1% 8	7% 81	0% 5
2. Church sponsored activities (classes, volunteer jobs, etc.)	34% 402	25% 290	11% 126	13% 157	0% 4	14% 162	3% 33

**15. To the best of your knowledge, how much does your child's faith NOW affect...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option				
	1 The most important factor	2 An important factor	3 One of many factors	4 An unimportant factor	5 Is not a factor
1. Their choice of entertainment	28% 329	42% 497	19% 224	4% 46	5% 58
2. Their choice of friends	36% 421	39% 459	15% 171	4% 47	5% 63
3. Their choice of romantic interest/spouse	62% 732	20% 229	8% 90	2% 24	6% 68

**16. To the best of your knowledge, how often does your child NOW USE...**

	The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option				
	1 Daily or habitually	2 Frequently or weekly	3 Once a month or Infrequently	4 Special occasion use	5 Does not use
1. Tobacco?	3% 33	1% 14	2% 22	2% 21	88% 1030
2. Alcohol?	1% 10	7% 81	8% 96	18% 217	61% 714

**17. In regards to your child's religious activities, how SATISFIED are you with...**

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Very satisfied	2 Somewhat satisfied	3 Neutral	4 Somewhat dissatisfied	5 Very dissatisfied	Don't know
1. Their choice of church?	74% 868	11% 127	5% 57	2% 22	7% 87	1% 13
2. The amount of their church attendance?	70% 816	12% 143	3% 38	5% 64	9% 105	1% 8
3. Their participation in weekly church sponsored activities?	65% 761	11% 134	7% 86	5% 56	10% 112	2% 25
4. Their personal Bible reading/devotional reading?	49% 571	17% 201	4% 44	6% 75	9% 105	15% 178
5. Their personal prayer time?	48% 569	16% 183	5% 53	3% 41	8% 94	20% 234

**18. In regards to your child's social life, how SATISFIED are you...**



<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Very satisfied	2 Somewhat satisfied	3 Neutral	4 Somewhat dissatisfied	5 Very dissatisfied	Don't know
1. With your child's entertainment choices?	41% 477	36% 417	6% 65	12% 138	5% 61	1% 16
2. With the religious values of your child's friends?	56% 654	25% 290	6% 70	5% 62	5% 62	3% 36
3. With the religious values of your child's romantic interest/spouse?	59% 694	14% 161	5% 62	4% 47	6% 66	12% 144
4. With your child's use/non-use of tobacco?	89% 1049	1% 14	1% 14	2% 25	6% 67	0% 5
5. With your child's use/non-use of alcohol?	78% 912	7% 81	3% 30	5% 63	6% 69	2% 19

**19. In comparison to my church...**





<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Much more conservative than my church	2 Somewhat more conservative than my church	3 The SAME or almost the same as my church	4 Somewhat more liberal than my church	5 Much more liberal than my church	Doesn't attend OR chose different religion
1. The doctrinal values of my child's church are	2% 22	7% 78	75% 884	5% 57	1% 12	10% 121
2. The political values of my child's church are	1% 17	5% 55	79% 931	4% 43	1% 8	10% 120
3. The moral values of my child's church are	2% 19	5% 57	79% 930	4% 43	1% 8	10% 117





**20.** I believe that my child has adopted my religious values.

	Number of Responses	Response Ratio
Strongly agree 	805	69%
Somewhat agree 	246	21%
Neutral	28	2%
Somewhat disagree	44	4%
Strongly disagree	51	4%
<b>Total</b>	<b>1174</b>	<b>100%</b>

**21.** In 5 to 10 years I expect my child's religious views to be...

	Number of Responses	Response Ratio
Very like mine 	777	66%
Somewhat like mine 	263	22%
Somewhat different from mine	38	3%
Very different from mine	17	1%
 Other, Please Specify 	79	7%
<b>Total</b>	<b>1174</b>	<b>100%</b>




I believe that my choice to homeschool was an important key to their  
**22.** adopting my religious values.

	Number of Responses	Response Ratio
Strongly agree 	771	73%
Somewhat agree 	232	22%
Neutral	34	3%
Somewhat disagree	11	1%
Strongly disagree	3	0%
<b>Total</b>	<b>1051</b>	<b>100%</b>

**23. Why do you think this is so?**

889 Responses


**24. The role homeschooling played in my child's not adopting my religious values...**

	Number of Responses	Response Ratio
was a big part of the problem	2	2%
was only a part of the problem 	16	13%
Neither helped nor hurt 	65	53%
In other circumstances, might have helped them to adopt my values 	40	33%
<b>Total</b>	<b>123</b>	<b>100%</b>

**25. Why do you think so?**

103 Responses

I believe my child might have been more likely to adopt my values if...  
**26. Choose as many as apply.**
















	Number of Responses	Response Ratio
he/she had attended a private, religious school	1	1%
he/she had attended the public school	1	1%
he/she had felt more love at home	29	24%
he/she had attended a different church	25	20%
his/her friends had moral/religious values more like mine.	48	39%
I had spent more time with him/her	16	13%
I had discussed my beliefs more with him/her	28	23%
I had lived my beliefs more consistently	36	29%
I had been more strict in disciplining him/her	11	9%
I had been less harsh in disciplining him/her	20	16%
 Other, please specify	78	63%

Again, your answers are automatically recorded so please answer carefully.




**27. How old are you?**

	Number of Responses	Response Ratio
17 to 20 years old	130	25%
21 to 22 years old	78	15%
23 to 25 years old	123	24%
26 to 30 years old	96	18%
Older than 30	92	18%
<b>Total</b>	<b>519</b>	<b>100%</b>

**28.** I was homeschooled when I was... Choose all that apply.

	Number of Responses	Response Ratio
3-5 years old (preschool) 	231	45%
6 years old 	267	51%
7 years old 	285	55%
8 years old 	306	59%
9 years old 	336	65%
10 years old 	360	69%
11 years old 	374	72%
12 years old 	405	78%
13 years old 	424	82%
14 years old 	425	82%
15 years old 	431	83%
16 years old 	420	81%
17 years old 	379	73%
18 years old 	235	45%
Older than 18 	36	7%

**29.** In total, how many years were you homeschooled?

	Number of Responses	Response Ratio
1 to 4 years 	61	12%
5 to 8 years 	123	24%
9 to 13 years 	335	65%
<b>Total</b>	<b>519</b>	<b>100%</b>

In your opinion, why did your parents choose to homeschool? You  
**30.** may choose as many as apply.

	Number of Responses	Response Ratio
Could give a better education at home	315	61%
Religious reasons	321	62%
In order to teach their particular values, beliefs, worldview	353	68%
To develop character/morality	341	66%
Objected to what the school taught	259	50%
Poor learning environment at school	196	38%
Desired more family time	215	41%
Individualized the curriculum/environment	249	48%
Believed parents should educate children	203	39%
School did not challenge child	118	23%
Wanted to closely guide social interactions	177	34%
Had concerns for the safety of child	89	17%
Wanted private school but couldn't afford it	63	12%
Transportation/distance/convenience	44	8%
Child had special needs/disability	25	5%
Student behavioral problems	29	6%
Other, please specify	58	11%

**31.** During the years you were homeschooled, how often did your parents expect you to attend...

	1 More than once a week	2 Once a week	3 2-3 times a month	4 Infrequently	5 Holidays only	6 Didn't expect attendance
1. Church worship services?	44% 227	51% 265	2% 9	1% 6	0% 1	2% 11
2. Church sponsored activities (classes, volunteer jobs, etc)?	22% 115	31% 161	16% 83	14% 74	0% 0	17% 86

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

**32.** During the years you were homeschooled, how often did your parents expect you to have...

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 Several times a day	2 Once a day	3 Several times a week	4 Weekly	5 Infrequently	6 Didn't expect it
1. Private devotions/Bible reading?	6% 32	62% 324	14% 72	3% 15	3% 13	12% 63
2. Private prayer time?	27% 140	48% 251	9% 46	1% 7	3% 15	12% 60

**33.** During the years you were homeschooled how much did your parents expect your faith to influence...

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 The most important factor	2 An important factor	3 One factor among many factors	4 An unimportant factor	5 Not a factor
1. Your choice of entertainment?	56% 290	34% 174	8% 39	1% 5	2% 11
2. Your choice of friends?	48% 250	35% 183	13% 69	2% 9	2% 8
3. Your choice of romantic interest/spouse?	80% 413	15% 76	4% 20	0% 2	2% 8

**34.** During the years you were homeschooled, when your parents imagined your future use of these substances, how often did they expect you to use...

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 Habitual or Daily use	2 Frequently or Weekly use	3 Infrequently or Once a month	4 Special occasion	5 Did not expect use
1. Alcohol?	0% 0	2% 12	10% 54	20% 104	67% 349
2. Tobacco?	0% 1	0% 0	0% 0	1% 7	98% 511

**My parents definitely practiced what they preached and modeled well what they taught in  
35. regards to...**

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Strongly agree	2 Somewhat agree	3 Neutral	4 Somewhat disagree	5 Strongly disagree	Don't know
1. Church worship attendance	83% 432	12% 60	2% 12	2% 9	0% 2	1% 4
2. Church activity involvement	71% 366	18% 93	7% 34	2% 11	2% 8	1% 7
3. Private devotions/Bible reading	61% 314	24% 124	10% 50	2% 12	1% 7	2% 12
4. Private prayer time	62% 324	23% 118	8% 42	2% 8	2% 9	3% 18
5. Choice of entertainment	64% 334	23% 118	8% 43	3% 16	1% 5	1% 3
6. Choice of friends	72% 372	18% 94	8% 39	1% 4	0% 2	2% 8
7. Use of tobacco	90% 466	2% 10	3% 15	3% 15	2% 12	0% 1
8. Use of alcohol	88% 459	5% 28	4% 19	1% 6	1% 5	0% 2

**36. How often do you now attend...**

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 More than once a week	2 Once a week	3 2-3 times a month	4 Infrequently	5 Holidays only	6 Don't attend
1. Worship services	35% 184	52% 269	6% 29	4% 22	0% 2	3% 13
2. Church sponsored activities (classes, volunteer jobs, etc)?	26% 137	26% 134	17% 87	20% 102	0% 2	11% 57

**37. How often do you now have...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 Several times a day	2 Once a day	3 2-3 times a week	4 Once a week	5 Infrequently	6 Don't have them
1. Private devotions/Bible reading?	12% 61	45% 232	21% 109	6% 31	12% 62	5% 24
2. Private prayer time?	42% 216	35% 180	14% 71	3% 13	5% 26	3% 13

**38. How much do you believe your faith is a factor in...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 The most important factor	2 An important factor	3 One factor among many	4 Unimportant factor	5 Not a factor
1. Your entertainment choices?	42% 216	40% 208	13% 70	3% 15	2% 10
2. Your choice of friends?	45% 235	34% 176	16% 84	1% 7	3% 17
3. Your choice of romantic interest/spouse?	80% 414	15% 76	3% 16	0% 2	2% 11

**39. How often do you use...**

*The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option*

	1 Habitual or Daily use	2 Frequently or Weekly use	3 Infrequently or Once a month	4 Special occasion	5 Do not use
1. Alcohol	0% 0	8% 43	15% 76	20% 104	57% 296
2. Tobacco	2% 10	1% 5	2% 9	2% 10	93% 485



**40. If my parents knew, they would be...**





<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Very satisfied	2 Somewhat satisfied	3 Neutral	4 Somewhat dissatisfied	5 Very dissatisfied
1. With my choice of church?	79% 410	12% 60	5% 24	3% 14	2% 11
2. With the amount of my church attendance?	74% 384	14% 73	4% 23	5% 28	2% 11
3. With my participation in weekly church activities?	68% 354	15% 76	10% 53	4% 23	3% 13
4. With my private Bible/devotional reading?	49% 253	28% 144	6% 29	13% 66	5% 27
5. With my private prayer time?	52% 272	29% 149	6% 29	9% 49	4% 20



**41. If my parents knew my social life they would be...**





<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Very satisfied	2 Somewhat satisfied	3 Neutral	4 Somewhat dissatisfied	5 Very dissatisfied
1. With my entertainment choices	37% 190	42% 217	9% 48	10% 54	2% 10
2. With the religious values of my friends	60% 311	23% 121	10% 52	6% 30	1% 5
3. With the religious values of my romantic interests/spouse	78% 406	12% 61	5% 26	4% 20	1% 6
4. With my use/non-use of tobacco	92% 477	2% 9	2% 10	2% 9	3% 14
5. With my use/non-use of alcohol	78% 404	11% 59	5% 25	4% 19	2% 12

**42. In comparison to my parents' church...**

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Much more conservative than their church	2 Somewhat more conservative than their church	3 The SAME or almost the same as their church	4 Somewhat more liberal than their church	5 Much more liberal than their church	I don't attend OR chose a different religion
1. The doctrinal values of my church are	5% 28	7% 34	75% 390	6% 33	1% 6	5% 28
2. The moral values of my church are	4% 19	7% 36	78% 407	5% 28	0% 2	5% 27
3. The political values of my church are	4% 22	7% 37	76% 392	6% 29	2% 11	5% 28

43. In 5 to 10 years, I expect my religious views to be...		Number of Responses	Response Ratio
Very much like my parents' views		241	46%
Somewhat like my parents' views		193	37%
Somewhat different from my parents' views		46	9%
Very different from my parents' views		17	3%
 Other, please specify		22	4%
<b>Total</b>		<b>519</b>	<b>100%</b>

44. I have adopted my parents' religious values.		Number of Responses	Response Ratio
Strongly agree		352	68%
Somewhat agree		133	26%
Neutral		13	3%
Somewhat disagree		11	2%
Strongly disagree		10	2%
<b>Total</b>		<b>519</b>	<b>100%</b>

45. I believe homeschooling was an important key to my adopting my parents' religious values.		Number of Responses	Response Ratio
Strongly agree		241	50%
Somewhat agree		169	35%
Neutral		41	8%
Somewhat disagree		22	5%
Strongly disagree		12	2%
<b>Total</b>		<b>485</b>	<b>100%</b>

## 46. Why do you think this way?



379 Responses

When I think of the role homeschooling played in my not adopting my  
 47. parents' religious values, I believe...

	Number of Responses	Response Ratio
It was a big part of the problem 	2	6%
It was only part of the problem 	3	9%
Neither helped nor hurt 	28	82%
In other circumstances, it might have helped me adopt their values	1	3%
<b>Total</b>	<b>34</b>	<b>100%</b>

## 48. Why do you think this way?



27 Responses

In your opinion, what might have helped you adopt your parents' religious values? Choose as many as apply.

	Number of Responses	Response Ratio
If I had attended a private, religious school	0	0%
If I had attended a public school	0	0%
If I had attended a different church	2	6%
If I had felt more love at home	4	12%
If my friends had shared more of my parents' values	1	3%
If my parents had spent more time with me	5	15%
If my parents had discussed their beliefs more with me	6	18%
If my parents had lived their beliefs more consistently	5	15%
If my parents had been more strict in disciplining me	0	0%
If my parents had been less harsh when disciplining me	5	15%
Other, please specify	21	62%

This survey is intended to investigate whether homeschooled adults have adopted the religious values of their parents. Are there any comments you would like the researcher to consider in regards to the questions, your answers, or the topic in general?

846 Responses

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