



Compulsory Examination of Homeschoolers in Poland, the Czech Republic, and Slovakia From the Perspective of Parents of Homeschooled Children

Ivana Rochovská¹, Martin Droščák²

¹ Catholic University in Ružomberok, Faculty of Education, 1 Hrabovská road, SK-034, 01 Ružomberok, ikrupova@gmail.com

² Comenius University in Bratislava, Faculty of Education, 59 Račianska Str., SK-813, 34 Bratislava, martin.droscak@uniba.sk

Annotation. The research is focused on the issue of compulsory examination of homeschooled children in umbrella schools. Its aim was to find out which variables influence opinions of parents on the process of compulsory examination in an umbrella school and problems in compulsory examination. Pedagogical education of the parents, the number and the age of the homeschooled children do not influence the opinions of the parents on the problems in the compulsory examination in the umbrella school.

Keywords: *homeschooling, problems during the compulsory examination, umbrella school.*

Introduction

Homeschooling is currently becoming a much-discussed topic, not least because of the pandemic situation during which schools have been completely closed to students in many countries around the world. In this case, however, we cannot talk about home-schooling in the true sense of the word. Originally, homeschooling, as we understand it today, began to emerge in the United States between 1970 and 1980 as an alternative to education, mainly due to public dissatisfaction with traditional education. It has gradually spread to various countries around the world and finds a place in the legislation of these

countries as an alternative form of education that is accepted by the state. For example, as Kostecká (2010) states, homeschooling was legalized in Russia, as well as in Estonia in 1992, Hungary in 1993, Poland in 1998, the Czech Republic in 2005, and in Slovakia in 2008. Hána (2017; 2019), and Kostecká (2019) point to the great diversity of education systems in different countries in relation to homeschooling. For example, in Germany and Turkey, it is not allowed to educate children at home at all. On the other hand, in Denmark, Finland, Ireland, Slovenia, and the United Kingdom, no special permission from the authorities (government, local government) is required for its application in practice. Students are usually required to complete compulsory schooling and to acquire curriculum-compliant knowledge and skills. In other countries such as Lithuania, Latvia, Estonia, Ukraine, Italy, France, Portugal, Belgium, Cyprus, Greece, Austria, Sweden, the USA, and Canada homeschooling is allowed but is regulated by the state in terms of approving homeschool applications and checking children in an umbrella school where they must be enrolled. Homeschooling research in the United States has a long tradition for the above reasons. There are several research studies on this issue in numerous resources, e.g., Holt (1964; 1967; 2003), Moore R. S. and Moore, D. N. (1975), Griffith (1997), Gaither (2008), Gray (2014), Murphy (2014), Ray and Weller (2003). On the other hand, in countries where homeschooling has recently become entrenched in legislation, only a limited number of resources can be found.

In post-communist countries with a similar educational tradition, such as Poland, the Czech Republic and Slovakia, homeschooling has been studied by researchers: e.g., Kostecká (2010), Kašparová (2012; 2015), Giercarz-Borkowska, (2019), Hána (2017), Hána and Kostecká (2019), Rochovská, & Mazur (2019), Rochovská et. al. (2019), Mazur et al. (2019), Rochovská et al. (2020), Porubčanová et al. (2021), Severini et al. (2021).

In Slovakia¹ and the Czech Republic², the law prescribes the implementation of homeschooling according to the school educational program of the school to which the students are admitted, the so-called umbrella school. This program is obligatory for both - the students and the person that is educating them. The student in the umbrella school conducts a commission examination twice a year on compulsory subjects and the school issues them a certificate. If the students fail at the end of the assessment period (usually at the end of the school year), the principal of the umbrella school has the right to cancel the permission for homeschooling. In Poland³, it is also the duty of parents of homeschooled children to provide cooperation in each school year to subject the child to examination and classification. If the students failed, their parents would be deprived of the right to homeschooling (Rochovská & Mazur, 2019; Rochovská et al.,

¹ In the school year 2020/2021, 0.26% of children in Slovakia were homeschooled (for reasons other than health). Another 0.12% of children were homeschooled for health reasons (Šimová, 2022).

² In the school year 2021/2022, 0.60% of children in the Czech Republic were homeschooled (for health and other reasons) (Šimová, 2022).

³ In the school year 2020/2021, 0.51% of children in Poland were homeschooled (for reasons other than health). Another 0.09% of children were homeschooled for health reasons (Šimová, 2022).

2019). This means that if parents want their child to stay in homeschooling, they must pass a compulsory examination and succeed in it. Although the legislation prescribes it, it does not specify its specific form. It is up to the principal of the umbrella school to decide how to secure it. Some teachers who carry out this compulsory examination use more traditional forms (written tests, oral examination, choice of tasks corresponding to the tasks from the textbooks used in the school, etc.). Some schools are also in favor of other forms of examination, e.g., through a sample of the students' portfolio and an interview with them, or a sample of presentations created by the student. Therefore, many parents of homeschooled children are considering choosing an umbrella school for their child. Research conducted by Rochovská et al. (2019) confirmed that 36.45% of parents choose a school for their child based on their experience with homeschooling (42.88% of Polish parents, 27.78% of Czech parents, and 37.50% from Slovakia) and 16.82% choose a school according to the form of compulsory examination (14.89% of Polish parents expressed this, 11.11% of parents from the Czech Republic, and 29.17% from Slovakia).

The Process of Compulsory Examination from the Point of View of the Parents of Homeschooled Children

The progress of a child who is homeschooled is usually assessed based on an examination according to needs, curriculum, and individual study plan by the school, school office or other educational institution, local government, teacher, or competent staff member. The homeschooling provider is primarily responsible for ensuring that the student achieves the necessary knowledge (e.g., in Denmark, Estonia, Lithuania, Slovenia, Portugal, Italy), which may be fined in case of negligence (e.g., in Finland). When teaching a child, he should try to follow the state curriculum, state educational programs or individual study plan, respecting the specific needs of the child. In Denmark and Sweden, the municipality can also supervise homeschooling - it regularly tests students every year. In France, the municipality, or the Center for National Education (Les services de l'éducation nationale) can assess the children directly at home. In Cyprus, children are evaluated by relevant staff every six months or by the District Commission for Special Education every two years (or more often). In Latvia, students are assessed by a teacher at the school in which they are enrolled, and they must also take state progress exams in grades 3 and 6. In Pennsylvania (not in all states is testing mandatory) (Swearingen, 2019; Homeschool Laws by State, 2022), during the school year, families keep a portfolio of work which shows that their children are learning the required subjects for the required amount of time. If a student is in third, fifth or eighth grades, then at some point during the school year the student must be tested either with the test given in the public schools or with a test chosen by the parents from a long list of acceptable achievement tests. In the spring, the families meet with an evaluator of their own choosing, who reviews the portfolio, interviews the child, and certifies in an evaluation letter that the student is getting an appropriate education. Parents choose the evaluator, who can be a certified

teacher, a licensed psychologist, a non-public school teacher with recent experience, or anybody else with the advanced approval of the superintendent. By June 30, the parents must turn in to their school superintendents the evaluation letter, which states that the student is getting an appropriate education. Thus, the evaluator chosen by the parents, not the state, determines if they can continue homeschooling. (Pennsylvania Homeschoolers' Accreditation Agency).

The process of compulsory examination in an umbrella school from the point of view of parents of homeschooled children in Poland, the Czech Republic and Slovakia was researched by Rochovská et al. (2019). Less than half of the parents said that the compulsory examination took place without any problems and in a pleasant atmosphere, while they generally expressed satisfaction. In Poland, 47.62% of parents expressed this opinion, in the Czech Republic 36.17%, and in Slovakia 43.48%. On the other hand, none of the parents from Poland expressed dissatisfaction, only 8.51% of parents from the Czech Republic and 8.70% of parents from Slovakia expressed dissatisfaction with the course of the compulsory examination in an umbrella school.

Parents also commented on the form of compulsory examination. While in Poland, 19.05% of parents stated an oral examination, an interview with the child, and 23.81% a written examination, a test, in the Czech Republic, 19.15% of parents reported an oral examination, and 14.89% of parents stated a written examination. In Slovakia, 8.7% of parents commented on the oral examination and 13.04% of parents commented on the written examination.

In addition to the oral and written examinations, it is legally possible to include a student's portfolio in the assessment, but it is not recommended that this be the only form of assessment. In the above-mentioned research by Rochovská et al. (2019), no one from Polish parents stated that a portfolio assessment was used as a part of compulsory examination. While in Slovakia, only 4.35% of parents had such an experience, in the Czech Republic it was 14.89% of parents. On the other hand, in Poland, several parents stated that presentations created by the child were included in the evaluation (7.14%), in Slovakia it was only 4.35%, and in the Czech Republic 2.13% of parents.

Problems during Compulsory Examination as Mentioned by Parents of Homeschooled Children

In Slovakia and the Czech Republic research produced the same results as in the United States (e. g. Murphy, 2014; Gray & Rile, 2013; Cogan, 2010; Ray & Weller, 2003), where research confirmed that homeschooled children scored as well as their school-attending peers in college entrance examinations. Slovak homeschooled children achieved very good results in their final examinations at the end of the school year. Similarly, experimental verification of homeschooling in the Czech Republic showed that it was, in all aspects, a valid alternative to the state institutionalized education system (Kašparova, 2019;

Pastorova et al., 2012). From the above, it could follow that the homeschooled children and their parents have a smooth course of compulsory examination in the umbrella school.

In the research of Rochovská et al., (2019), parents also commented on the specific problems they encountered during compulsory examination. Of all parents, 58.97% said they had no problem and 41.03% mentioned a specific problem.

Exactly half of these parents from Slovakia thought that it was a complete misunderstanding of home education by some teachers who tested their children. In the Czech Republic, 22.22% of parents had the same opinion and in Poland 7.14%. Another group of reported problems was poor timing, associated with long waits or lack of time. They were mentioned by 28.57% of parents from Poland and 22.22% of parents from the Czech Republic. In addition, they also mentioned problems related to the child's nervousness, which was agreed upon by up to a quarter of parents from Slovakia, as well as 11.11% of parents from the Czech Republic and 7.14% of parents from Poland. Another 14.29% of parents from Poland also mentioned problems related to the examiner's dissatisfaction with the child's answer. Other answers given by the rest of the parents include, for example: *"... this is not a suitable form at all ... (note: compulsory examination)."* *"The teacher is a rather strange person."* *"It was exhausting and inhumane in the first school."* *"A class teacher is a pretty weird person."* *"Nonsensical clinging of the tribal teacher to the literal wording of the answers according to the assigned textbooks, no possibility to choose your own textbooks."*

One of the pitfalls of compulsory examination according to other researchers (Porubčanová et al., 2021) is the half-year classification, and the classification at the end of the school year. However, many parents express their children's educational attainment in a different way than a mark.

Researched Issue

One of the contentious issues in homeschooling involves testing requirements which (these requirements), generally speaking, serve to document the educational progress of a given state's residents and demonstrate that education provided within the state leads to adequate achievement.

If, when, and how to assess homeschoolers are all questions the answers to which vary widely from state to state. Several sources provide information about state-specific assessment requirements, applying different schemas to simplify and, thus, allow similarities across states to be discerned (Carlson, 2020).

It can be stated that in Poland, the Czech Republic, and Slovakia the issue of compulsory examination in the umbrella school is not examined in sufficient detail and the ambition of this research is to contribute to solving the issue. The research problem was formulated on the basis of several realized research dealing with the given topic (Rochovská & Mazur, 2019; Rochovská et al., 2019; Mazur et al., 2019; Kašparová, 2012; 2015; 2019; Rochovská et al., 2020; Porubčanová, 2021; Severini et al., 2021).

The research by Mazur et al., (2019) did not confirm the hypothesis that children whose parents chose an umbrella school based on experience with homeschooling and in the form of compulsory examination would have fewer problems in this examination than children whose parents chose an umbrella school according to other criteria. According to Porubčanová et al. (2021) the choice of the methods and forms of homeschooling by parents of homeschooled children did not affect whether the parents had problems during the compulsory examination of their children in an umbrella school. For this reason, this research focused on examining other factors that could affect compulsory examination.

The Aim and Hypotheses of the Research

The aim of the broader research was to find out which variables influence the process of compulsory examination in an umbrella school. One research question (RQ) was formulated from the goal of the research and in connection with the results of the mentioned research.

RQ: What are the problems during compulsory examination of children in an umbrella school from the point of parents' view?

During the finding out the answer to the research question (with the application of qualitative data processing), three hypotheses (H_1 , H_2 , H_3) were formulated:

H_1 : Parents of homeschooled children with pedagogical education face fewer problems during compulsory examination than parents with no pedagogical education.

H_2 : Parents homeschooling more than one child face fewer problems during compulsory examination than the parents homeschooling one child.

H_3 : Parents homeschooling older children face fewer problems during compulsory examination than the parents homeschooling younger children.

Research Methodology

Instruments and Procedures

Both inductive and deductive data processing approaches, and qualitative and quantitative research strategy were applied in the research. The research method was a questionnaire method, and an online structured questionnaire was used as a research tool, which consisted of ten open-ended items (you can find the link to the questionnaire form in References). Two items were evaluated to verify the established research question and hypotheses. Respondents commented on how the compulsory examination took place and what problems they encountered in the compulsory examination of their children in an umbrella school. The questions had the exact wording: 1. How is the compulsory examination in an umbrella school was conducted? 2. Did you encounter any difficulties during the examination? They also stated whether they had a pedagogical education and in which field, how many children they homeschooled, and what their age was.

The validity of the tool was ensured by external assessment by experts on education, homeschooling, and as the third by the parents of homeschooled children.

The questionnaire was processed into an electronic version via Google Forms. The questionnaire was administered online through social groups focused on homeschooling in Poland, the Czech Republic, and Slovakia. The answers to the open-ended questions were analyzed. The method of the content analysis of the text was applied, at first, using a qualitative approach to data processing. The unit of the analysis was a content unit (a word, a sentence, or multiple sentences) related to a problem in a compulsory examination. The results of the analysis were interpreted.

When the responses were analyzed, it was found that a larger group of the respondents with pedagogical education reported no problems during the compulsory examination of their homeschooled children. Similarly, the majority of the parents who had multiple children, and those who had older children, reported that they had no problems during the compulsory examination. It was therefore necessary to determine whether these differences were statistically significant.

The content analysis was conducted again, using a quantitative data processing approach. The unit of the analysis was the response of the respondent, which was categorized into two categories: 1. “with problems”, and 2. “without problems”. The reliability of the procedures was determined by the degree of agreement between the coding of the two coders (in applying the deductive data processing). In our case, it was 100%.

The hypotheses were formulated and statistically tested.

Sample Selection

In the school year 2020/2021, the total number of homeschooled children and students (from health and other reasons, on all levels of school) was approximately at least 17 100 in Poland, 5 800 in the Czech Republic, and 2 200 in Slovakia. A complete list of every member of the population (parents of homeschooled children in Poland, the Czech Republic, and Slovakia) did not exist. Therefore, the research sample was chosen by an available selection. Researchers had to work with the data from parents of homeschooled children who wanted to be the participants and expressed the willingness to answer the questions. 78 parents (aged 21 to 60) of homeschooled children were contacted. There were 30 respondents from Poland (PL), 27 respondents from the Czech Republic (CZ), and 21 respondents from Slovakia (SK). While the size of the sample was determined by the data saturation in the case of using the qualitative approach, was the size of the sample also one of the limits of the research.

The research sample consisted of 89.74% women and 10.26% men. The following tables show data on parents' pedagogical education (Table 1), the length of pedagogical practice (Table 2), the number of home-educated children (Table 3), and children's age (Table 4).

Table 1
Pedagogical Education of the Respondents (%)

Pedagogical education	PL		CZ		SK		Total	
	n	%	n	%	n	%	n	%
Yes	9	30.00	7	25.93	10	55.56	26	34.67
No	19	63.33	19	70.37	10	55.6	48	64.00
Unfinished	1	3.33	1	3.70	0	0.00	2	2.67
Other response	1	3.33	0	0.00	1	5.56	2	2.67

Note: In Poland, the pedagogical education of parents was not a condition for permission of homeschooling of their children. In the Czech Republic, the condition for homeschooling was at least a secondary education (it could not be pedagogical) with a maturity exam ISCED 3 (in the case of a learner at the first stage of Primary School, ISCED 1) or higher education ISCED 5 (in the case of a learner at the second stage, ISCED 2). In Slovakia, homeschooling was allowed only by a person with the qualification requirements of higher education of the second stage (ISCED 5), established for teachers on the first stage of Primary School.

Table 2
The Length of the Teaching Practice of the Respondents (%)

Work experience (years)	No work experience	up to 5	6-10	11-15	16-20	21-25	26-30
% resp.	66.67	16.67	5.13	6.41	2.56	2.56	1.28
PL	70.00	20.00	3.33	6.67	0.00	3.33	3.33
CZ	74.07	18.52	3.70	3.70	3.70	0.00	0.00
SK	52.38	14.29	9.52	14.29	4.76	4.76	0.00

Table 3
Number of Respondents' Homeschooled Children

Number of children	PL		CZ		SK		Total	
	n	%	n	%	n	%	n	%
1	23	76.67	16	59.26	13	72.22	52	66.67
2	4	13.33	7	25.93	7	38.89	18	23.08
3	1	3.33	4	14.81	0	0.00	5	6.41
4	1	3.33	0	0.00	0	0.00	1	1.28
No answer	1	6.67	0	0.00	1	5.56	2	2.56
Total	30	100	27	100	21	100.00	78	100

Table 4
The Age of the Homeschooled Children

Age of children (years)	5	6	7	8	9	10	11	12	13	14	18	19
PL	0	2	8	2	3	6	4	5	2	1	2	1
CZ	2	4	9	3	8	6	4	3	1	2	0	0
SK	0	5	8	6	4	3	0	1	1	0	0	0
Total	2	11	25	11	15	15	8	9	4	3	2	1

Note: In Poland, compulsory school attendance was from 6 years of age, while children aged 7 years were enrolled in Primary school after Pre-primary school education. In the Czech Republic and Slovakia, compulsory school attendance was from 5 years of age. Two respondents from Slovakia, who reported the age of 12 and 13, had children enrolled in a school in the Czech Republic (in 2019, when the research had been realized), where homeschooling was also approved for this age category.

Data Analysis

At first, an open coding technique was used to evaluate the data. The researcher created codes and applied them to the sequences of the text. The researcher repeatedly came back to the codes, evaluated them, and modified some of them. Consequently, the codes were categorized, and the relations between the categories were found (Figure 1).

In applying the deductive data processing, the categories “Without problems” and “With problems” were created from the answers of the respondents concerning the problems during the compulsory examination. These categories have become variables in formulating hypotheses. Other variables were parents’ pedagogical education, the number of homeschooled children (one child, more than one child), and their age (from 5 to 9 years, more than 10 years). The hypotheses were statistically tested. Pearson’s Chi-square test of independence was used to verify the data.

Results

Stemming from the created codes, categories, and relations between them (Figure 1), the compulsory examination of homeschooled children in an umbrella school is in the majority of cases the necessary part of homeschooling. Only in the case of studying outside the researched countries (for example in Great Britain), the compulsory examination is not required by the state. In addition, a small group of parents have not yet had a compulsory examination with their homeschooled children.

The research did not focus on the objective state of the compulsory examination, but it focused on the homeschooled parents’ perception of the issue. The parents perceived

it either as seamless (for example *“Without problems”, “Very well.”, “Good.”*) or as problematic. Some parents, who did not indicate any problem when asked an open-ended question about the examination, had already indicated a problem when asked a follow-up question related to problems during the examination. Mostly, however, the answers to both questions were consistent.

The parents who homeschooled more children also reported comparing approaches to the examination in two different schools. For example: *“In a regular school with problems. They required their curriculum quite precisely. Today in free school just fine.”, “Very good in the private school. Very bad in the public school.”, “The first school: The examination lasted two days, together seven hours. The second school: More trust, short examination lasted one hour, both written and oral.”*

The parents who reported that the compulsory examination was without problems, either perpetually stated its form (a written part, an oral part, a portfolio), or reported that they were satisfied. They enjoyed the meeting with other homeschooled children and their parents (some parts of the examination were realized together with them). They also expressed that their children were motivated. Moreover, they awarded atmosphere, timing, results of children, and refreshment. For example: *“Sandwiches, cakes, tea, and coffee prepared by the school help us while waiting for the exams in individual subjects.”*

The parents who reported that they encountered the problems expressed their dissatisfaction related to the missing individual approach. For example: *“The teacher was imposing aids on the child that he did not know. She had no interest in a portfolio.”. “The teacher had no understanding of the differences and the different pace.”*

Parents were also unhappy with the timing. For example: *“Time was not ideally managed.”*. They complained about the short time, long waiting, or late time for the exam. For example: *“In our school, the examination was horribly organized. It was very hard to participate in it. The examination lasted until 21.00!!!”*

Another mentioned problem was the stress of the parents. For example: *“Only my stage fright.”* They also perceived their children’s stage fright. For example: *“The stress and the amount of material caused “blocks” in the children.”, “My son does not want to go.”, “My daughter was very nervous.”*

The problem was also the dissatisfaction with the examining teacher. For example: *“One of the teachers had passed only written part, did not discuss the test. ... We were given only a mark, without any comment.”*

Moreover, the respondents also perceived the problems of other children.

Figure 1
Compulsory Examination in an Umbrella School

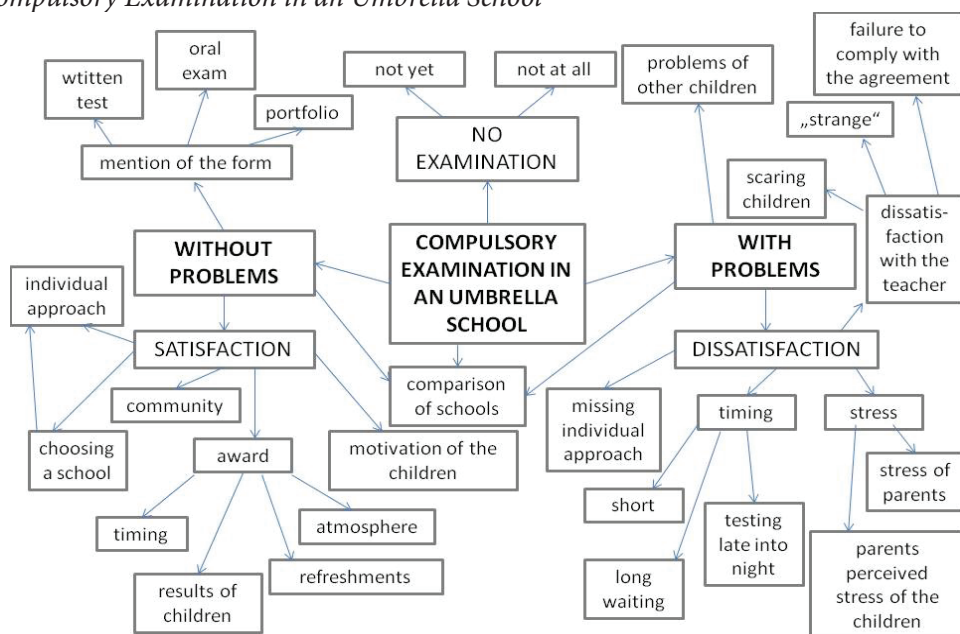


Table 5 shows the numbers of respondents (parents) regarding pedagogical education and problems with the compulsory examination.

Table 5
Pedagogical Education and the Problems during Examination

	Current frequency	
	With pedagogical education (26)	Without pedagogical education (51)
Without problems (46)	15	31
With problems (31)	11	20
	Expected frequency	
	With pedagogical education	Without pedagogical education
Without problems	15.53	30.47
With problems	10.47	20.53

Of the respondents who had a pedagogical education ($n = 26$), 15 (57.69%) said that the compulsory examination went smoothly and 11 (24.31%) said that they had encountered problems. Of the respondents who had no pedagogical education ($n = 51$), 31 (60.78%) said that the compulsory examination went smoothly and 20 (39.22%) said that they had encountered problems.

Pearson's Chi-square test of independence was used to verify the hypothesis. There was no statistically significant difference ($X^2(1) = 0.069$, $p = .793$) between respondents who had and who did not have pedagogical education in the problems during the examination. Hypothesis H_1 was rejected.

Table 6 shows the numbers of respondents regarding the number of children in homeschooling and the problem of compulsory examination.

Table 6
Number of Children and the Problems During Examination

	Current frequency	
	One child (52)	More than one child (25)
Without problems (46)	32	14
With problems (31)	20	11
	Expected frequency	
	One child	More than one child
Without problems	31.06	14.94
With problems	20.94	10.06

Of the respondents who homeschooled one child ($n = 52$), 32 (61.54%) said that the compulsory examination went smoothly and 20 (38.46%) said that they had problems. Of the respondents who homeschooled more than one child ($n = 25$), 14 (56%) said that the compulsory examination went smoothly and 11 (44%) said that they had problems.

Pearson's Chi-square test of independence was used to verify the hypothesis. There was no statistically significant difference ($X^2(1) = 0.215$, $p = .643$) between respondents who homeschooled one child and who homeschooled more children with difficulty in compulsory examination. Hypothesis H_2 was rejected.

Table 7 shows the numbers of respondents regarding the age of homeschooled children and the problem of compulsory examination. Of the respondents who had younger children ($n = 37$), 25 (67.57%) said that the compulsory examination went smoothly, and 12 respondents (32.43%) said that they had encountered problems. Of the respondents who had older homeschooled children ($n = 40$), 21 (52.5%) said that the compulsory examination went smoothly, and 19 respondents (47.5%) said that they had encountered problems.

Table 7*Age of Children and the Problems during Examination*

Current frequency		
	Younger children (37)	Older children (40)
Without problems (46)	25	21
With problems (31)	12	19
Expected frequency		
	Younger children	Older children
Without problems	22.1	23.9
With problems	14.9	16.10

(Note: The term younger children were applied to children from 5 to 9 years, the term older children was applied to children older than 10 years; if the respondent stated several children, e.g. 8 and 10 years, the answers were included in the category “older” children, as the respondent already had older children in homeschooling who had passed a compulsory examination in an umbrella school and therefore had more experience with it.)

Pearson’s Chi-square test of independence was used to verify the hypothesis. There was no statistically significant difference ($X^2(1) = 1.814$, $p = .178$) between respondents who had older homeschooled children and who had younger homeschooled children with difficulty in compulsory examination. Hypothesis H_3 was rejected.

Discussion

A search of online research databases indicated that no studies or large-scale surveys had been conducted on the process of compulsory examination and the factors that influence it. There is limited research focused on documenting what compulsory examination practices in umbrella schools look like.

It has been confirmed that compulsory examination is perceived by the group of parents of homeschooled children as smooth, without any subjectively perceived problems. Another group of parents reported they encountered problems, such as stress, timing, or dissatisfaction with a teacher’s approach.

Figure 1 shows the subjective perception of the compulsory examination in an umbrella school and related problems by parents of homeschooled children. The view of these reported problems may change over time. The mentioned problems can also be the feedback for examining teachers from the parents. In this case, both parents and teachers share the common goal of making compulsory examination work for children. The goal is to create the conditions in which children can perform to their ability the best and present what they have learned over a half-year or a year. Teachers should be able to assess their progress as objectively as possible. During the qualitative research, the

questions were stemming if the perception of compulsory examination could be changed by various factors. It has already been confirmed that this perception of problems has not been changed neither by the influence of the methods and forms applied in homeschooling, nor by the influence of the selection of an umbrella school (Mazur et al., 2019; Porubčanová, 2021). In the search for other factors that may influence the perception of problems in compulsory examinations, the influence of three variables was investigated (pedagogical education of parents, the age of homeschooled children and the number of homeschooled children).

It has not been confirmed that parents with pedagogical education have fewer problems with compulsory examination than parents without pedagogical education. Furthermore, it was found that parents who educate more than one child at home do not have fewer problems with compulsory examination than parents who educate only one child. It has also been found that parents educating older children do not have fewer problems with compulsory examination than parents educating younger children. Thus, neither the parents' pedagogical education nor the number and age of the children in the home education were the cause of the problems that the respondents and their children experienced during the compulsory examination in an umbrella school.

In a study by Mazur et al., (2019), parents of homeschooled children stated that they often encountered misunderstanding among teachers on compulsory examination, who they thought did not understand alternative methods and forms of education. Parents complained that they could not fully respect the interests and needs of their homeschooled child because they were limited by the compulsory curriculum, prescribed by the curriculum for individual years.

In her survey, Majdišová (2021) also dealt in part with the compulsory examination of homeschooled children. She does not state which factors would influence compulsory examination but states that in half-yearly and year-end commissioned examinations, teachers often find that homeschooled children achieve greater and better knowledge than school children. It was also found that the parents mostly assessed the communication with umbrella schools as welcoming to the above standard.

The limits of the research lie in the size of the sample, which was not representative. However, it is quite difficult to find parents who homeschooled their children and are willing to answer the researcher's questions. The official lists of neither homeschooled children nor their parents do not exist.

The ethics of the research was ensured through measures relating to the preservation of respondents' anonymity, their voluntary participation in the research, and their ability to withdraw from the research at any time.

The implication for further research is to examine the views of the teachers from the umbrella schools responsible for the compulsory examination of homeschooled children and to confront their views with those of their parents. Research findings present implications for further, mostly qualitative research.

Conclusions

From state to state, the understanding and definition of homeschooling vary widely, leading to equally wide variations in regulatory practices. Homeschooling appears like private schooling only when “private” is taken to mean “nonpublic.” In terms of legal statutes governing homeschooling in individual states, homeschools are conceptualized as offering private education, equivalent education (to that offered in public schools), or home education (McMullen, 2002).

Homeschooling remains a viable option for parents to pursue, and its regulation by state entities often is, on the one hand, minimal and flexible, allowing parents considerable latitude in structuring the education of their children, on the other hand, it is strictly regulated, which can be a significant obstacle for many parents.

The conclusions of the research can contribute to a more detailed knowledge of the issues of homeschooling in connection with the compulsory examination in the umbrella school. The conclusions can be useful not only for researchers dealing with the topic, but also for the Ministries of Education of the countries where the compulsory examination is required by the state and, last but not least, for parents of homeschooled children and teachers responsible for compulsory examination in the umbrella school.

It was found that if homeschooled children have problems with the compulsory examination, this is not due to the absence of pedagogical education neither of the parents nor to the number and age of children in homeschooling. Therefore, it would be useful to examine which factors influence the compulsory examination process and its smooth running.

The results of deeper qualitative research could be an incentive to improve and set up a system of compulsory examination in countries where it is required by the state, which could appreciate the benefits of homeschooling and, on the other hand, guide parents on how to prepare children for successful compulsory examination in a tribal school.

References

- Carlson, J. F. (2020). Context and regulation of homeschooling: Issues, evidence, and assessment practices. *School Psychology*, 35(1), 10–19. <http://dx.doi.org/10.1037/spq0000335>
- Cogan, M. F. (2010). Exploring academic outcomes of homeschooled students. *Journal of College Admission*, 208, 18–25. <https://files.eric.ed.gov/fulltext/EJ893891.pdf>
- Gaither, M. (2008). *Homeschool: An American history*. Palgrave Macmillan. <https://link.springer.com/content/pdf/10.1057/978-1-349-95056-0.pdf>
- Giercarz-Borkowska, M. (2019). *Edukacja domowa: Jako alternatywa edukacyjna dla dzieci zdolnych*. [Home education: As an educational alternative for talented children]. Wydawnictwo Teksty.

- Gray, P. & Riley, G. (2013). The challenges and benefits of unschooling, according to 232 families who have chosen that route. *Journal of Unschooling and Alternative Learning*, 7(14), 1–27. <https://jual.nipissingu.ca/wp-content/uploads/sites/25/2014/06/v72141.pdf>
- Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. Basic Books.
- Griffith, M. (1997). *The homeschooling handbook: From preschool to high school, a parent's guide*. Prima Publishing.
- Hána, D., & Kostecká, I. (2019). *Domácí vzdělávání v kontextu evropských vzdělávacích systémů*. Charles University, Faculty of Education. https://journals.muni.cz/socialni_studia/article/view/14084/11777
- Hána, D. (2017). Systémy domácího vzdělávání v Evropě. *Informace, Česká Geografická společnost [Czech Geographical Society]*, 1, 20–30.
- Holt, J. (1964). *How children fail*. Massachusetts: Da Capo Press.
- Holt, J. (1967). *How children learn*. Pitman Publishing.
- Holt, J. (2003). *Teach your own: The John Holt book of homeschooling*. Da Capo Press.
- Homeschool Laws by State 2022. (2022). <https://worldpopulationreview.com/state-rankings/homeschool-laws-by-state>
- Kašparová, I. (2012). Children, work and education: First steps to unschooling as a result of current institutional child-care crisis in the Czech Republic. *Proceedings of Belgrade International Conference on Education* (pp. 31–42). Tomorrow People Organization.
- Kašparová, I. (2015). Homeschooling: Freedom and control in Czech education. *Global Dialogue*, 5(3), 31–32. <http://globaldialogue.isa-sociology.org/homeschooling-freedom-and-control-in-czech-education/>
- Kašparová, I. (2019). *Spolu. Průvodce domácího vzdělávání v České republice. [Together. The Guideline of Home Education in the Czech Republic]*. Akamedia.
- Kostecká, Y. (2010). Home education in the post-communist countries: Case study of the Czech Republic. *International Electronic Journal of Elementary Education*, 3(1), 29–44. <https://www.iejee.com/index.php/IEJEE/article/view/237>
- Les services de l'éducation nationale [National Education Services]. <https://www.education.gouv.fr/les-services-de-l-education-nationale-9068>
- Majdišová, Z. (2021). Domáce vzdelávanie na Slovensku – prieskumné zistenia. [Homeschool Education in Slovakia – Research Results.] In *Aktuálne problémy predškolskej a elementárnej pedagogiky vo výskumoch študentov doktorandského štúdia. [Actual problems of pre-school and elementary school education from the viewpoint of doctoral students]*. Verbum, 37–52.
- Mazur, P., Rochovská, I., & Klačková, B. (2019). The Issue of Homeschooling in Poland, the Czech Republic and Slovakia from the Perspective of Parents of Homeschooled Children. *The New Educational Review*, 58 (4), 54–71. [doi: 10.15804/tner.2019.58.4.01](https://doi.org/10.15804/tner.2019.58.4.01)
- McMullen, J. G. (2002). Behind closed doors: Should states regulate homeschooling? *South Carolina Law Review*, 54, 75–110.

- Moore, R. S., & Moore, D. N. (1975). *Better late than early: A new approach to your child's education*. Reader's Digest Press.
- Murphy, J. (2014). The social and educational outcomes of homeschooling. *Sociological Spectrum*, 34(3), 1–33. <https://doi.org/10.1080/02732173.2014.895640>
- Pastorova, M., Altmanova, J. & Koubek, P. (2012). *Porovnavacia analyza: Domace (individualne) vzdelavanie [Comparative Analysis: Home (Individual) Education]*. Narodny ustav pre vzdelavanie [National Institute for Education].
- Pennsylvania Homeschoolers Accreditation Agency. <https://www.phaa.org>
- Porubčanová, D. et al. (2021). *Educational challenges in subject didactics education in the context of home education*. STS Science Centre.
- Ray, B., & Weller, N. (2003). Homeschooling: An overview and financial implications for public schools. *School Business Affairs*, 69 (5), 22–26.
- Rochovská, I. & Mazur, P. 2019. Theoretical basis of individual (home) education in Slovakia, the Czech Republic and Poland. *Pedagogika.sk. Slovak Journal for Educational Sciences*, 10(4), 254–273. <https://www.casopispedagogika.sk/studie/rochovska-ivana-mazur-piotr-theoretical-basis-of-individual-home-education-in-slovakia-the-czech-republic-and-poland.html>
- Rochovská, I., Droščák, M., & Šilonová, V. (2020). Comparison of preferred didactic forms and methods in homeschooling. *The New Educational Review*, 61(3), 13–25. doi: 10.15804/tner.2020.61.3.01
- Rochovská, I., Mazur, P., & Dolinská, E. (2019). Homeschooling in Poland, the Czech Republic and Slovakia. *Education Policy, Management and Quality*, 11(2), 64–76.
- Swearingen, T. (2019). Complete guide to homeschool testing. <https://www.homeschool.com/blog/2019/02/complete-guide-to-homeschool-testing/>
- Severini, E., Kožuchovská, M., & Brezovská, L. (2021). *Individuálne (domáce) vzdelávanie [Individual (Home) Education]*. Key Publishing.
- Šimová, D. (2022). *Domškolákov je na Slovensku 0,3 %. Z 1000 žiakov v školách sú traja domškoláci. [There are 0.3% of Homeschoolers in Slovakia. From 1000 Students there are Three Homeschoolers]*. Association of Home Education in Slovakia. <https://www.domacaskola.sk/domskolakov-je-na-slovensku-03-z-1000-ziakov-v-skolach-su-traja-domskolaci>

Šeimoje besimokančių vaikų privalomasis pasiekimų patikrinimas Lenkijoje, Čekijoje ir Slovakijoje iš tėvų perspektyvos

Ivana Rochovská¹, Martin Droščák²

¹ Ružomberoko katalikų universitetas, Edukologijos fakultetas, Hrabovská kelias 1, SK-034 01 Ružomberokas, ikrupova@gmail.com

² Bratislavos Comenius universitetas, Edukologijos fakultetas, Račianska g. 59, SK-813, 34 Bratislava, martin.droscak@uniba.sk

Santrauka

Tyrimo objektas – šeimoje besimokančių vaikų privalomojo mokymo pasiekimų patikrinimo klausimas Lenkijoje, Čekijoje ir Slovakijoje. Tyrimu buvo siekta išsiaiškinti, kokie kintamieji lemia tėvų, kurių vaikai mokosi šeimoje, nuomonę apie privalomojo pasiekimų patikrinimo procesą ir jo problemas skėtinėje mokykloje.

Tiriamieji buvo atrinkti pagal patogiąją atranką. Tyrime dalyvavo 78 tėvai, kurių vaikai mokosi šeimoje. Tėvų amžius nuo 21 iki 60 metų.

Tyrimo buvo taikomi tiek indukciniai, tiek dedukciniai duomenų apdorojimo metodai, kokybinė ir kiekybinė tyrimo strategija. Tyrimo metodas – anketinė apklausa raštu; kaip tyrimo priemonė buvo naudojama internetinė struktūrizuota anketa, kurią sudarė dešimt atvirojo tipo punktų. Duomenims apdoroti buvo taikoma kokybinė turinio analizė. Duomenys buvo interpretuoti kokybiškai, tačiau patikimumas buvo patikrintas ir kiekybiškai. Respondentų atsakymai buvo suskirstyti į dvi kategorijas: 1. „Su problemomis“ ir 2. „Be problemų“. Hipotezės buvo statistiškai patikrintos. Duomenims patikrinti buvo naudojamas Pirsono Chi-kvadrato nepriklausomybės testas.

Patvirtinta, kad privalomąjį pasiekimų patikrinimą viena tėvų grupė suvokia kaip sklandų, be subjektyviai įžvelgiamų problemų. Kita tėvų grupė nurodė, kad susiduria su tokiomis problemomis, kaip stresas, laikas ar nepasitenkinimas mokytojų atžvilgiu. Nepatvirtinta, kad pedagoginį išsilavinimą turintys tėvai patiria mažiau problemų, susijusių su privalomuoju vaikų pasiekimų patikrinimu, nei pedagoginio išsilavinimo neturintys tėvai. Be to, nustatyta, kad tėvai, kurie moko šeimoje daugiau nei vieną vaiką, neturi mažiau problemų dėl privalomojo pasiekimų patikrinimo nei tėvai, kurie moko šeimoje tik vieną vaiką. Taip pat nustatyta, kad tėvai, kurie šeimoje moko vyresnius vaikus, neturi mažiau problemų dėl privalomojo pasiekimų patikrinimo nei tėvai, kurie šeimoje moko jaunesnius vaikus.

Esminiai žodžiai: mokymas šeimoje, problemos privalomo pasiekimų patikrinimo metu, skėtinė mokykla.

Gauta 2022 04 23 / Received 23 04 2022
Priimta 2022 10 21 / Accepted 21 10 2022