



**HOMESCHOOL LEARNING STRATEGIES PERCEIVED TO INFLUENCE  
ACADEMIC EXCELLENCE, IN NAIROBI COUNTY, KENYA**

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**Abstract**

School operations are influenced by various theories and perspectives that individuals hold about what is beneficial for learners. Homeschooling critically examines traditional schooling while aiming to fulfil the educational purpose of academic learning. This narrative study investigated learning strategies in homeschooling that lead to academic success, guided by the research question: How can the quality of homeschooling education be enhanced? Drawing on social learning theory and through interviews with four homeschool educators in Nairobi County, Kenya, a thematic analysis of the collected data revealed six effective learning practices, including professional development, contextualized learning, fostering independent learners, and promoting greater parental involvement. The results indicate that both public school teachers and novice or experienced homeschool educators could improve their teaching and learning outcomes by adopting these practices and incorporating them into their professional development.

**Keywords:** Academic excellence, Homeschooling, homeschool educator, learning strategies, professional development

## **Introduction**

Homeschooling is an established idea, and even though it predates the popular mass education systems, it still provokes varied opinions. Government regulation of education is increasingly prevalent, with certain countries even prohibiting homeschooling altogether (Ray, 2021). Opponents cite the risks of radicalization and potential harm to the collective welfare. Proponents on the other end argue from a philosophical perspective that parents who opt for homeschooling are following Natural Law and rational thought in their decision to utilize this freedom. Meanwhile, homeschooling as a phenomenon continues to persist in questioning contemporary ideas about education, schooling, and family structures (Apple, 2000; Cox, 2003; Dwyer & Peters, 2019; Ray, 2021; Kunzman & Gaither, 2020)

Countries that base their education policies on the philosophical perspective of natural law have aimed to incorporate homeschooling and view it as a collaborator in their education sector. They have actively sought methods to implement various types of regulation (Gathure, 2018). Despite the fact that it has gained international attention, particularly in Western nations, the legal status of homeschooling is ambiguous and unstable across the globe (Chinazzi, 2023). For example, in Kenya, the law is not explicit about homeschooling. Homeschoolers in Kenya interpret that the State has taken over the role of primary educators from parents, diminishing their role to a secondary and subordinate position. The Kenyan Education Act fails to sufficiently represent the rights of choice, conscience, and religion in education, which stem from Natural Law and are protected by Kenya's Constitution. Gathure (2018) suggests that further research should explore the nature of homeschooling and identify methods to assist and support parents who opt for this educational choice, which can inform the formulators of the Kenya Basic Education Act, 2013 and provide clarity.

Opponents of homeschooling have frequently attributed academic performance to the lack of conclusive research on test scores or educational success related to homeschooling (Johnson, 2005; Smith, 2010). The topic of academic success among homeschoolers has garnered significant scholarly interest. Regrettably, several of the largest and most frequently referenced studies have notable design issues that restrict their general applicability and trustworthiness (Kunzman & Guither, 2020). Homeschool researchers in first-world countries hold the view because mostly the published data is advocacy-based research or isolated anecdotes. Hard data are scarce about homeschooling specifically in African countries, where the number of families' homeschooling is relatively low. Besides, obtaining comprehensive demographic information about homeschoolers is challenging, primarily because several states do not mandate registration for participants, which compels researchers to depend on datasets that are often incomplete (Twini, Wamocha, & Buhere, 2022).

In Kenya, Gathure (2018) study highlighted that gathering data from the homeschool population sample was the most challenging. The challenges arose from the absence of official information regarding homeschooling in Kenya and the reluctance of homeschooling families to engage in this effort, primarily due to the ambiguous legal standing of homeschooling in the country. The dynamics of homeschooling are of interest to education researchers to advance knowledge on the subject of schooling and education. Although public educational institutions have mostly been linked to enhancements in academic success, current research sought to investigate strategies homeschool educators perceive as enhancing academic excellence in Nairobi, Kenya.

## **Research Question**

How can the quality of homeschooling education be enhanced?

## Theoretical Framework

This study was anchored on Social Learning Theory (SLT) developed by Bandura (1977). SLT emphasizes that learning occurs in a social context through observation, imitation, and modeling. According to Bandura, behavior is shaped not only by direct experience but also by watching others, with three key processes being central: attention, retention (memory), and motivation. Learners observe role models, internalize their behaviors, and reproduce them when motivated by reinforcement or expected outcomes (Bandura, 1986).

The theory is relevant to homeschooling because the home is the primary social environment where children learn by observing parents, siblings, and facilitators. Homeschool educators act as both instructors and role models, shaping learners' values, self-discipline, and study habits. For example, strategies such as timely feedback, parental involvement, and nurturing independent learners align with Bandura's idea of modeling and reinforcement. Moreover, SLT underscores the role of self-efficacy, the belief in one's capacity to succeed, as an essential determinant of academic excellence (Schunk, 2012).

By applying SLT, this study interpreted homeschooling practices as socially constructed experiences where learners acquire knowledge, skills, and attitudes through guided observation, interactive feedback, and parental modeling. This perspective guided the formulation of interview questions, analysis of themes, and interpretation of findings.

## Literature Review

The decision to provide education to children is influenced by parents' ideas about what contributes to quality education. Home education has persisted throughout the history of schooling, and understanding how quality education is attained at home is vital for educators and the general public to understand this type of schooling. This literature examines schooling perspectives since the inception of educating children in mass and in institutions. The review is structured around the three perspectives of schooling and the theoretical framework of social learning.

Individuals' perspectives of schooling are influenced by personal experiences, media messages, historical understanding, societal norms, and beliefs. Gobby and Millei (2022) outlined three different perspectives on the origins and goals of education. They are: the liberal democratic, which believes schooling is a tool for individual self-development and democratic participation; the critical, which believes schools reflect economic and social inequalities of society, and are used by social groups to reproduce the status quo; and the governmental, which views schooling as a means to regulate and shape individuals according to society's norms.

The liberal and critical perspectives on education share a similar purpose in that they both hold that educating and empowering individuals and communities is the true goal of education. As a result, school is seen as a crucial institution in the transformation of society into one that is more liberated, compassionate, equitable, and humane. The attempts of social and political authorities to control and discipline citizens are largely responsible for modern schooling. The goal of their ideologies was to make the state stronger and more secure. It is not unexpected that schools are frequently compared to other establishments that regulate, manage, and correct individuals, such as workplaces and prisons. Even while this analogy might seem harsh at first, it illustrates why liberal and critical intellectuals believe that schools and preschools should achieve social transformation and independence (Gobby & Millei, 2022). Nonetheless, schooling approaches often encourage obedience and conformity.

Homeschooling, mirroring the notion of schooling, takes the critical perspective of education. While schooling and education are essentially different, the homeschooling community believes that education can be provided anywhere and everywhere. According to Hunter (1994), mass schooling refers to the emergence of formal schooling as a means to educate the general population, keeping children out of the workforce and off the streets. The rise of schools and preschools illustrated the growing importance of childhood for states. The state emphasized the role of experts (teachers) in developing moral and healthy children, rather than relying solely on parents and communities. These historical developments gave rise to different schooling perspectives, with homeschooling emerging as one of them.

Schools are powerful institutions, and their relationships can put us in situations where we feel empowered and prepared to grow as individuals, but we can also feel helpless, forced, or manipulated. At other times, we act freely, only to discover later that we truly had no choice. Homeschoolers are still in the same bandwagon with everyone else schooling, aiming to regulate and form children in certain ways. Growing up in schools with conservative power structures makes it considerably difficult to think and act differently with our children. These ideas intrigue proponents of mass schooling who tend to imagine homeschooling is different from public schooling. The researcher therefore takes the critical perspective of schooling and aims to contribute to homeschooling dynamics of academic achievement toward fulfilling the right to quality education throughout the life of children.

It is important to understand that education does not exist in a vacuum; rather, it is formed by historical influences and contemporary goals that center on the present and future of children. Generally, schools pursue knowledge and scholarship in a structured academic setting. The homeschool community in Nairobi, Kenya, values high academic achievement (Kambo, 2024). The current study explored homeschool educators' learning strategies that they perceived to influence academic excellence. The study was anchored by social learning theory (Bandura, 1977). A person's self-efficacy influences how individuals approach activities, goals, and challenges, according to Bandura. He highlights three tenets of social learning: motivation, memory, and attention. Observing others is essential for obtaining new knowledge and abilities, and therefore the current study is significant for educators in mass schooling systems as well as for experienced and novice homeschool educators seeking to improve their teaching outcomes.

Beyond conceptual perspectives, empirical studies have provided important insights into homeschooling outcomes. In Kenya, Tweni, Wamocha, and Buhere (2022) found that homeschooled learners pursuing the Accelerated Christian Education (ACE) curriculum significantly outperformed their conventionally schooled peers in core subjects such as English, mathematics, and social studies. Similar findings emerged from the United States, where a longitudinal analysis of Classic Learning Test (CLT) results (2016–2021) involving nearly 13,000 students showed homeschoolers consistently scoring higher than their counterparts from public and private schools (Treleaven, 2022). These results support the argument that home-based strategies, including small class sizes and individualized instruction, contribute positively to academic achievement.

Research has also highlighted non-academic benefits of homeschooling. A comparative study in Kenya reported that homeschooled learners displayed stronger self-control, persistence, and social competence relative to peers in conventional schools, challenging the long-held concern of socialization deficits (Tweni et al., 2022). These findings align with international reviews, which suggest that homeschooling fosters self-regulated learning and

intrinsic motivation (Eldeeb et al., 2024). Furthermore, studies emphasize that parental involvement and timely feedback are crucial for sustaining learners' progress. For instance, a study conducted in Uganda during school closures demonstrated that parental engagement significantly improved children's likelihood of continuing learning at home, even in resource-constrained rural settings (Sakaue et al., 2023).

Household characteristics also shape homeschooling effectiveness. Gachoki (2024) observed that most homeschooling families in Kenya had highly educated parents and flexible household structures that enabled close supervision and active teaching. These findings correspond with the themes of timely feedback, contextualized learning, and multiple assessment strategies identified in the present study. Finally, reviews of homeschooling assessment practices show that the use of portfolios, project-based tasks, and benchmarking against public school examinations enhances academic comparability and ensures learners remain aligned with national standards (Ray, 2021).

Collectively, the empirical evidence underscores that homeschooling can yield strong academic and social outcomes when supported by active parental involvement, varied assessment methods, and nurturing of independent learners. These findings not only validate the conceptual arguments from social learning theory but also highlight the importance of contextualized strategies that respond to learners' needs. The current study contributes to this growing body of knowledge by focusing on Nairobi County, where homeschooling is emerging but remains under-researched.

## **Methodology**

This study used a narrative research design to gather data on various homeschool practices associated with improved teaching and learning outcomes. To collect firsthand accounts of events, the study employed an oral history methodology. According to Creswell (2013), "Narrative research offers practical, specific insights for educators looking for personal experiences in actual school settings" (p. 502).

Four homeschool educators in Nairobi County, Kenya, participated in the study. To optimize participant selection given the study's scope and resource constraints, purposeful sampling was an appropriate strategy in this qualitative study for identifying and selecting information-rich situations. It required researching and selecting homeschool parents who were highly knowledgeable or experienced in the area of professional development experiences and increasing learner outcomes (Creswell & Clark, 2011).

Data were collected through interviews. The interview protocol included an introduction focused on establishing rapport with participants and gathering their demographic information. According to Creswell (2015), the research question shapes the formation of the interview questions, follow-up probes for each main research question, additional interview questions between the main research questions, spaces for notes and observations between follow-ups, and areas for reflective notes. In order to thoroughly investigate key homeschooling best practices, the researcher created open-ended questions accompanied by follow-up questions. To ensure data triangulation, reflective journals, a document analysis guide, and field notes were also examined. A narrative analysis technique was employed, using themes, storytelling, verbatim accounts, and the respondents' own language, quotes, and excerpts. A cross-case analysis of the tools and perspectives was interpreted to align with the overarching meaning of the narrative.

The researcher presented a consent form for study participants to complete and sign, indicating their voluntary agreement to take part in the study. Ethical considerations in research are essential. Consequently, the pursuit of knowledge should never compromise human dignity, even when research produces significant insights (Oso & Onen, 2011). As a result, the main ethical concerns addressed in this research were informed consent, anonymity, confidentiality and privacy, as well as plagiarism.

## Results

Investigating the elements of homeschooling that affect academic success in conjunction with professional development, four homeschooling educators shared their insights on what they believe ensures a child's advancement. The section is organized as follows: sample characteristics, six themes emerging from field data and a summary table on the themes.

### Sample Characteristics

**Table 1**

#### *Demographic Characteristics of Participants*

Characteristic	Amazing	Aimee	Graced	Noelita
Gender	Female	Female	Male	Female
Family type	Extended	Nuclear	Nuclear	Nuclear
Role in homeschool	Administrator	Facilitator	Supervisor	Many
Age bracket	30-40years	35-40 years	40-45years	35-40 years
Years in homeschooling	7 years	12 years	5 years	6 years
Education level	Postgraduate	Graduate	Postgraduate	Higher Diploma
Number of learners	4	2	3	3
Curriculum used	Classical	Eclectic	ACE	Cambridge
Classroom type	Multiage	Inclusion	Self-contained	Inclusion

(Source: Field data, 2024)

The four study participants were assigned pseudonyms of Amazing, Aimee, Graced, and Noelita. The three were female, while Graced was male. Amazing's family included the children's grandparents living in the same home compound. The other three had nuclear families. Through the interviews, participants described their role in the homeschool. For Noelita, should could not peak a single role as she felt she had too many roles. Amazing had been a high school teacher who took the role of primary educator for their children, running daily learning activities. Aimee is a designer and an artist by profession. Graced had been a teacher for eight years in a public high school in Nairobi County. He got involved in an exchange program that saw him relocate to the USA for five years. All the parents had a tertiary formal training. Parents used terms; inclusive classroom, multi-age classroom and self-contained classroom to describe the class types of their learners.

### Homeschool Educators' Learning Strategies

Positioning the homeschool educator as a professional who engages in reflective practice, the themes of regular professional development, learner feedback, multiple

assessment methods, contextualized teaching and learning, independent learner development and parental involvement emerged.

### **Regular Professional Development**

Professionals must participate in ongoing professional development programs. Better work performance and greater adaptability result from ensuring that knowledge and abilities remain up to date. It develops a more skilled, driven, and creative workforce, which ultimately leads to increased output and achievement. Homeschool parents as professionals need regular PD to achieve quality education in their schools.

Homeschool parents confirmed consistent attendance of GHEX and EACH annual conferences. At the conferences, various speakers and researchers from the fields of education and psychology are reported to provide valuable insights. Bates and Morgan (2018) explain educators do not value quick, and infrequent workshops, instead they value PD programs that offer adequate time to learn, put new concepts into practice, assess them, and reflect on the changes they have made to their practice.

For instance, Aimee was at a position in her employment where she could select professional development opportunities to enhance the quality of her homeschooling. She enjoyed experiences that taught her how to utilize new programs that would be used regularly and gave her the opportunity to teach important subjects for the particular curriculum. She also appreciated training on a 'diagnosed' need. Aimee valued PD experiences that provided her with the skills needed to apply a new program. These experiences opened new areas for teaching core subjects, mathematics, writing, and reading. She recalled,

Facilitators and researchers in EACH and GHEX annual conferences give us some insight into certain things to do with the children. So this opens up a new perspectives for me with the reading for meaning and making connections. I really enjoy to get the training and insights in the core subjects of the different curriculums, I really find that more useful for me, not that I 'm not interested in the sciences or the social studies...I study the children intentionally for their need, then I attend the material with that in mind.

Through the study participants, it emerged that infrequent professional programs were the least valued, requiring planned and consistent engagements for professional learning to be effective.

### **Timely Feedback**

Timely learner feedback is crucial for effective learning as it allows students to make immediate adjustments, reinforces positive behaviors, and enhances motivation. Fast feedback that can be addressed quickly due to lower class sizes is one of the pedagogical advantages of homeschooling.

Amazing and Graced, who were former educators in public schools, cited that the main gap in the Kenyan public school system is the continuous use of tests without effectively fixing the knowledge gaps they present, as they are strapped of time to syllabus coverage. "Tests are a prerequisite, not a solution. Rendering problems visible did not guarantee they would be fixed (Graced, August, 2024)". Amazing added that "achievement gaps are usually postponed and not eliminated, the reason why learners will go to secondary school not knowing basic concepts of reading and arithmetic.

The educators connected their growth directly to improved outcomes for learners, showing how learning as a teacher positively influences student success. The study participants appreciated their small class sizes, which were vital in providing timely feedback. Parents expressed having restrictions on time constrain, however, time is a resource to look for solutions to problems that may arise from the feedback. Noelita explained:

Unlike a teacher with over forty learners, I have the luxury of monitoring at a close range what problems my learner is facing. Therefore, I will search online for material to fix that problem before it can escalate. However, it can be expensive at times calling on us to think through deeper within to find a solution. On the positive, it has allowed me to bring current practices and theories back to my students. If new information or techniques are available to me as their teacher, they should then be available to my students through me (Interview, August 2024).

Teachers should have a good understanding of their students' progress to provide relevant and helpful feedback that meets their needs. They gradually become more active in reviewing and reflecting on students' performance, motivating them to create a better learning environment. Homeschool parents expressed that timely feedback is the cornerstone of their successful learning environments.

### **Multiple Assessment Methods**

Assessing success or failure of new learning is important. Homeschool parents understand that learner needs are teacher needs, therefore, they believe learner performance is teacher performance. Homeschool educators use assessment strategically and flexibly, adapting to each child and stage of learning. Amazing suggests that 'the key is to choose the right tools and timing for your child. Informal first: especially for younger children, they rely on conversation, play and observation. Grade-level pacing: Gradually introduce more structured tests as children grow. Charlotte Mason approach: use narration and discussion as daily checks. Montessori approach: observe each child's work and readiness. Mix of tools: combine quizzes, projects, and oral assessments. Cambridge/common core context: align your assessments with your curriculum standards.'

Expounding on what assessments they employ Aimee explained;

We as a family have, over time, used bits of everything. We approach education as something which happens 24 hours a day, so I will often ask my 8 year old to explain the circulatory system as we walk to church or my 3 year old to tell me his favorite memory verse before breakfast. So we are constantly teaching and testing. In addition we have an arrangement with a local CBC public school where we take both mid and end of term exams.

Noelita felt that her actions had an impact on her learners. She felt that they reacted to her emotions for new learning. She explained, "I find that if you've got the enthusiasm, they will go along or jump on the bandwagon. I have come to believe curiosity is contagious".

Graced, on the same, believed that he should always look at himself if a class did not go well, in addition to doing his own lesson preparation. He said, "You don't have to look at the kids; they don't do anything. Instead, focus on self as the teacher and say what did I not do to make this successful? This is a question I ask myself every time. How come this child isn't engaged?" Homeschool educators' input is crucial, as teachers they perceive learner outcome as their own; to view learner needs as teacher needs increases positive progress in learning.



## Highly Contextualized Teaching and Learning

The study participants had strong linkages to the resources available in their local areas. Participants acknowledge that public educators may lack the time and resources to devote to field trips, outside speakers, or extracurricular activities. Despite that, they can utilize nearby resources like national parks, museums, and libraries, which makes it simple to diversify instruction. “Many children frequently do not have the chance to learn from the many free resources located just outside the school premises, even though the innovative teacher might find time to invite the veterinarian to the class. Schools ought to make use of the wealth of educational resources at their disposal (Interview, Noelita, August, 2024)”.

Abstract reasoning, according to Graced, is given great emphasis in Kenyan public schooling. The ability to plan and execute ideas and to imagine should also be taught or enhanced, respectively. In support of diverse learning, Graced states;

We cannot train our learners on one type of reasoning and assume all the other useful problem-solving abilities will follow suit...it is like we are teaching syllabus not caring how the learner is mastering the content. After covering the syllabus, a series of tests follow. These tests are analyzed against KNEC standards. Teachers are loyal to specific publishers for a certain subject. Learners have been conditioned to use that textbook only if they want to pass their KCPE and KCSE examinations. What if resources within and beyond the school grounds are utilized for mastery of content and tests structured for specified learners in different locations? (Graced, Interview, 2025)

This can be taken into account by considering learning resources beyond school grounds. Home education scores high in contextualizing teaching and learning in experiences in the home and community. Volunteering in the community, special studies and events, political internships, missionary trips, animal husbandry, gardening, and national contests are among the ways that service learning can take place in homeschools.

## Nurturing Independent Learners

Homeschooling educators emphasize learner-centered approaches to education. They associate themselves from being referred to as teachers but as facilitators and education administrators. ‘Teachers traditionally have been seen to justify their necessity in education, by projecting themselves as knowledge custodians’ (Amazing, interview, 2024). Aimee, in the interview observes that “many special schools dedicate significant resources to developing personalized learning programs for kids with special needs. What if these services were expanded to accommodate all students? Reducing time and money for standardized testing may be sufficient to adequately teach all kids”. Participants proposed that education stakeholders to focus more efforts on empowering each student so they understand that their education is genuinely being provided with their best interests in mind.

Noelita, on the other hand, sought to instill self-discipline to learners as the basis towards becoming independent learners. ‘The best predictor of academic excellence, is self-discipline and not IQ’. Since character is more malleable than IQ, education at home and elsewhere is possible with an independent learner.

## Parental Involvement in Education

One important and crucial component of homeschooling is the active parental engagement in a child's education. One-on-one tutoring, more teacher feedback to the student,

teacher-directed training, more time spent in class, and mastery learning are all pedagogical advantages of homeschooling that are closely related to the substantial time and generous energy that parents invest in their children's education.

Amazing perspective on whether parental engagement is essential in academic achievement stated that ‘parents have crucial role to play in their children education. In some cases from my experience s a public school teacher, neurocognitive difficulties can turn into academic difficulties as a demonstration of lack of parental care’.

Noelita felt that parental involvement in a child’s education builds self- esteem of the child. It says to the child I am loved by my family. This is a kind of security only family can provide’. Graced opines that ‘children who are described as quiet and incurious are usually in danger of being ignored and neglected. Parental intervention can cure such needs at an early age’. Active participation from parents, both at home and in school, creates a supportive learning environment that fosters positive outcomes.

**Table 2: Summary of Learning Strategies**

Learning Strategy		Descriptive Quotes
Regular development	professional	Gives new knowledge, adds to repertoire. Basis to professional formation as a homeschool educator.
Timely feedback		The class is small in size for quick feedback. Solutions can be sought before the problem escalates
Multiple assessment methods		Through plays, observation of child’s behavior and emotion. Against the curriculum standard. Bench mark with public schools examinations.
Highly teaching and learning	contextualized	Learning resources within and beyond the school grounds. Vast educational resources foster cooperative and service learning Flexible timings
Nurturing learners	independent	Develop a child executive skills this is what makes them independent when you are not with them. The best predictor of academic excellence, is self-discipline and not IQ
Parental involvement in education		Builds self- esteem of the child. Parents have crucial role to play in their children education

Source: Homeschool educator’s interviews, 2024)

The learning strategies were recognized as highly relevant to educators in various settings, both in and out of homeschools. These findings, bring homeschooling to the scholarly discourse as they reflect a shared educational goal; that they endeavor to satisfy the academic function of education.

## Discussion

The findings that homeschool educators value professional development experiences that improve their repertoire and present new knowledge were in tandem with public school counterparts. The difference occurs in the frequency of attendance and the program content. Instructors were dissatisfied with the sporadic and inadequate training and seminars they had participated in. The workshops and training were scheduled at inconvenient times and were not customized to meet their demands in the classroom. The instructors stated that senior

teachers or HODs should monitor, appraise, or confer with them to ascertain their professional requirements (Ajani, 2020). Termly assessments of instructors are necessary to accurately identify the needs of the classroom. According to this study, homeschool educators' professional development is regular, and it helps to accurately identify their students' learning needs.

Feedback renders the learner needs visible. It requires educators to synthesize the need and find an appropriate solution. However, timely feedback prevents problems from being compounded further. Feedback offers a chance of closing a gap between current performance and the performance expected by the tutor (Ogola, 2019). Teachers must have a good understanding of their students' progress to provide relevant and helpful feedback that meets their needs. They gradually become more active in reviewing and reflecting on students' performance, motivating them to create a better learning environment. Homeschool parents expressed that timely feedback is the cornerstone of their successful learning environments.

Assessment of student outcomes involves observing progress, analyzing behavior and product, and interpreting emotions. The right to quality education has interesting resonances with the scholarly debate on homeschooling. Academic accomplishment has been the focus of numerous studies, but it is still debatable whether homeschooled pupils may not have as many opportunities to advance academically. Both external (like budgetary limitations) and intrinsic (like families' frequent reluctance to participate in research and the geographical dispersion of the homeschooling population) constraints have defined this study subfield (Chinazzi, 2022). Nevertheless, homeschooling parents can fulfil the academic purpose of education (Bartholet, 2020, p. 4). The four homeschool educators used a myriad of assessment tools in an endeavor to increase the quality of education.

Studies on cognitive errors have shown that some failures might be attributed to mental habits rather than a lack of expertise or experience. IQ alone might not define a child's future opportunities. Emphasis on one aspect of education for example, test-taking skills, could cause an imbalance in a child's education. Holistic approach to a child's learning poses many benefits. Homeschool parents continue to home educate their learners on the premise that there is a perceived gap between Kenyan school system and their perceived needs. Major finding was contextualized learning in homeschools. Kunzman (2012) noted that the Wilkins' view their homeschooling as an endeavor that extends beyond traditional schooling boundaries of time, place, and subject; the whole of life provides educational opportunities, and oftentimes in more authentic and powerful contexts than what traditional schooling has to offer (p. 75).

Volunteering in the community, special studies and events, political internships, missionary trips, animal husbandry, gardening, and national contests are among the ways that service learning can take place (Ray, 2015). Homeschool educators emphasized that contextualization increases learner progression for better academic achievement. The finding is supported by other homeschool research studies and the four parents in Nairobi, Kenya.

As children take charge of their education, it promotes a growth attitude, lifelong learning, and confidence. In effect, they can self-direct and pace themselves. Learning should be viewed as having no bounds because it should not be tied to a place or a person. The concept of schooling and education generates a different notion. The Oxford Advanced Learner's Dictionary (2020) defines schooling as "education received at school," but Okey-Kalu (2021) defines education as "a process of teaching, training, and learning, especially in schools or colleges, to improve knowledge and develop skills." As a result, education can occur anywhere, whereas schooling is limited to a school setting. Homeschool educators further

enrich their learners intentionally to become independent learners, for example, teaching them executive skills. That way homeschooled independent learner can learn from anywhere.

Active parental involvement in a child's education is a major and significant factor in homeschooling. The following pedagogical benefits of homeschooling are closely linked to the significant time and generous energy that parents devote to their children's education: One-on-one tutoring, timely teacher feedback to the student, teacher-directed training, and more time spent in class, and mastery learning. It was evident that a major contributing factor to the success of home education curricula and instruction was parental involvement, which made it possible for naturally tailored instruction (Cai, Reeve, & Robinson, 2002).

## Conclusion

Homeschooling is a credible option of education. Public school teachers and homeschool educators have a shared educational goal of academic excellence. The key argument of this article is whether parents consider their choice of schooling capable of satisfying the academic function of education. Families often find refuge in their homes, but because of privacy norms, they also find that highly regulated, group activities like schooling are not expected to take place there. Controversial claims regarding homeschooling will inevitably be debated against this unstable backdrop of the state-family conflict. This makes it more difficult to comprehend other legitimate and particular issues related to homeschooling, such as the data showing that academic achievement is valued.

The majority of research on homeschooling is influenced by first-world countries, however empirical studies in third-world countries are coming up following the covid-19 pandemic. This study adds homeschooling in Nairobi, Kenya, to the scholarly discourse. Homeschool educators maintain their children's right to a quality education by engaging in practices that increase academic progress. Recognizing varied views in learning and teaching methodologies, the study may lead to novel ways to improve education in public schools.

Even within the same nation, homeschooling families are not a homogeneous group, according to the majority of the literature currently accessible. Their methodologies, educational objectives, motivations, and demographic traits are often different. It is impossible to determine whether homeschooling is capable of providing quality academic outcomes because of this diversity. The recommendation for a quantitative study, situated and research-informed evaluation of homeschooling aspects is required in Nairobi and Kenya.

## Recommendations

From the findings of this study, several recommendations can be drawn for both policy and practice. First, there is a need for the Government of Kenya, through the Ministry of Education, to provide a clearer legal framework and policy support for homeschooling. The current ambiguity in the Basic Education Act creates uncertainty for families who choose to homeschool. By offering official recognition, resource support, and access to standardized assessments, policymakers can ensure that homeschooling operates as a legitimate and complementary option within the education system.

Secondly, professional development for homeschool educators should be prioritized. The study revealed that parents who consistently engaged in training and workshops, such as those offered by international homeschooling associations, demonstrated stronger teaching practices and learner outcomes. Partnerships with universities, teacher training colleges, and educational organizations could create structured opportunities for homeschool parents to

acquire new pedagogical skills, improve curriculum delivery, and adopt innovative assessment techniques.

Another important recommendation is the integration of effective homeschooling practices into public education. Strategies such as timely and individualized feedback, contextualized learning experiences, and flexible assessment approaches could be adapted in conventional schools to enhance learner outcomes. By drawing lessons from homeschooling, public school administrators and teachers can enrich their teaching methods and create more learner-centered classrooms.

The study also underscores the importance of parental involvement in children's education. Active engagement by parents not only boosts academic achievement but also nurtures self-esteem and emotional security among learners. Schools should therefore encourage deliberate parental participation in academic monitoring, mentoring, and decision-making to create a more collaborative learning environment.

Finally, the findings highlight the value of nurturing independent learning skills. Homeschool educators emphasized the role of self-discipline, problem-solving, and self-regulation in academic success. Both homeschooling and public-school contexts should incorporate strategies that develop learners' executive functioning skills, preparing them for lifelong learning and adaptability in a dynamic world. In addition, there is a strong need for further research on homeschooling in Kenya, particularly large-scale quantitative and longitudinal studies. Such research would provide deeper insights into the long-term academic and socio-emotional outcomes of homeschooling, informing evidence-based educational policies and practices.

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