



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**HOMESCHOOLING PROGRAM AS AN ALTERNATIVE DELIVERY MODALITY
FOR SENIOR HIGH SCHOOL LEARNERS**



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ABSTRACT

Homeschooling program emerged as a viable alternative delivery modality for senior high school learners. It provides personalized learning experience, flexibility, and adaptability despite the challenges on curriculum adherence, socialization, and parental roles. The study explored the existing learners in the homeschooling program of Binan City Senior High School – San Antonio Campus about their views on how the program affected their studies. A qualitative-narrative analysis approach was used to establish the themes from the narrative data. Findings reveal that there is a necessity for innovative educational policies and support systems to cater to the diverse characteristics of learning of senior high school students. The existing homeschooling program needs to be streamlined by establishing clear and extensive policy support and providing professional training to parents/guardians involved in the home-learning activities of the students. The results of the study imply that it is high time to utilize homeschooling program as educational tool to diversify the education system in the 21st century. Hence, the study recommends that further research on this approach be done to further the knowledge and communication of the benefits of the program to those who need it the most.

Keywords: *Homeschooling Program, Senior High School, Alternative Delivery Modality, Flexible Learning Option*

1. INTRODUCTION

Conducting research on homeschooling programs (HP) has gained paramount importance due to the challenges faced by learners in attending face-to-face classes. The Department of Education (DepEd) has outlined various approaches that schools could adopt, including transitioning from full distance learning to blended learning and eventually to five days in-person classes. While the majority of students who experienced face-to-face classes were contented, a segment of learners still faced obstacles, preventing their return to traditional schooling.

In light of these challenges, DepEd introduced Memorandum D.O. No. 1, s. 2022, emphasizing the "Revised Policy Guidelines on Homeschooling Program." This initiative became imperative to create an alternative learning avenue, specifically catering to marginalized students who are unable to attend school regularly due to work commitments, medical issues, family constraints, and other circumstances necessitating consistent parental support. Moreover, this move aligns with Article XIV, Sec 2.1 of the constitution which states the state has the obligation to diversify education delivery methods, ensuring the establishment of a comprehensive, adequate, and integrated educational system relevant to the diverse needs of the people and society.

Consequently, homeschooling program emerges as a practical and viable option, especially for learners facing challenges that hinder their attendance in formal school settings. Through active collaboration between parents and the school community, homeschooling becomes a catalyst for inclusive and equitable quality education. It not only addresses the specific needs of individual learners but also promotes lifelong learning opportunities for all.

Homeschooling is a progressive change around the country in which parents educate their children at home instead of sending them to a traditional public or private school.

1.1 Major Findings, Identified Problems, Recommendations, and Questions Raised in Previous Research

A formal evaluation of academic achievement of homeschooled students as compared to traditionally schooled students attending a Catholic university in South Florida revealed that there is a significant difference in Mathematics and Science subtests of students. The study showed that the students who are educated from homeschooling are academically prepared for college as the traditionally schooled learners. The study recommended that educational institutions should continue to seek out homeschooled students as an important part of its student body as well as the school community (Synder, 2018).

Another study revealed that academic achievements of homeschooled students with children attending traditional public school found that the students from homeschooling scored higher than the students in traditional schooling in terms of assessments. The study suggested that schools and parents should identify the best practices associated with different types of education that may facilitate better teaching in both traditional and homeschool settings (Ray, 2017).

1.2 Main Points of View and Controversies

Despite studies showing that homeschooling poses good possibilities as an alternative learning delivery method, many are still not convinced about its viability in learning among students.

A study on homeschooling and the learning modalities in the Philippines during COVID-19 revealed that teachers play a sole and critical role in the student's education. This implies that parents set aside their acceptance of the most crucial part of the new educational reform. Most parents responded to distance learning and its associated modalities as a homeschooling program mandated by the government due to COVID-19. In some comments received on social media, parents wanted to take a portion of teachers' salaries believing that they are

already doing the job of the teachers. Many parents believed that they cannot replicate schools' instructional processes since most of them are working and are not graduates of college education (Palma, 2021).

1.3 Evaluation of Views, Strengths, and Weaknesses

Homeschooling has been one of the learning delivery modes being practiced globally. Accordingly, in the United States, there are about 3.1 million in-grade students who were homeschooled. From years 2019 to 2021, the homeschool population has been growing from 2% to 8% per annum (US Census Bureau, 2021).

In some Asian countries, most parents and students decide to homeschool their children because it provides customized curriculum offerings and learning environment, it accomplishes more than what regular school can give in terms of academics. It uses specific or innovative approaches in teaching as compared to formal schools, it encourages a good family relationship between children, parents, and siblings, it provides a safer environment for the students, it protects minority student from racism, and it imparts a particular set of values, beliefs, and worldview to youth (Ray, 2017).

1.4 General Conclusions About the Studies

Baig (2019) acknowledged that the achievement of students from homeschooling is better than their counterparts, but there are some exceptions. Moreau (2012) in his study argued that the parents who take out their children from the traditional schools because of their belief, religion, better academic opportunities, or disbelief in the conventional education system are not to be found thriving in the homeschooling education system. Rudner (1999) argued that there is limitation in homeschooling in terms of imparting necessary skills in science, mathematics, reading, and social studies. The program lacked scope, sequence, and emphasis in giving education. Most of the time homeschooling focuses on religious and moral values.

In the Philippines, homeschooling started in 1997 as a response to the needs of students who cannot attend formal school due to family circumstances and medical conditions. It was designed as an alternative delivery mode (ADM) offered in public and private schools. Up until now, about 12,000 students are enrolled in homeschooling programs (Rosario-Braid, 2022). In D.O. No. 1, s. 2022, the department of education provided the standards, guidelines, and procedures for operating the said modality. It provided public schools with the necessary guidelines to start a homeschooling program. Despite the government's effort to consider homeschooling as one of the learning modality modes, only few public schools have adopted and implemented homeschooling. That is why homeschooling research in the Philippines is very limited.

On the other hand, Synder (2019), stressed that further research still needs to be done to convince those who doubt the homeschooling phenomenon as a legitimate educational alternative. Additional research can be done on socialization. Saunders (2006) argued that the academic preparation of homeschooled students is no longer in question, but socialization still lingers on the table. More studies need to be done to confirm that homeschooled students are not only academically prepared, but also able to navigate the complex landscape of college education. The practice of homeschooling often encompasses either some form of independent homeschooling or homeschooling via a more guided curriculum, such as attending a virtual school or some other home study program (Synder, 2018).

Moreover, Ray (2017) recommended that there is a need to investigate the relationship between the level of structure and academic performance of homeschooled students.

The literature surrounding homeschooling paints a complex picture. Previous studies have indicated its efficacy, highlighting the academic achievements of homeschooled students, their adaptability for college, and the potential for a nurturing family environment. However, public

perception remains a challenge. Some parents perceive homeschooling as a government-mandated distance learning program, while concerns about socialization and the lack of structured learning persist. These issues, coupled with the limited adoption of homeschooling in public schools, reveal gaps in understanding and implementation.

Despite homeschooling being legally recognized in the Philippines, it remains underutilized, particularly in public education. The disparity between successful homeschooled individuals and the experiences of average or marginalized students necessitates deeper research. Addressing the perceptions and experiences of homeschooled individuals, especially those from disadvantaged backgrounds, is critical. This study aims to bridge the knowledge gaps by exploring the local perceptions and experiences of homeschooled students, focusing on marginalized learners within the public school system.

In doing so, this research will contribute valuable insights into the effectiveness of homeschooling as an alternative delivery modality in the Philippines, shedding light on the challenges faced by marginalized students and paving the way for more inclusive educational policies. By addressing these gaps, the study seeks to inform future educational strategies, ensuring that every child, regardless of their circumstances, has access to quality education, aligning with the constitutional mandate and the evolving landscape of 21st-century learning.

2. METHODS

The study was qualitative research using interviews to gather data. Participants were engaged in formal and informal conversations where they responded to open-ended questions. Narratives were noted and then analyzed until pertinent themes emerged. Participants in the study were the existing homeschooling students of Binan City Senior High School during the school year 2023-2024.

2.1 Procedures for Data Collection:

Phase I. Preparation Stage

The research team convened and prepared all necessary materials for the study. Research proposal was crafted and was submitted to the Division Office for approval. Since the study utilized students, the proposal was cognizant in the research ethics. Guide questions for interview and Informed Consent Form (ICF) were attached therein.

Phase II. Data Gathering Stage

Upon approval of the Division Office, the research team went ahead for data gathering:

- All participants were called out and were interviewed one by one in face-to-face mode.
- They were asked to sign the Informed Consent Form.
- They were asked to accomplish questionnaire for demographic profiles.
- Their responses were noted down through paper and pencil and at the same time through audio-recording to capture the verbatim of their narratives.

Phase III. Data Analysis Stage

The narrative data on hand from field notes and audio recording were analyzed:

- All collected narrative data were transcribed into writing.
- They were studied to establish patterns and themes from the text.
- They were noted and compared with other research findings and find theories to explain them.

3. RESULTS

The following themes emerged from the interview data: (1) homeschooling as an alternative delivery modality; (2)

homeschooling as a means to address the varied needs of the learners; (3) learning through homeschooling program; (4) suggestions to improve homeschooling program.

3.1 Homeschooling as an Alternative Delivery Modality

The students said that they were grateful and blessed, because they were given a chance to continue their studies even when facing various concerns. One participant said, *“masaya na pwede ko pa ding ipagpatuloy ang pag-aaral kahit nagtatrabaho ako.”*

Students enrolled in the program perceived that it is quite challenging because their parents are their teachers. Their parents underwent training in order to be capacitated to facilitate their child’s learning. However, there were instances where their parent encountered difficulties in assisting them. As one participant revealed that his parent was not a teacher. However, it was helpful that the school provided tablets with video lessons, so he is able to follow through.

Students saw the program’s flexibility as an advantage. They are required to submit their modules on a weekly basis and are provided with immediate feedback. The students appreciate this scheme as their learning activities do not pile up. The students also appreciate the assistance provided by the Homeschool Coordinator in communicating with the teachers and helping them manage their tasks. One participant said, *“Mabait po si Ma’am XXX at lagi niya kaming kinukumusta kung nakakatapos ba kami ng mga module.”*

3.2 Homeschooling as a Means to Address Different Needs of the Learners

Homeschooling served as gate pass of the learners to finish senior high school amid their challenges. Participant A, 22 years-old, has stopped schooling due to his work. He was able to enroll last year as the school is implementing distance learning modality. However, upon hearing the implementation of

face-to-face learning, he was saddened as he thought he had to stop again. When he learned that the school offered homeschooling program, he immediately expressed his intent and complied with all the requirements. He said, *“Akala ko titigil na naman ako, hindi ko kasi maiwan ang trabaho ko dahil ako ang inaasahan sa bahay, buti may homeschooling, kahit mahirap, matatapos ko din ang pag-aaral kahti nagtatrabaho ako.”*

3.2 Learning through the homeschooling program

The participants were one in their responses that their parents/guardians played a big role in their participation in the homeschooling program. Primarily, their parents/guardians carefully monitored their work and served as primary agent of the teaching-learning process. They prepared the learning plan as well as the learning schedule for the entire school year aligned with the school calendar.

They also guaranteed that their children submit outputs and results of formative assessments. Moreover, they coordinated and/or consulted with the homeschooling coordinator to report the progress of their children at home.

3.3 Suggestions to Improve Home Schooling Program

The participants hold the view that enhancing the program is achievable through the provision of training sessions for their parents. The findings from the interviews indicate that students occasionally encounter challenges in completing tasks without direct guidance from their teachers.

In addition, students have expressed the need for certain tasks to be streamlined, citing difficulties in managing the extensive modules and assignments assigned to them.

4. DISCUSSION

Appropriate plans, communication and he study explored the experiences of

participants engaged in homeschooling, focusing on the themes that emerged from their responses. One prominent theme was the participants' gratitude and sense of being blessed because homeschooling provided them with the opportunity to continue their education despite facing various challenges. Many of them worked while studying and appreciated the flexibility that homeschooling offers, enabling them to balance their work and education. Although some found it challenging because their parents, who were not professional teachers, served as their educators. The provision of tablets and video lessons by the school helped them navigate the learning process.

The homeschooling program is seen as a valuable alternative delivery modality that addresses the diverse needs of learners. Participants credit their parents or guardians for their active involvement in the homeschooling process. Parents meticulously oversee their children's work, create learning plans, establish study schedules aligned with the school calendar, ensure the completion of assignments, and communicate regularly with the homeschooling coordinator. This parental guidance plays a pivotal role in the participants' engagement and success in the homeschooling program. Additionally, the program's structure, which involves submitting weekly modules and receiving immediate feedback, is appreciated by the students, preventing them from being overwhelmed with excessive schoolwork.

In summary, homeschooling serves as an essential avenue for learners to pursue their education, especially for those facing challenges like employment. The active involvement of parents or guardians, along with the program's flexibility and supportive structure, contributes significantly to the participants' positive learning experiences, enabling them to continue their studies and fulfill their academic goals.

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