

DR MARIA RACEWICZ

University of Warmia and Mazury in Olsztyn (Poland)

His research interests focus on homeschooling and music education. He is an active music teacher and co-organizer of the student learning process.

ORCID: <https://orcid.org/0000-0003-3582-570X>

E-mail: maria.racewicz@uwm.edu.pl

CC-BY-NC-ND 4.0 Deed

HOMESCHOOLING FROM THE PERSPECTIVE OF PRIMARY SCHOOL TEACHERS IN POLAND – A PILOT STUDY

Edukacja domowa z perspektywy nauczycieli szkół podstawowych w Polsce – badanie pilotażowe.

DOI: <https://doi.org/10.62266/PK.1898-3685.2025.37.23>

Introduction

Homeschooling in Poland is a relatively recent phenomenon, even though educating children at home is not historically new. Traditionally, this mode of education was often employed by families who were aware of the importance of educating their children, thereby demonstrating a higher level of social capital. Moreover, homeschooling also indicated the possession of adequate economic resources. The cumulation of both social and economic capital enabled the formation and education of new social elites¹.

However, the current form of out-of-school education has only recently emerged. Homeschooling in Poland became a legally permissible form of education in 1991, when an amendment to the Education System Act introduced a provision stating that, upon a request from the parents, the school principal may grant permission for a student to achieve their compulsory education outside of the school environment². The legality of homeschooling is therefore grounded in legal regulations that govern its accessibility, implementation, and the assessment of learning outcomes. In this respect, Poland can be classified among the countries that allow parents to choose this form of education, while simultaneously exercising oversight and control over their actions³. In Poland, a student fulfilling their compulsory education outside the traditional school system is required to follow a curriculum aligned with the national core curriculum applicable in conventional schools. Educational progress is monitored once a year through classification examinations⁴.

In recent years, there has been a noticeable increase in the number of students receiving homeschooling worldwide. The most rapid growth of families educating

¹ M. Racewicz, *Analysis of home education historical roots in the world and in Poland*, *Rozprawy Społeczne*, 15(3), 1–9, Biała Podlaska 2021.

² Ustawa o Systemie Oświaty, *Ustawa z Dnia 7 Września 1991 r. o Systemie Oświaty*, Dz. U. 1991 nr 95 poz. 425, Warszawa 1991.

³ European Commission/EACEA/Eurydice, *Home Education Policies in Europe*, Bruksela 2018.

⁴ M. Racewicz, *Analysis of legal acts regarding home education in Poland – historical approach*, *Lubelski Rocznik Pedagogiczny*, 39(3), 105–117, Lublin 2020.

their children outside the formal school system has been observed in the United States, where the number rose from approximately 1.5 million in 2007⁵, to around 5 million in 2021⁶.

A growing trend is also visible in Poland. In 2021, the number of children engaged in homeschooling was approximately 20,000⁷. However, in the 2024/2025 school year, according to the Home Education Foundation, the number of students engaged in homeschooling has already reached nearly 63,000, across all levels of education⁸.

In response to the growing presence of homeschooling in society, there is an increasing need to delve deeper into this topic through systematic scientific research. Through such studies, education outside the traditional school system has the potential to cease being merely a natural practice and instead become a validated and objective form of an alternative approach to educating children⁹. The development of educational technologies and the growing need for the individualisation of the teaching process are leading more and more families to choose this alternative form of education. Homeschooling, although still a marginal phenomenon compared to the traditional school system, is becoming an important element in the debate about the future of Polish education.

This article aims to examine, for the first time, homeschooling from the perspective of primary school teachers and to outline further research areas identified based on the conducted pilot study.

1. Research methodology

The most common topics addressed in scientific articles on homeschooling are the very essence of homeschooling, the practices associated with it, and the legislative frameworks that support it¹⁰. It can be observed that previous research has primarily focused on the child and the parent as the teacher, along with their motivations for taking on this task, the process they jointly engage in, and the legal requirements that make it possible. To date, no studies have focused on the educational institution and the teacher, who are integral participants in the homeschooling process. Therefore, the subject of the pilot study was to explore the approach of primary school teachers toward homeschooling, understood as fulfilling the compulsory education requirement outside the formal school system. The goal of the study was to determine the attitude of primary school teachers toward the alternative form of education that is homeschooling, considering their level of theoretical and practical knowledge related to homeschooling. The study also sought to establish the degree of interest in homeschooling among public and private educational institutions, along with the

⁵ A. Davis, *Evolution of Homeschooling*, Distance Learning, 8(8), Charlotte 2011.

⁶ B. D. Ray, *Homeschooling: The Research, Scholarly articles, studies, facts, research*. www.nheri.org/research-facts-on-homeschooling, [27.01.2023].

⁷ https://domowi.edu.pl/blog/ile-dzieci-jest-na-edukacji-domowej/#Ile_dzieci_jest_na_edukacji_domowej, [02.07.2025].

⁸ <https://domowa.edu.pl/edukacja-domowa-pytania-i-podstawa-prawna/>, [02.07.2025].

⁹ A. Tłuściak-Deliowska; M. Krawiec, *Edukacja domowa jako alternatywna forma realizacji obowiązku szkolnego. Stan polskich badań i perspektywy badawcze*, Przegląd Pedagogiczny 1, Bydgoszcz 2020.

¹⁰ A. Tłuściak-Deliowska, M. Krawiec, *Edukacja domowa jako alternatywna forma realizacji obowiązku szkolnego. Stan polskich badań i perspektywy badawcze*, Przegląd Pedagogiczny 1, Bydgoszcz 2020.

reasons behind it, as well as the perception of the student and parent participating in the process of fulfilling compulsory education outside the school system.

The study was reviewed and approved by the Research Ethics Committee of The University of Warmia and Mazury in Olsztyn (Decision nr 9/2023).

2. Instruments

The pilot study used quantitative methods (diagnostic survey method) along with statistical processing of the collected data. The use of quantitative methods aimed to gather and analyse data regarding the phenomenon under study, its development dynamics, as well as the opinions and views of the respondents. The research was designed in such a way that secondary analysis could be applied in the future. The data collected through this method were subsequently subjected to statistical analysis to obtain information about the studied population and identify areas for further research.

3. Research and requirement procedure

The study was directed at primary school teachers from all over Poland. They were asked to complete a questionnaire about homeschooling, created in the Microsoft Forms environment. The survey began with an introduction presenting the researcher and informing the respondent about the purpose of the study, the estimated time required to complete the questionnaire, and the anonymity of the participants. The questionnaire was divided into two sections: a demographic section and the main part concerning homeschooling. The survey contained 43 questions, including closed-ended questions, semi-open questions, and open-ended questions requiring a response. Some of the questions were based on a Likert scale, which helped gather information about the level of acceptance of the phenomenon being studied. To verify the accuracy of the answers received, control questions were included. The average time for completing the questionnaire was 23 minutes.

The research was conducted from the beginning of 2022 until June 2022 and covered the entire territory of Poland. The sampling method was based on multistage random sampling. The data necessary to determine the total number of primary schools in Poland (14,297) were obtained from the report “Education and Upbringing in the 2020/21 School Year” prepared by the Central Statistical Office and the Statistical Office in Gdańsk¹¹. With an expected confidence level of 95%, the required number of schools was estimated at 374 institutions. This number was then proportionally distributed across all voivodeships, ensuring an equal number of schools were randomly selected from both urban and rural areas within each region. In cases where the result was an odd number, it was rounded up. After completing this process, the total number of schools selected for the random sampling amounted to 384.

The next step involved selecting the appropriate number of schools from both urban and rural areas in each voivodeship based on the compiled list of educational institutions. The selection was carried out through direct random sampling by using random numbers corresponding to assigned schools. The group of selected educational institutions included both public and non-public schools.

During the preparation of the research process within the quantitative strategy and the organisation of the research field, difficulties arose in obtaining responses from school principals. The timing of the electronic distribution of the survey was carefully

¹¹ <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20202021,1,16.html>, [10.02.2023].

chosen to be as convenient as possible for teachers. The aim was to avoid periods of mid-year and end-of-year grading, school documentation deadlines, and, following the conclusion of remote learning related to the COVID-19 pandemic, which had significantly increased teachers' screen time.

The first email invitations to participate in the survey were sent in November 2021 and targeted only schools in the Warmian-Masurian Voivodeship. By January, a total of 23 completed questionnaires had been received (13 responses in the first round, and 10 additional after a follow-up reminder). In April 2022, the remaining invitations were sent to all the randomly selected schools across Poland. By the end of June, an additional 44 completed questionnaires were collected, resulting in a total of 67 teacher responses.

4. Respondents' characteristics

All teachers who participated in the survey were employed in public schools. Due to the feminisation of the teaching profession, most respondents were women, who constituted 94% of the total sample (63 individuals).

An analysis of the respondents' age distribution revealed two notably larger groups: teachers aged 41 to 45 (15 individuals) and those aged 51 to 55 (17 individuals). Together, they accounted for 48% of all respondents (32 individuals).

In terms of professional advancement, most participants held the status of certified teacher, representing 72% of the sample (48 individuals). An appointed teacher status was held by 11 individuals (16%), while a contracted teacher was represented by 7 individuals (10%). The smallest group consisted of a trainee teacher with only one individual in this category.

In terms of length of service, 28 teachers (42%) reported having more than 25 years of professional experience. The second-largest group consisted of respondents with 21 to 25 years of experience (13 individuals – 19%). Nine teachers (13%) fell within the 11–15-year range, and 8 teachers (12%) reported 16 to 20 years of experience. The least represented groups were teachers with less than 5 years of experience (5 individuals, 7%) and those with 5 to 10 years of service (4 individuals, 6%).

Among all respondents, the largest groups who participated in the survey were early childhood education teachers (17 individuals) and humanities subject teachers (17 individuals). Together, they constituted 57% of the total sample (34 individuals).

The surveyed teachers generally recognised homeschooling as education provided to children by their parents or legal guardians, or by individuals appointed by them, outside the formal school system. Notably, despite a dominant selection of the correct definition, 6 teachers (9%) mistakenly identified homeschooling as individual instruction, which refers to home-based teaching conducted by school-employed teachers. Additionally, 1 respondent (1%) equated homeschooling with online learning. In both misinterpretations, the home was the defining factor as a physical location of instruction rather than the person responsible for the educational process.

5. Results

None of the schools selected for the study was actively engaged in homeschooling. Interestingly, this fact was confirmed by only 25 respondents, accounting for 35% of the surveyed group. It is therefore noteworthy that 21 teachers (31%) stated that their school offers this alternative form of education. At the same

time, an equal number of respondents reported that they did not know whether there were homeschooled children enrolled in their school. Additionally, 7 teachers (10%) indicated that they cooperate with parents who homeschool their children.

The inconsistency in the collected data may stem from a lack of teacher awareness regarding current legal regulations and the principles governing homeschooling within the Polish education system. This is further supported by the fact that as many as 54 respondents (86%) admitted to not being familiar with the legal provisions related to homeschooling conducted by parents and coordinated with schools.

Despite the generally accurate definition of homeschooling provided by respondents, the lack of knowledge was also evident in their difficulty answering questions related to their opinion on whether their school was prepared to serve as a patronage institution for homeschooled students. A total of 37 respondents (55%) stated that they did not know whether their school was prepared to support homeschooling, and 27 (40%) were unable to determine whether the school possessed sufficient educational resources that could be made available to homeschooled students. Additionally, 27 teachers (40%) believed that their school's resources would not meet the needs for teaching aids in case it had to support homeschooling.

Limited experience with alternative forms of education was also reflected in respondents' uncertainty about whether homeschooling is an effective educational model. As many as 35 participants (52%) were unable to take a stance on this issue. A similar trend was observed in responses to whether their school had a student with special educational needs who might benefit from homeschooling—38 teachers (57%) had no opinion on the matter.

The uncertainty surrounding the topic of homeschooling was further reflected in the lack of clarity regarding whether schools should offer this form of education. While 28 teachers (42%) expressed support for schools implementing homeschooling, a nearly equal number, 27 respondents (40%), were undecided.

Among the surveyed teachers, 39 (58%) stated that homeschooling should not be available to all students. Within this group, two distinct positions could be observed in terms of the intensity of their opposition: 27 individuals (40%) firmly believed that this form of education should definitely not apply to every child, while 12 respondents (18%) expressed a slightly less negative but still critical view. Notably, the level of uncertainty or lack of opinion on this question was relatively low, with only 8 teachers (12%) indicating they were undecided.

More than half of the teachers had no difficulty identifying who should be eligible to apply for homeschooling. The responses obtained are presented in the table below (Table 1).

Table 1. A structured summary of the responses to the question regarding which groups of children could potentially benefit from homeschooling.

Group of Children	Yes (%)	No (%)	Don't Know (%)
Gifted children	58.2%	25.3%	16.4%
Children with special educational needs	49.2%	40.3%	10.4%
Children living abroad	43.3%	34.4%	22.4%
Children with a recommendation from a psychological-pedagogical counselling centre	29.9%	52.2%	17.9%

Group of Children	Yes (%)	No (%)	Don't Know (%)
All children	29.8%	58.2%	11.9%
Children with behavioural problems	25.4%	53.7%	20.9%

It is worth noting that the highest percentage of positive responses was recorded for gifted children. Given the current competition among schools for rankings, this result suggests that gifted students may not have the opportunity to fully develop within the traditional educational system. Therefore, according to the surveyed teachers, a gifted child who wants to freely nurture their talents might only achieve this outside the traditional classroom system.

The surveyed teachers also had no trouble clearly indicating which students should not attend school. Children with behavioural problems (54%) and those with a psychological-pedagogical recommendation (53%) were excluded from the possibility of homeschooling. At the same time, the uncertainty rate was relatively high in both cases, at around 20%. It is, therefore, intriguing that, despite these students often being described by teachers as the ones causing the most challenges in private conversations, they are identified as recipients of education within the traditional school system.

This may reflect a belief that the school system, despite its flaws, is considered the appropriate environment for addressing the challenges posed by these students, rather than offering them an alternative like homeschooling.

The open-ended question complemented the closed-ended responses, with the following categories of students emerging from the answers provided: 1) students with chronic illnesses that prevent them from interacting with others or physically attending school (2 respondents); 2) students who, due to their passions (e.g., sports), are unable to attend classes regularly (2 respondents); 3) students who wish to learn "according to their own ideas" (1 respondent); 4) students whose parents have a pedagogical education (1 respondent); 5) students with disorders such as school phobia, hypersensitivity, or social maladjustment (3 respondents) and 6) students whose "parents have trouble adhering to the rules of public institutions" (1 respondent). The emphasis placed by teachers on the first two categories may stem from purely organisational reasons. In these cases, the school, as an educational institution, can offer systematic solutions. An interesting category is the possibility of learning "according to one's own ideas," where the student is placed in a central role. In this case, the student decides on their own educational path. However, the prominence of this category highlights the inability to offer such students an engaging educational proposal within the school setting. Another potential factor could be the desire to remove a student who might undermine the teacher's educational authority from the classroom system. The fourth category refers to students whose parents have a pedagogical background. In this case, there are no constraints related to the child's ability to access out-of-school education. However, the obstacle lies in the parents' competence to conduct homeschooling. According to the surveyed teachers, only parents with a pedagogical education should have the right to homeschool their child. The last category is the only one that completely ignores the student's personality. In this case, the child is almost punished, condemned to homeschooling due to the actions of their parent. The teacher, dealing with a difficult, non-compliant parent, may view homeschooling as the most convenient option for them, rather than an educational choice for the child. This perspective underscores the complexity of the

homeschooling debate, where both the needs of the child and the challenges posed by the parent-child relationship play significant roles in the decision-making process.

Teachers participating in the research were asked in an open-ended question to explain why they considered homeschooling a good form of education for children (the question was deliberately phrased positively). The responses they provided can be grouped into several areas. The first, and by far the most frequently mentioned, was the possibility of individualising education, understood in the context of both the child's work and the parents' involvement. The second area was freedom, which encompassed freedom of choice, decision-making, beliefs, and even freedom from state indoctrination. The third area was following change, where respondents referred to new technologies, access to social media platforms, and the possibility of remote work for parents of homeschooled children. The final area was development. In this case, the teachers highlighted the opportunity for better educational outcomes, the child's self-realisation, and the development of their talents. The possibility of development, in their responses, was linked to the attractiveness of homeschooling, associated with its growing popularity.

In the next question, the teachers were asked to explain why, in their opinion, homeschooling is a bad form of education, which was the opposite of the previous question. Most responses focused on the issue of social isolation. Teachers emphasised the importance of building relationships between children and engaging with the imperfect world. According to them, this is only possible in school, where a student can experience the full spectrum of social behaviours. The second significant factor was the parent, followed by the child. Regarding the parent, concerns were raised about their pedagogical qualifications, lack of time for the child, and possible reluctance to cooperate with the school. Concerning the child, teachers pointed out the issues of self-discipline and responsibility, which they believed would affect the child's educational achievements. The last area was the effectiveness of homeschooling as a form of education. Concerns about its low level of effectiveness and quality were raised in this context.

In the next question, teachers were asked to indicate the benefits they believed could be achieved from homeschooling. The benefits were categorised into several subgroups: benefits for the school, teacher, parent, and child. In comparison to the previous questions, these were characterised by a relatively high degree of unanimity among respondents. Below is a table summarising the teachers' responses regarding the perceived benefits of homeschooling, categorised by beneficiary (Table 2).

Table 2. Benefits of homeschooling for schools

Benefit for schools	Yes (%)	No (%)	Don't Know (%)
Responding to social expectations	76.1%	9.0%	14.9%
Implementing the concept of educational inclusion	59.7%	10.5%	29.9%
School receiving state funding for each homeschooled child	40.3%	20.9%	38.8%
Enhancing the school's prestige	31.3%	40.3%	28.4%
Achieving better positions in school rankings	29.8%	37.3%	32.8%

The benefits of homeschooling identified for schools included: responding to social expectations (76.1%), implementing the concept of educational inclusion (59.7%), and receiving state funding for each child enrolled in homeschooling (40.3%). At the same time, teachers indicated that managing homeschooling would not contribute to enhancing the school's prestige (40.3%) nor improve its position in school rankings (37.3%).

In their own suggestions, respondents pointed to ideas such as "stepping off the beaten path" and "greater contact with real life" as potential benefits of homeschooling for schools. One of the proposed advantages was also the possibility of redirecting a student, particularly one who poses challenges for the school, into homeschooling.

Identifying the benefits of homeschooling for schools and taking a clear stance on the issue proved difficult for many respondents. In some cases, as many as 39% of the answers reflected a lack of opinion. This difficulty in forming a position and the frequent choice of the response "I don't know" suggest that the subject of homeschooling remains relatively unfamiliar and distant to teachers.

Despite the previously noted lack of experience with homeschooling, respondents had no difficulty identifying the benefits of this form of education for themselves. The collected responses are presented in the table below (Table 3).

Table 3. Benefits of homeschooling for teachers.

Benefit for teachers	Yes (%)	No (%)	Don't Know (%)
The parent assumes full responsibility for a child with disabilities or educational/behavioural difficulties	83.6%	7.5%	9.0%
Opportunity to create a more supportive educational environment for the student	79.1%	4.5%	16.4%
The parent becomes responsible for the child's education	76.1%	13.5%	10.4%
A smaller number of students in the classroom	74.7%	20.9%	4.5%

Respondents saw a significant advantage in homeschooling in transferring the responsibility for caring for a child with disabilities or educational/behavioural difficulties to the parents, as well as the opportunity to create a supportive educational environment for the student. A high percentage of teachers considered the responsibility of the parent for the child's education as a definite benefit for the teacher. The lowest benefit, in terms of teacher advantages, was the reduced number of students in the classroom.

The next question focused on parents who homeschool and the benefits they might gain from this form of education. Most of the teachers had no trouble identifying the advantages of a parent teaching their child. The responses are presented in the table below (Table 4).

Table 4. Benefits of homeschooling for parents.

Benefit for parents	Yes (%)	No (%)	Don't Know (%)
Strengthened parent-child bond	91.1%	3.0%	6.0%

Benefit for parents	Yes (%)	No (%)	Don't Know (%)
The ability to personally accompany the child in exploring the world, without institutional mediation	89.5%	6.0%	4.5%
Greater control over the child's development	88.1%	4.5%	7.5%
Control over the values and worldview passed on to the child	83.6%	9.0%	7.5%
The parent remains the natural teacher of their child	79.1%	12.0%	9.0%
Protection from negative role models	58.2%	25.4%	16.4%
Enabling the child to enter society safely (no stigmatisation)	40.3%	37.3%	22.4%

The highest-rated response was the strengthening of the bond between the child and the parent. A nearly equal number of respondents selected the option regarding the ability to personally accompany the child in exploring the world, without institutional mediation. Teachers then pointed to the ability of parents to have significant control over their child's development, to control the values and worldview imparted to the child, the parent remaining the natural teacher of their child, and the ability to protect the child from negative societal role models. The least favoured benefit was enabling the child to safely enter society (avoiding stigmatisation). Despite the clarification in parentheses, this low result may be associated with the perception of homeschooling as an educational form that leads to the isolation of the child from society. With this question, a subtle concern about the asocial tendencies of children learning at home emerged for the first time.

The next issue for the respondents was to indicate the benefits for the child resulting from participation in homeschooling. The teachers' opinions are presented in the table below (Table 5).

Table 5. Benefits of homeschooling for children.

Benefit for children	Yes (%)	No (%)	Don't Know (%)
Access to knowledge presented in an individualised way	92.5%	4.5%	3.0%
Development of individuality	88.1%	7.5%	4.5%
More opportunities and time to develop interests beyond school subjects	86.5%	7.5%	6.0%
Opportunities for children with disabilities	76.1%	13.5%	10.4%
Greater access to multimedia presentations available on the internet, popular science TV channels and films	70.1%	17.4%	13.4%
Lack of a sense of social exclusion	37.3%	28.4%	34.3%

The highest-rated response in this case was the availability of knowledge presented in an individualised manner. Next, teachers highlighted the opportunity for the child to develop their individuality and the increased opportunities and time for

pursuing interests beyond the school subjects. The recognition of homeschooling as a chance for children with disabilities, as well as the broader access to multimedia presentations available on the internet, popular science channels, and films, received somewhat less approval from the teachers.

In the final category, it's worth taking a closer look at the response related to the lack of social exclusion felt by children participating in homeschooling. Although 37.3% of respondents considered this a benefit for the student, nearly the same percentage of teachers were uncertain and unable to take a clear stance on the matter. This result aligns with the earlier response regarding safe integration into society, which was viewed by teachers as a potential risk for the isolation of the child. The hesitation expressed by teachers in this instance may stem from the stigmatisation of homeschooled children as asocial individuals.

In the open-ended responses related to the question about the benefits of homeschooling for the child, a lack of competition between students and the absence of continuous testing and grading were mentioned. One teacher pointed out that constant testing and grading causes "devastation in the child's psyche."

Next, the surveyed teachers were asked if their school was prepared to implement homeschooling. Only 21% of the respondents (14 people) answered positively, while slightly more (24%, 16 people) were opposed. The remaining 55% (37 people) were unsure. At the same time, 42% of teachers believed that their school should support children in homeschooling (28 people). However, similarly to the preparation of the institution, 40% of respondents expressed no opinion on this issue (27 people). This indecision, in connection with the perceived benefits, may stem from a lack of knowledge and experience regarding homeschooling.

This fact is also evident in the question about the knowledge of legal regulations governing homeschooling in Poland. Out of 67 respondents, only 13 (19%) indicated that they were familiar with the legal framework and could assess the direction of its changes. The recent removal of the requirement for a psychological-pedagogical counselling opinion, which was previously necessary for the school director to grant permission for homeschooling, was seen by Mark Budajczak as a clearly positive change¹². However, this change was met with a lack of clear consensus among the respondents. Among the 13 individuals who declared familiarity with the regulations, 35% considered the removal of the counselling opinion as a beneficial change, while 33% disagreed, and 31% had no opinion on the matter at all.

According to the respondents, the biggest obstacle that could lead to the failure of implementing homeschooling in their school was the lack of contact with peers for homeschooled children. The obtained results are presented in the table below (Table 6).

Table 6. Obstacles marked by teachers for the school to implement homeschooling.

Obstacle	Yes (%)	No (%)	Don't Know (%)
Lack of contact with peers	83.6%	12.0%	4.5%
Lack of parents' pedagogical skills	64.2%	13.4%	22.4%
Need for additional work related to classification exams	61.2%	28.4%	10.4%

¹² <https://www.edukacja-domowa-instytut.pl/30042020-r---pozytywne-zmiany-w-przepisach-dotyczacych-edukacji-domowej%21>, [10.02.2023].

Obstacle	Yes (%)	No (%)	Don't Know (%)
Lack of control over educational content provided by parents	56.7%	26.9%	16.4%
Need for teachers to maintain additional documentation	53.7%	28.4%	17.9%
Lack of teacher time for additional duties	43.3%	32.9%	23.9%

A total of 83.6% of the respondents pointed out that the issue of social isolation, which is closely linked to the stereotypical thinking about homeschooling, is still particularly emphasised. The lack of contact with peers for children being homeschooled, which had previously been mentioned as a disadvantage of homeschooling, now strongly reflects the teachers' approach to this alternative form of education.

The second significant obstacle was the lack of pedagogical skills among parents who would like to undertake homeschooling. In this case, 64.2% of the respondents believed that a parent without the necessary pedagogical knowledge would not be able to effectively teach their child. A related demotivating factor for schools in implementing homeschooling was also the lack of control over the educational content provided by parents (56.7%). It is important to note that earlier, respondents viewed the parent as a natural teacher who could strengthen the family bond through joint learning if they were able to utilise homeschooling.

The third most frequently mentioned obstacle was the need for additional work related to classification exams. This response correlated with the rather high indication of the obligation to maintain additional documentation and the lack of time for other responsibilities. The issue of excessive documentation leads to a desire to avoid another duty. At the same time, resistance to change results in finding an excuse in the over-bureaucratisation of schools.

The only responses that indicated no obstacles to implementing homeschooling in the schools where the teachers work were the small number of students in the class and the possibility of children in homeschooling achieving lower academic results compared to children attending traditional schools. In the first case, it is clear that very large classes are seen by the teachers themselves as a negative factor affecting their work with students.

6. Discussion

During the pilot research aimed at examining the approaches presented by teachers toward non-school education, trends related to the decisions made by them were sought. The following table presents a comparison of the two determining factors for teachers (Table 7).

Table 7. Comparison of the approaches and trends presented by the surveyed teachers.

Approach	Trend
-----------------	--------------

ach	support	professional exclusivity	educational helplessness	escape	selectivity in homeschooling	educational and upbringing mission	pragmatic-organizational
openness	X						
authoritarian		X			X	X	X
ignorance		X	X	X	X	X	X
Reluctance (open, hidden)			X	X	X	X	X

According to the table above, it is evident that the approach of ignorance, largely stemming from a lack of knowledge about how homeschooling functions in Poland, appeared in all the trends presented by the surveyed teachers. Teachers who exhibited an approach of ignorance also demonstrated a low level of understanding regarding the organisation of homeschooling, its methods, and the legal regulations surrounding its legitimacy. They formed their opinions based on assumptions or stereotypes about parents and children choosing this form of education. They positioned themselves as judges, deciding who should be allowed to participate in homeschooling and who should not. They confused homeschooling with individualised teaching, emphasised the role of school as the only effective socialising factor for students, and denied the pedagogical capabilities of parents. They pointed to the lack of possibilities for educational inclusion and showed a tendency to avoid challenging topics.

The approach of open and hidden reluctance was also evident in most of the trends, except the trend of professional exclusivity. Among the surveyed teachers, there was often an undisguised disapproval of changes in the teacher's mentality. A desire to distance oneself from the evolving reality of the school environment emerged. Hidden reluctance was reflected in references to organisational difficulties and the school's lack of readiness to support homeschooling. Although teachers acknowledged the need for change, they showed no willingness to implement it, preferring to remain within the safe shell of the traditional education system.

The third most prevalent was the authoritarian approach. It was most clearly visible in the trend of professional exclusivity and the selectivity of homeschooling. It also appeared in the trends of educational-mission and pragmatic-organisational perspectives. Teachers with this approach emphasized the need to separate problematic students from the rest of the class, set criteria for who should be allowed to homeschool, and what is the most important stressed the authority of the teacher as the sole legitimate source of knowledge for students.

The only positive trend (support trend) was connected with the openness approach to homeschooling. It appeared the least frequently. Teachers who demonstrated openness toward homeschooling recognised the need for changes in the education system, supported parental freedom in choosing the mode of education for

their children, and acknowledged the potential for self-development of the child, the parent, and themselves as educators.

Conclusions

In the first-ever study exploring homeschooling from the perspective of teachers, a variety of interwoven approaches and trends were observed. The above questionnaire-based analysis, which aimed to identify and define these patterns, has served as a foundation for determining the directions and areas to be addressed in the next stage of research, which will follow a qualitative strategy. The deepening of these research areas, particularly those connected to the approaches and trends presented by teachers, will be the focus of the second phase of the research process, which will utilise focus group interviews. The qualitative study will be further enriched by exploring the understanding of educational inclusion in the context of homeschooling¹³.

References:

1. Davis A., *Evolution of Homeschooling*, Distance Learning, 8(8), Charlotte 2011.
2. European Commission/EACEA/Eurydice, *Home Education Policies in Europe*, Bruksela 2018.
3. Kazanowski Z.; Żyta A.; Ćwirynkało K., & Przybyliński, S., *Teaching Students with Disabilities: Perceived Teacher Competences*, Przegląd Badań Edukacyjnych (Educational Studies Review), 2(47), 83–106, Toruń 2025.
4. Racewicz M., *Analysis of home education historical roots in the world and in Poland*, Rozprawy Społeczne, 15(3), 1–9, Biała Podlaska 2021.
5. Racewicz M., *Analysis of legal acts regarding home education in Poland – historical approach*, Lubelski Rocznik Pedagogiczny, 39(3), 105–117, Lublin 2020.
6. Tłuściak-Deliowska A.; Krawiec M., *Edukacja domowa jako alternatywna forma realizacji obowiązku szkolnego. Stan polskich badań i perspektywy badawcze*, Przegląd Pedagogiczny 1, Bydgoszcz 2020.
7. Ustawa o Systemie Oświaty, *Ustawa z Dnia 7 Września 1991 r. o Systemie Oświaty*, Dz. U. 1991 nr 95 poz. 425, Warszawa 1991.

Web references:

1. <https://domowa.edu.pl/edukacja-domowa-pytania-i-podstawa-prawna/>, [02.07.2025].
2. https://domowi.edu.pl/blog/ile-dzieci-jest-na-edukacji-domowej/#Ile_dzieci_jest_na_edukacji_domowej, [02.07.2025].
 3. <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20202021,1,16.html>, [10.02.2023].
 4. <https://www.edukacja-domowa-instytut.pl/30042020-r---pozytywne-zmiany-w-przepisach-dotyczacych-edukacji-domowej%21>, [10.02.2023].
 5. Ray B. D., *Homeschooling: The Research, Scholarly articles, studies, facts, research*. www.neri.org/research-facts-on-homeschooling, [27.01.2023].

¹³ Z. Kazanowski; A. Żyta; K. Ćwirynkało, & S. Przybyliński, , *Teaching Students with Disabilities: Perceived Teacher Competences*, Przegląd Badań Edukacyjnych (Educational Studies Review), 2(47), 83–106, Toruń 2025.