

Examining the Outcomes of Homeschooling Through the Lens of Lifelong Learning

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This article examines the outcomes of homeschooling through the lens of lifelong learning, focusing on its impact on academic, social, and personal development. It is done through a meta-analysis of existing research. Findings suggest that homeschooling fosters academic skills, social skills, and attitudes toward legal issues, as well as positive effects on the family and the public. These skills positively reinforce the homeschooled students' and parents' lifelong learning and also have a beneficial impact on others. However, the reliance on self-reported data and the absence of longitudinal studies limits the understanding of the long-term effects. Longitudinal studies with objective measurements are needed to further explore the lasting impacts of homeschooling on lifelong learning trajectories. This research is of significant importance because it sheds light on the potential of homeschooling to contribute to lifelong learning and therefore the largely unknown possible long-term effects of homeschooling.

Introduction

Lifelong learning is a valuable activity that empowers individuals to continuously acquire knowledge and skills throughout their lives. It enhances self-directed learning, critical thinking, and self-confidence in a constantly changing world (Elder & Paul, 2020; Loeng, 2020). In recent years, lifelong learning has gained significant recognition globally, particularly in countries like the United States, where currently 23% of the undergraduate population are adult learners (Bryant, 2024). These learners are returning to education to improve their career prospects or pursue personal interests. However, in Japan, lifelong learning remains less common, with a limited number of adult students engaging in such opportunities despite its potential benefits (Nakanishi, 2022). This lack of lifelong self investment highlights the need to further promote lifelong learning as a crucial aspect of education.

This study examines the varied outcomes associated with homeschooling through the lens of lifelong learning, exploring how this educational approach possibly prepares for and influences continuous personal and professional growth. The discussion considers both positive and critical perspectives, aiming to evaluate how homeschooling impacts children's lifelong learning potential compared to traditional education.

Firstly, the analysis delves into academic outcomes, exploring whether homeschooled students develop foundational skills and knowledge that support lifelong educational pursuits. Second, it investigates social outcomes, focusing on how alternative forms of socialization influence homeschoolers' ability to navigate diverse social and professional environments throughout life. This includes an examination of their political and civic engagement as key aspects of active citizenship and lifelong societal participation. The third section addresses legal and substance abuse-related issues, exploring whether homeschooling fosters behaviors and attitudes conducive to long-term personal responsibility, and the role of religiousness in shaping these outcomes.

The fourth section considers the broader implications of homeschooling, including its impact on public education systems and the cultivation of lifelong learning values at a societal level. The fifth section discusses outcomes affecting others. In addition to its impact on individual learners, homeschooling carries broader societal implications, influencing public education systems, civic engagement, and family dynamics. Critics argue that homeschooling may weaken public schools by reducing enrollment and funding, while proponents suggest it drives innovation and accountability in education. Furthermore, homeschooling's values-driven approach often fosters strong civic participation and community involvement among students. For parents, the sacrifices made to homeschool, such as time demands and potentially negative effects on a parent's career, are balanced by rewards like stronger family bonds and personal growth. These outcomes demonstrate how homeschooling's effects extend beyond individual learners, shaping lifelong learning opportunities for families and communities alike.

The sixth section of the article discusses factors influencing the long-term outcomes of homeschooling, such as the home environment, parental characteristics, children's individual traits, and community support, highlighting how these elements contribute to or hinder lifelong learning readiness. Finally, it reviews the challenges and limitations in assessing homeschooling outcomes, particularly in the context of understanding its lifelong impacts. The seventh section discusses ~~the~~ assessment. Assessing homeschooling outcomes requires consideration of its diverse approaches, such as structured methods focused on academic goals and unstructured methods emphasizing personal growth and critical thinking. Traditional assessment tools may suit structured methods but are often inadequate for unstructured approaches, which are popular in homeschooling. Effective evaluations should combine quantitative measures of knowledge with qualitative assessments of personal development, aligning with homeschooling's broader educational goals and lifelong learning principles.

Lastly, the study discusses the implications of homeschooling. They extend beyond immediate educational outcomes, influencing lifelong learning trajectories through its unique flexibility and personalization. By fostering self-directed learning, critical thinking, and adaptability, homeschooling equips individuals with essential skills for ongoing personal and professional growth. Moreover, its impact on socialization, civic engagement, and public education underscores the broader societal role of this alternative approach. Understanding these implications highlights how homeschooling contributes to lifelong learning while revealing the need for structures that address challenges faced by less-resourced families.

Overall, this study provides a comprehensive examination of homeschooling outcomes, with a specific focus on their implications for lifelong learning. By addressing key aspects, influencing factors, and research gaps, it aims to offer a nuanced perspective on how homeschooling shapes individuals' capacities for ongoing growth and development. These topics will be discussed further in the following subsections.

Methodology

This study is based on a comprehensive literature review, synthesizing findings from existing studies on homeschooling outcomes in relation to lifelong learning. The review included credible peer-reviewed journal articles dating back to 1988 to recent data from 2024, focusing on academic, social, legal, and broader societal outcomes. The analysis aimed to identify patterns, themes, and gaps in the literature to provide a detailed understanding of how homeschooling influences lifelong learning potential. By critically evaluating diverse perspectives, this review highlights both the benefits and challenges associated with homeschooling and homeschooling research as well.

Findings and Discussion

Academic Outcomes

The academic outcomes of homeschooling offer valuable insights into how this educational approach equips students for lifelong learning. Critics often argue that homeschooled children may not perform as well as their peers in traditional schools. However, research consistently demonstrates that homeschooled students frequently meet or exceed the academic achievements of traditionally schooled peers, particularly in standardized tests such as the ACT and SAT (Martin-Chang & Levesque, 2021; Murphy, 2014). Beyond test performance, studies suggest that homeschooled students often develop self-directed learning skills, a key competency for lifelong learning (Loeng, 2020)

Cogan's (2010) study found that homeschooled students outperformed their traditionally educated peers in various pre-college and college academic measures. These students reported higher ACT-Composite scores, earned more college credits before their freshman year, and achieved higher GPAs throughout their academic careers. Notably, homeschooled students consistently maintained higher first-year and fourth-year GPAs, even when demographic and academic factors were controlled. Although

retention and graduation rates were comparable, these findings indicate that homeschooled students are well-prepared for the challenges in higher education, a foundation for ongoing learning and adaptation.

One possible explanation for these outcomes lies in the personalized and flexible nature of homeschooling, which often fosters critical thinking, problem-solving, and self-discipline, skills that are essential for lifelong learning. Rudner (1999) and Ray (2010) highlight that structured, resource-rich homeschooling environments, particularly in highly educated households, contribute significantly to students' success in subjects such as reading, math, and science. However, it is possible that these advantages may reflect demographic factors rather than homeschooling itself, as suggested by studies that use self-selected samples (Ray, 2015).

Additionally, Valiente et al. (2022) note that many parents choose homeschooling based on the belief that they can provide a superior learning environment compared to public schooling. The focus on tailored education allows students to progress at their own pace, deepening their understanding of subjects they are passionate about, another characteristic of lifelong learning at its best. Adults who continue their studies, tend to pursue their studies for reasons of passion or self-improvement. However, research also indicates variability in performance, with a narrow gap between homeschooled and traditionally schooled students in math, compared to language and art (Frost & Morris, 1988; Ray & Wartes, 1991).

While studies like those by Ray (2017) and Rudner (1999) clearly suggest that homeschoolers often outperform public school norms, the reliance on convenience samples and a focus on families who value standardized testing, heavily limit the generalizability of these findings and suggest a need for different methodologies in future research. Despite these limitations, the overarching evidence still points to homeschooling as an effective educational model for fostering academic success and building a foundation for lifelong learning.

In the case of Japan, issues in the public school's English education also push parents to homeschool due to the positive

academic outcomes, as English is a valuable skill for successful lifelong learning (Nakanishi, 2023; Nakanishi, 2024). In order to push lifelong learning, Japan's Ministry of Education need to further reform English education.

Social Outcomes

Social outcomes are a highly discussed aspect of homeschooling, particularly its potential role in fostering social skills and attitudes essential for lifelong learning. Critics have frequently voiced concerns that homeschooling might limit peer interaction, thereby hindering the development of social skills, self-esteem, and overall well-being (Murphy, 2014). However, research consistently counters these claims, suggesting that homeschooled children often perform as well as or better than their traditionally schooled peers in social domains (Valiente et al., 2022; Ray, 2017; Kunzman & Gaither, 2020). These findings align with the principles of lifelong learning, which emphasize adaptability, interpersonal skills, and the ability to engage effectively in diverse social contexts.

Homeschooled children benefit from varied and meaningful social interactions, participating in extracurricular activities, sports, co-ops, and community events. These experiences expose them to peers and adults from diverse cultural and age groups, cultivating robust social skills and positive self-concepts (Cui & Hanson, 2019; Medlin, 2013). Importantly, homeschooling's flexibility allows for tailored socialization opportunities that foster empathy, communication skills, and collaboration, that are key attributes for lifelong learning.

Rather than being limited to exclusively classroom-based same-age peer contact, homeschooled students often engage in rich, multifaceted social environments, contributing to their life satisfaction, happiness, and interpersonal development. These qualities enable them to navigate and thrive in varied social and professional contexts throughout life, reinforcing their capacity for continuous personal and social growth.

Political tolerance is another important facet of lifelong learning, reflecting an individual's capacity to respect diverse

perspectives and participate constructively in civic life. Critics argue that homeschooling might foster political intolerance due to perceived separatism and limited exposure to differing viewpoints (Cheng, 2018). Proponents of public schooling often contend that shared educational experiences are vital for cultivating political tolerance across diverse student populations.

However, Cheng's (2018) findings challenge this assumption, revealing that homeschooled students, particularly those with substantial homeschooling exposure, demonstrate higher levels of political tolerance than their traditionally schooled counterparts. This is especially evident among students attending an evangelical Christian university, where homeschooling experiences were associated with greater acceptance of differing political and social perspectives.

These results suggest that homeschooling can provide an educational foundation that supports civic engagement and tolerance, fostering the skills needed to engage in lifelong democratic participation. Cheng's analysis also indicates that demographic factors such as race and gender influence levels of political tolerance. For example, students from racial or ethnic minority backgrounds exhibited lower levels of tolerance compared to White students. This underscores the need for further exploration of how homeschooling can address these disparities to support inclusive lifelong learning.

Legal and Substance-Related Outcomes

The outcomes related to substance abuse and encounter with the criminal justice system legal and substance-related of homeschooled children provide a compelling perspective on the broader implications of homeschooling for lifelong learning. These outcomes reflect the role of early educational environments in shaping behaviors, values, and decision-making processes that impact long-term personal development.

Religious homeschoolers tend to experience positive outcomes, with lower rates of delinquent behavior and substance use disorders (Green-Hennessy, 2014). These findings align with

broader research that links religious affiliation to reduced risks of such behaviors (Salas-Wright et al., 2012). These students often benefit from structured family environments that emphasize moral and ethical development, creating a foundation for responsible decision-making, a key attribute for lifelong learning. However, religious homeschoolers were also twice as likely to report being academically behind by two or more years. This contrasts with the broader evidence suggesting higher academic achievement among homeschoolers (Belfield, 2004; Cogan, 2010; Martin-Chang et al., 2011). The discrepancy may result from reliance on self-reported data or unique challenges faced by some religious homeschoolers. Despite this, the values-driven approach in these households often fosters resilience, adaptability, and self-regulation, qualities essential for navigating lifelong challenges.

In contrast, less religious homeschoolers, described by Van Galen (1988) as "pedagogues," face more challenges, including higher risks of substance misuse and academic delays. These outcomes may stem from permissive parenting styles, a lack of substance prevention education, and reduced participation in extracurricular activities (Donovan, 2004; Faggiano et al., 2008). Social isolation and alternative approaches like unschooling may also contribute to these difficulties (Parsons & Lewis, 2010).

From a lifelong learning perspective, these findings need to be explored further. Religion might play a particular role in shaping the children's character. The contrasting outcomes between religious and less religious homeschoolers highlight the interplay of structure, values, and access to resources in shaping long-term development. Religious homeschoolers' lower rates of legal, including those related to substance abuse, suggest that instilling clear moral frameworks and engaging in supportive family structures can foster lifelong habits of responsibility and self-discipline. However, in comparison, religious homeschoolers may face more academic difficulties, and therefore their parents potentially negatively influence their children's foundation of a successful lifelong learning experience. Conversely, the challenges faced by less religious homeschoolers illustrate the critical need for comprehensive

support and structure, particularly for families adopting less structured approaches like unschooling.

Outcomes Affecting Others

The broader implications of homeschooling extend beyond just individual learners' outcomes. It can also influence public institutions, civic engagement, and family dynamics. From a lifelong learning perspective, these outcomes reveal the interconnectedness of education, community, and personal growth, underscoring the shared responsibility of learners, families, and society in fostering continuous development.

Critics argue that homeschooling weakens public schools by reducing enrollment and, subsequently, tax revenue, thereby diminishing resources for remaining students (Murphy, 2014). This then might negatively affect the public's lifelong learning chances in the long term. This perspective highlights the potential effects of individual educational choices on the collective education system. However, proponents counter that homeschooling can positively influence public schools by encouraging innovation and accountability. In the context of lifelong learning, the demand for alternative education may push public schools to adopt more personalized and effective teaching practices, which is highly appreciated in adult lifelong learners, who value a more individualized learning approach. Providing homeschoolers, public schoolers, and lifelong learners with access to shared resources, such as extracurricular programs or academic support, could create mutually beneficial relationships that strengthen educational outcomes for all learners.

Critics also argued that homeschooling undermines social commitment and limits civic engagement (Murphy, 2014). They argue that the absence of shared public school experiences may reduce opportunities for developing a sense of collective responsibility. Conversely, proponents suggest that homeschooled students often engage more deeply in civic activities, including volunteering, community service, and advocacy. This enhanced civic participation may reflect the personalized, values-driven

education many homeschoolers receive. Lifelong learning emphasizes active citizenship and social responsibility as essential components of continuous societal development and personal growth. Homeschooling families can foster these traits by providing learners with diverse opportunities to contribute to their communities, promoting a sense of belonging and purpose that extends into adulthood.

Homeschooling requires significant sacrifices from parents, including financial burdens, time commitments, and career limitations, which critics argue can limit their broader contributions to society. Yet, proponents highlight the rewards, such as personal fulfillment, stronger family bonds, religious satisfaction, and deeper involvement in parenting. Through this participation, parents can learn with their child and at the same time continue their path on lifelong learning, and additionally gain new skills and knowledge themselves. While parents invest in their children's education, they also model lifelong learning by adapting to challenges, acquiring new skills, and fostering strong relationships. This dual role as educators and learners contributes to a holistic approach to lifelong development.

The outcomes of homeschooling affecting others reflect the dynamic relationship between individual education and societal impact. By fostering collaboration with public schools, encouraging civic engagement, and balancing family sacrifices with personal rewards, homeschooling can support lifelong learning not only for students but also for parents and communities. Recognizing and addressing these interconnected outcomes ensures that homeschooling contributes positively to both individual growth and societal well-being.

Factors Influencing Outcomes

Lifelong learning is a multifaceted process shaped by individual, familial, and environmental factors. The same goes for homeschooling. These elements play an integral role in determining the outcomes of homeschooling and highlight the need for a holistic approach to fostering continuous development and growth.

First, the environment at home significantly impacts the effectiveness of homeschooling. Elements such as family income, parent-child relationships, and marital harmony shape academic and socioemotional outcomes (Davies & Cummings, 1994). For example, supportive relationships and stability in the household foster a sense of security, enhancing children's motivation to learn and explore. In contrast, harsh parenting or high marital conflict may erode a child's sense of safety, reducing their capacity for engagement and growth (Murphy, 2012). Similarly, household chaos can disrupt focus and diminish the joy of learning (Berry et al., 2016). From a lifelong learning perspective, a nurturing home environment serves as the foundation for sustained intellectual and emotional development. Parents who create an atmosphere of stability and encouragement help instill habits and attitudes that support continuous learning.

Second, the traits and educational backgrounds of parents are pivotal in shaping homeschooling outcomes. Qualities such as conscientiousness, self-regulation, openness, and social support positively influence children's progress (Eisenberg, 2020; Valiente et al., 2020). Conversely, parental stress or anger can negatively affect children's academic and personal growth. Lifelong learning emphasizes the importance of modeling positive behaviors. Homeschooling parents not only act as educators but also as role models, demonstrating adaptability, problem-solving, and emotional regulation. By fostering their own development and growth, parents can better equip their children for lifelong learning and lead the way.

Third, children's personal traits, including IQ, self-regulation, and social skills, also play a significant role in their outcomes. For conventionally schooled students, temperament and mental health challenges can affect academic performance (Eisenberg et al., 2010). In homeschooling, however, the flexible and individualized approach may mitigate these challenges, allowing children to learn at their own pace and in ways suited to their unique needs. Lifelong learning highlights the value of tailoring education to individual strengths and challenges. By accommodating diverse learning styles and temperaments, homeschooling can nurture resilience and a love of learning that endures throughout life.

Last, access to community resources, such as sports teams or cooperative learning groups, is another critical factor. The availability of these opportunities varies by region and can significantly influence the homeschooling experience (Home School Legal Defense Association, 2024). Community involvement enriches learning, offering social interaction and diverse experiences that complement home education. Lifelong learning extends beyond the individual, encompassing the networks and systems that support ongoing development. By connecting homeschoolers and lifelong learners with community resources, both learners can enhance their educational outcomes and foster a sense of belonging through community interaction.

Homeschooling outcomes are influenced by a complex interplay of home environment, parental traits, children's individual characteristics, and community support. Through the lens of lifelong learning, these factors highlight the importance of nurturing not only academic success but also the personal, social, and emotional growth of both children and parents. Recognizing and addressing these influences ensures that homeschooling contributes to a foundation for continuous learning and development.

Assessment of Outcomes

The assessment of homeschooling outcomes is context dependent due to the variety of goals and educational approaches employed. These differences are particularly evident in "Type 1" (structured) and "Type 2" (unstructured) homeschooling methods (Neuman & Aviram, 2003; Ray, 1997). Type 1 homeschooling aligns closely with traditional schooling goals, which allows for the use of conventional assessment tools. Type 2, however, focuses more on personal development, critical thinking, and curiosity, necessitating distinct assessment tools that cater to these broader and more individualized goals (Cizek, 1993; Hardenbergh, 2015). Thus, using traditional assessment tools for Type 2 learners would not only be inappropriate but also ineffective.

Lifelong learning emphasizes the need for flexible and comprehensive assessments that account for both measurable

academic knowledge and the personal growth essential for continuous development. As homeschooling's goals often extend beyond traditional academic achievement, assessments should reflect both quantitative measures (such as knowledge) and qualitative dimensions, including personal skills like self-efficacy and social competence. This approach aligns with the idea that learning outcomes encompass more than just the ability to recall facts and perform on standardized tests.

Because homeschooling allows for the personalization of educational goals, it contrasts with traditional, state-mandated curricula, which tend to define knowledge and skills as universal requirements (Ray, 2013). This flexibility enables parents to design learning experiences that align with the learner's interests and needs, fostering a deeper connection to the content and encouraging lifelong learning. A balanced approach combining core subjects with individualized goals allows for both traditional assessments and constructivist methods that focus on the learning process and personal growth.

In sum, assessing outcomes in homeschooling is challenging due to the diversity of goals and methods involved. From a lifelong learning perspective, it is essential to consider not only academic knowledge but also the development of critical thinking, emotional intelligence, and the capacity for self-directed learning. As such, using mixed methods and flexible assessment tools can provide a more holistic view of a homeschooler's educational journey.

Implications for Lifelong Learning

The outcomes of homeschooling, academic, social, and even legal, have profound implications for lifelong learning. At its core, lifelong learning emphasizes the continuous, self-directed acquisition of knowledge and skills beyond formal schooling. Homeschooling, with its personalized and flexible nature, offers a unique lens through which we can understand how early educational experiences influence individuals' ability to adapt and thrive throughout their lives.

First of all, the academic outcomes of homeschooling indicate that homeschooled students are often equipped with critical skills that align with the principles of lifelong learning, such as self-direction, intrinsic motivation, and adaptability. As seen in studies by Cogan (2010) and others, homeschooled students consistently outperform their traditionally educated peers in various academic measures, including standardized tests, GPA, and college credits earned. These students are more likely to possess the self-discipline and problem-solving abilities necessary for succeeding in higher education and in the workplace. This academic preparation forms the foundation of lifelong learning, where the ability to continue learning and adapting is central to personal and professional growth. The personalized nature of homeschooling allows students to explore subjects at their own pace, which not only fosters deep knowledge but also nurtures a love of learning. This aligns with the lifelong learning ethos, where learning is seen as a continuous journey, not confined to formal schooling but an ongoing process throughout life.

Secondly, concerns about socialization in homeschooling often center on the potential isolation of homeschooled children, which critics argue could hinder the development of essential social skills. However, research has shown that homeschooling offers diverse socialization opportunities that are tailored to the individual needs of the child. These opportunities—through extracurricular activities, community involvement, and interaction with peers from diverse age groups and backgrounds—help homeschoolers develop robust interpersonal skills. These skills are crucial for lifelong learning, as they enable individuals to navigate complex social and professional landscapes. Furthermore, the emphasis on personalized socialization allows homeschooled children to develop emotional intelligence, empathy, and collaboration skills, qualities that are vital for success in a rapidly changing world. Such social skills are not only important for personal growth but also for active participation in a democratic society, a key element of lifelong learning.

Thirdly, contrary to the belief that homeschooling may isolate students from diverse viewpoints, studies suggest that homeschooled students often exhibit higher levels of political

tolerance and greater engagement in civic activities. These qualities suggest that homeschooling can contribute to the development of responsible, informed, and active citizens—attributes that are central to lifelong learning. Moreover, as Cheng (2018) highlights, homeschooling provides an opportunity to cultivate a broader worldview, particularly for students who are exposed to a range of political and social perspectives. The ability to respect differing viewpoints and participate in civic life is essential for navigating complex social issues and contributing to collective well-being, making it a vital component of lifelong learning.

Further, challenges for lifelong learning. While homeschooling offers many advantages for lifelong learning, the challenges faced by some families—particularly those with less structure or resources—underscore the importance of support systems. As seen with less religious homeschoolers, a lack of structure or engagement in community activities can hinder the development of the social and emotional skills necessary for lifelong success. It is crucial that homeschooling frameworks incorporate support systems, mentorship, and opportunities for extracurricular involvement to ensure that all students have access to the resources and experiences needed for their long-term development.

Lastly, the broader societal implications of homeschooling highlight its potential to influence public education systems and civic engagement. By offering an alternative to traditional schooling, homeschooling can encourage innovation within public schools, leading to more personalized and effective teaching practices. Furthermore, the flexibility of homeschooling can foster greater civic participation, as homeschoolers are often more involved in community service and advocacy. This involvement reinforces the idea that learning is not confined to formal education but is an integral part of social responsibility and personal growth.

Limitations

While the findings from this study provide valuable insights into the implications of homeschooling for lifelong learning, there are several limitations to consider. First, the sample sizes of the studies

that were reviewed may not fully represent the diversity of homeschooling families, particularly those from different socio-economic, cultural, or geographical backgrounds. This limits the generalizability of the findings to the broader population of homeschoolers. Additionally, the reliance on self-reported data, especially in studies that examine academic and social outcomes, may introduce biases, as participants could be influenced by personal perceptions or recall inaccuracies. Furthermore, many of the studies included in this review are cross-sectional in nature, meaning they provide a snapshot of outcomes at a single point in time rather than capturing long-term trends or changes. Longitudinal studies that track individuals over extended periods are needed to provide a more comprehensive understanding of the long-term impacts of homeschooling on lifelong learning. Notably, there is a lack of longitudinal studies examining the long-term effects of homeschooling on adults who were homeschooled as children, which makes it difficult to draw definitive conclusions about how homeschooling influences lifelong learning outcomes in adulthood. Finally, the variation in homeschooling methods (e.g., structured vs. unschooling¹, religious vs. secular) means that the outcomes reported may not be applicable to all types of homeschooling, and the interplay of these different approaches with student outcomes warrants further exploration.

Conclusion

Homeschooling offers a unique educational model that can foster important skills and competencies essential for lifelong learning. The findings discussed in this article suggest that homeschooling can provide students with strong academic outcomes, social skills, political and civic engagement, and a lower likelihood to engage in substance abuse, all skills that build a solid foundation for successful lifelong learning. Further, homeschooling also positively influences others, such as the community, public institutions, and ~~also~~ the parents' lifelong learning by fostering their new skills and

¹ Unschooling is a learner-driven practice that emphasizes the child's natural curiosity and interests rather than a structured curriculum, characterized by a lesson-free and curriculum-free learning. In contrast, homeschooling generally involves structured learning at home guided by parents or tutors (Riley, 2020)

growth. However, the article also acknowledges several limitations in existing research. The continuous reliance on self-reported data, along with the lack of longitudinal studies, limits the ability to make definitive conclusions about the long-term effects of homeschooling, particularly in adulthood. More comprehensive, objective, and longitudinal research is necessary to understand the enduring impacts of homeschooling on individuals' lifelong learning trajectories. Ultimately, homeschooling represents a promising educational model, especially in its capacity to cultivate independent, motivated learners equipped with skills for successful lifelong personal, academic, and civic growth.

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