

“We Are the Etcetera”: Homeschooling in the Iranian societyMohammad Attaran¹, Soghra Maleki², Norlidah Alias¹¹Department of Curriculum and Instructional Technology, Faculty of Education, University of Malaya, Kuala Lumpur 50603, Malaysia²Faculty of Psychology and Education, University of Kharazmi, Tehran 14911-15719, Iranattaran@um.edu.my

Abstract: The aim of this study is to explore the situation of homeschooling in Iranian system of education. The results of this study derive from a qualitative research performed in 2012. The research population was selected by snowball method. The participants were interviewed. The interviews were semi-structured. The concepts in each interview were extracted. Similar concepts were classified and primary and secondary contents were extracted. The data discussed was based on theoretical foundations. The study showed that all parents in the sample come from middle and upper-middle class of the Iranian society and are highly educated. Participants' involvement in the education of their children and risk-taking in this regard was high. They didn't have a positive view toward the formal system of education, but their decision for homeschooling their children was mostly educational (which is influenced by the ideas of Rousseau and Dewey), not ideological. They consider the formal system of education as a unilateral system, which destroys the creativity of children, merely emphasizes memorization, and neglects some subject like sport, English language, music and arts. According to them, school is a closed space where everybody should take a seat, just listen and hide their real personality. The Iranian homeschooling method is not limited to the textbooks and carries on mostly in natural space. It is mainly based on short-term skills, is not time-bounded and is flexible like its global counterparts. The findings show that this kind of education has increased parents' relationship with themselves and their children. Their children are self-adjusted and independent in learning. However, because of the novelty of this kind of education, and its non-legal state, it is not accepted by the society at this stage. Occasionally, the homeschooling children and their parents confront several different challenges including mocking, anxiety about the future of their children etc.

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1.Introduction

Universally, home schooling is not a rare phenomenon (Deok-Hee Seo, 2009 cited in Petrie & Stevens, 2001). Since the 1970s, homeschooling was promoted for various reasons in the USA and after two decades, it was acknowledged as an alternative beside formal education and school system. According to National Home Education Research Institute, about 2.4 million people are homeschooled in America. This figure increased 2% to 4% every year and almost 4% of the children in the school were homeschooled (Johnson, 2012). Evidently, home schooling is teaching children at home by parents or tutors. By the time of Industrial Revolution, this education type was a common practice across the world. However, after the Industrial Revolution in mid-19th century in Europe and America, the government became responsible for children's education and public schools were prevalent. Van Galen (1986 cited in Knowles, Marlow and Muchmore, 1992) believes that the American parents who choose homeschooling are two types: ideologues and pedagogues. The first group does not agree with

their children going to school due to ideological differences. They use the curricula but they emphasize more on their own beliefs and ideological values. The second group finds defect with the school and believes that the schools are not efficient. They distinguish between going to school and education. They regard schools structured, teacher-centered, focused on external reward and punishment, and believe that going to school requires external motivation of the student while education requires the growth of the learner and his responsibility for learning. This view mostly emphasizes on internal motivation and knows learning with low structure, more direct and more empirical. The initial idea of homeschooling was inspired by Illich who believed that schooling leads to "physical pollution, social polarization, and psychological impotence" (Illich 1970, p. 1 cited in Knowles et al., 1992). Illich (1970) argued that "Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting" (p. 39 cited in Knowles, Marlow and Muchmore, 1992). This philosophy helped the supporters of homeschooling

and was developed in USA. However, it was not consolidated easily.

Knowles et al., (1992) argue that there have been five phases in the homeschooling movement in the USA as:

- **Contention:** dissatisfaction with the public school system due to political, economic and ideological reasons increased the number of the households who preferred homeschooling to public school.

- **Confrontation:** conflicts between homeschooling parents and public school administrators led into conflict between the education offices in USA and teachers union on one hand and the parents on the other. The pressure of the offices and teachers about some cases led to marginalization of some families from the view of education administrators or caused their migration to other states. Many cases were raised against the parents in the courts. The parents were not qualified to educate their children as homeschooling destroyed the American values and natural unity.

- **Cooperation:** The result of legal claims between the families and education offices led into verdicts mostly in favor of the families. In some cases, the schools gave their facilities including library, lab equipment, computer site, extracurricular classes, etc. for the families. In some states of USA, education offices considered some teachers to help the families and collaborated with them for homeschooling planning.

- **Consolidation:** In this stage, the families who were rejected for homeschooling, created some networks among themselves based on common interests as religious, financial and social interests (particularly Christian and religious families belonging to common churches).

- **Compartmentalization:** By the increase of the number of the homeschooling families and their relation with each other, the difference of the motivations and beliefs about homeschooling were revealed. According to Knowles et al. (1992) it was defined that there are two approaches among these families. One of them is liberal, non-religious, humanistic and educational and the other is religious (i.e. Christian values). While John Holt, a key proponent of homeschooling, emphasized on educational aspects of homeschooling and secular and humanistic approaches, another major advocate, Raymond Moore, was inclined to religious aspects.

Gradually, homeschooling was developed in other countries, particularly Western countries including England, France, Italy, Portugal and Denmark (Petrie, 1995 cited in Deok-Hee Seo 2009). In Sweden, where education, not only school education, is compulsory, people can teach their

children at home, but the Sweden government supervises this type of education. The statistics of 2008 in Sweden reported the number of homeschooled families close to 100 people (Villalba, 2009). Homeschooling in Germany is in contradiction with public school and a huge fine is considered for people violating this law. Despite this fact, a small movement of homeschooling has been developed in the past 25 years (Spiegler, 2009).

The Canadian researcher Arai (2000) believed that homeschooling growth in Canada is following another path and different factors have led to development of homeschooling in this country.

2. Homeschooling in Iran

The starting point of introducing modern schools in Iran is the establishment of Darolfonun in 1840. Then, in 1911 in accordance with Culture Act (approved by the parliament), the rural elementary schools, urban elementary schools, high schools and higher education were separated. In fall of 1911, the parliament adopted compulsory education law. Three years later, the supervision of the government in education was raised as an article in the Constitution amendment and the government supervision on educational institutions became legalized (Fazeli, 2011).

In Iran, homeschooling is not raised seriously in scientific and official circles. The ideological structure of Iran's educational system does not allow the development of parallel systems. Rezayi (2005) believes that school system in Iran is a completely ideological system attempting to establish specific beliefs among students. He adds that the government was unsuccessful in fulfilling this issue and the inefficiency of ideological discourse, and rival discourses have been effective in the lack of fulfillment of the education goals of Iran educational system.

Shokuhi Yekta and Parand (2007) believe that in recent years, homeschooling has become common in Iran. They consider it not replacing school but complementing it and associate it with the increase in Iranian parents' expectation and the lack of fulfillment of these expectations by school educational system. Some of banned religious minorities in Iran have also chosen homeschooling (<http://borhan.ir/NSite/FullStory/News/?Id=2589>).

The institute of children of the world is one of the institutions being active in homeschooling in Iran, possessing a collection of some of the most considerable resources on homeschooling in their library (Roodi, 2011). The research institution of children of the world is an independent, non-state and non-profit organization starting its activity since 1994 with the aim of helping the development of care plans

for the growth of children in Iran (<http://ketabak.org/tarvij/node/378>). Generally, the establishment of non-profit schools in Iran and presenting various plans in these schools shows a kind of divergence from public education. The research showed that new schools couldn't meet the satisfaction of the parents and some of them chose homeschooling (Rudi, 2011).

3. Research method

The results of this study derive from a qualitative research performed in 2012. The evaluation of homeschooling based on input-output perspective dealing with the evaluation of homeschooling product, doesn't show the quality of the experience of the children in homeschooling (Deok-Hee Seo, 2009). According to Deok-Hee Seo (2009), most of the studies being performed on homeschooling didn't consider the adaption and coping of the families with the problems of homeschooling. He believed that homeschooling is a cultural phenomenon that should be understood from the view of its supporters in social-historical context (Deok-Hee Seo, 2009). In the current study, through a phenomenological approach, the experience of the homeschooling parents was studied.

In this research, six families with at least one child were interviewed. The site of homeschooling was visited in two various situations and conversations were made with the children. The interviews were semi-structured. In the interview, the reasons of the inclination of the parents to homeschooling and the homeschooling experience and its outcomes were the main questions.

The study population was the available population being selected by snowball method. At least one of the parents was full-interviewed. Four of the participants in the study were mothers and two of them were the father of the children. The parents - except one- were the ones who registered their children in institute of children of the world, but eventually and after 4 years chose homeschooling. Four families applied this approach and one family established a private school with adequate facilities for their child in their house. One family also taught their child by their special method at home and outside home. Of 6 interviews, five interviews were recorded and one interview was not recorded due to the lack of inclination of the participant in the study and was transcribed immediately after the interview.

The interview with other parents was transcribed first and typed. Next, the concepts of each interview were extracted. Similar concepts were classified and primary and secondary contents were extracted. The procedure was independently conducted by two researchers who then negotiated on

their choices to reach a consensus. The data were then discussed based on theoretical foundations. To investigate the reliability of the results and the interpretations of the findings, the paper was presented to the study participants and the final conclusion was made based on their comments.

4. Study findings

4.1 The individual and demographic characteristics of the parents

No structured research has been carried out about the demographic properties of homeschooling parents (Green & Hoover-Dempsey, 2007). However, some studies, e.g. Rey (2000) and Rudner (1993), show that the population in the USA belongs to white middle class. Collom (2005) believes that decision making about homeschooling could not be attributed easily to demographic factors such as family income. This group of parents could not fit into a simple, homogenous category and they had diverse motivations. Collom also states that in the US during the 1980s and 1990s, religious motivations were dominant but later ideological reasons were seen less among American families, and the new generation of the homeschooling parents had other reasons in the selection of this educational approach. Deok-Hee Seo (2009) believed that homeschooling should be understood as a phenomenon belonging to the middle class, the class that is inclined to have direct supervision about the education of their children. Based on income, residency and facilities, the current study population belongs to average and high-income class and they were interested in direct supervision over the method of educating their children. Except for one case, parents in this study were self-employed, with careers in small-scale business. Such professions allowed the parents to manage their time and place conditions and adjust it with the homeschooling conditions of their child.

All the parents had education at the BA level or higher. Some considered homeschooling in Iran an elite class phenomenon and considered themselves as members of this class. The study performed by Green & Hoover-Dempsey (2007) showed that homeschooling parents have a strong sense of self-efficacy. They believed that the parents with such a feeling, set higher goals and to fulfill these goals help to make their children successful compared to the parents with a weaker sense of self-efficacy.

In addition, the belief of these parents about time, energy, knowledge and their skills affects their inclination to homeschooling as these parents should teach their child and control their assignments, evaluate their work and design their extracurricular activities. They believe that they should be in touch

with other parents in a similar situation in order to provide the children social and academic education. These duties require the parents dedicate more time for design, education and supervising their child's education (Green & Hoover-Dempsey 2007). The parents of the current study showed the pre-told signs. The following quotes show this confidence and self-efficacy feeling and attempt to achieve required skills:

"We made some consultations but we trusted mostly ourselves and I was anxious from the beginning of the schooling age of my son. I took some training courses and we felt that we are capable".

"The families were obliged to spend more time for their children and they couldn't be a passive partner, just like a driver or someone who takes them to the park".

"Sometimes we discussed over phone for half an hour with Mr. ...[for counseling]...."

Neuman and Aviram (2003) believe that one of the outcomes of homeschooling is the high involvement of the parents in the education of children. According them, the involvement level of the parents with educational issues of their children is different. At one level, parents take the child in the morning to the school and deliver in the afternoon, or the children go to the school themselves and return. School is a 'parking' for this children and the parents have made themselves at ease for most of the children's affairs. On the other end of the spectrum, the family accepts educational responsibility and by selecting homeschooling becomes involved with the child's affairs (Neuman & Aviram, 2003). The following phrase shows the high involvement of participating:

"My spouse is a mechanic engineer, science type. He is not into social sciences and is interested in sciences, [but] he joined social sciences section. He read difficult books, although he didn't know anything. These books were about schools all over the world. The books were in the original language. He read all of them. He compiled many pamphlets; we were involved and enjoyed a lot."

"This time we acted directly, I worked on science; Mr. ...was focusing on math. Each of the mothers worked on various things".

"The sessions were held weekly for 2 hours but it extended to 2.5 to 3 extra hours. All the discussions were about which text books we need, or what teachers we need, the new teachers who can make a series of discussions creative and all the works of the children, were investigated one by one in these sessions".

Risk taking is the other personal characteristics of the parents of the current study population. Some

of the parents discussed about this characteristic explicitly:

"Many people live with their fears; my selection was not due to good financial status I had high risk taking ability".

"My inclination for experience-taking is higher; my spouse likes to use already known things but he really collaborated with me".

4.2 The Reasons for families' inclination towards homeschooling

The interview with the families of the study population showed that despite the ideological nature of school system in Iran, the selection of homeschooling in these families is not due to ideological and religious reasons and is mostly educational. In addition to its educational aspect that is the main reason for all the families, some of the families know specific conditions in this selection as important. Generally, the selection of this approach from the families of this study is as following:

4.2.1 The view of the parents towards the formal system

The current study showed that all the parents of the sample from the beginning didn't accept the school age of the formal system for their child and didn't have positive view to the formal system. The problem with the formal system according to the parents had various aspects. All the participants in this study are dissatisfied with the unified form of formal system for all the society and the lack of various educational models in Iran following different approaches. One of the interviewees said:

"I loved to have various educational models to select the better one ... All people are seeing this model, they don't see anything except it but when there is variety, the choices are more. The knowledge of the society is increased..." According to the population of this study "Our education is based on behaviorism and our educational system is like a meat grinder. It wants to take out a homogenous mixture and this characteristic creates problem and people are as different as their number". According to the parents, "this centralized system doesn't give growth opportunity to children as individuals. All people get the diploma and the best enter state universities, so what? All are the same" Their talents are not developed: "the environment is not healthy for the child's talents to be developed, the child wants to have his own environment. Indeed, my child was a smart one. He was not normal, if he goes to school, his talent is suppressed. Learning in school system is not attractive. If it was deep, it wouldn't have emphasized on memorizing". Finally, according to one of the parents, "nobody loves his or her school

in Iran; there are a few people who go to school willingly. We go to school forcefully, mostly because of [meeting] friends”.

Beside the centralization issue, whose outcomes included a great part of the discussions of the families, some of the parents considered the unilateral relation of the school and home as one of the other problems of schools. They liked to be active in the schooling process and their supervision get deeper on the education of their children:

“I wanted to be in a school in which the parents are participating actively...”

“Another issue is supervision; the parents don’t do anything in the schools...”

“There is no interactive environment...”

“I wanted to be in a school in which the parents are participating actively...”

“Another issue is supervision; the parents don’t do anything in the schools...”

One of the problems of formal school is not considering sport with a specified approach and detecting sport talents of the children:

“My son wants to be a tennis champion and he follows it vigorously. If he went to school, he had another destiny. School doesn’t view sport professionally...”

The lack of textbooks on English language and music are the defects of public school at elementary level. These families had solved these problems in their plan after selecting homeschooling method.

The physical and mental environments of the school are the issues having adverse effects on children from the view of the population of the study.

“For example, they are forced to be taught in a closed space, children are sitting in a 12-13 square meter room beside each other and for 4 hours, should sit and be taught. It is not possible for the teacher to take 20 children to parks, museums, and open spaces. Moreover, the relations are monotonic in the school (“The dogmatic conditions in the schools, standing in a line in the morning”) in this way; the creativity of the children is destroyed:

“Iran’s educational system destroys creativity among children. It is a close space in which the child is spoiled”.

“Indeed, the children are spoiled in the schools”.

“The bitter reality that physical punishment still exists in our schools.

For some parents, the school interrelations, were a threat to their children:

“The children who go to school, due to encountering various people and having different relations with the principal, teacher and children, add layers to their own personalities and the real personality one is not seen anymore.”

4.2.2 Compulsory choice

As it was said before, all the participants in the study saw some problems in public school and from the beginning; they didn’t select this system for their child. Some of the parents selected homeschooling consciously. But some groups chose participatory school as an informal school system with different approach from public school for homeschooling. After 4 years of education of their children in this informal school, these families attempted to take their children out of this system and enroll them in the public system. In this decision, they lowered their expectations of school system:

“If our expectations are not high and if we don’t want the children learn the correct things in the school and only we want the children pass their life in the schools, if we want to lower our expectations, if we don’t want anything, it is solved. This is a hard issue.”

This group of parents by lowering their expectations from public school, tried to enter their children into this system. From their view, taking out the children from participatory school, a school without textbook, discipline and tests... could have various harmful effects from different aspects for children. These parents were obliged to select homeschooling for one year to prepare their children before entering the public system. Their families selected homeschooling due to serious dissatisfaction with both public system and participatory school:

“I disagree with homeschooling. I feared that after participatory school, my child is shocked in normal school...”

For other people the force of personal circumstances was the reason of this selection:

“In middle school, my son defined some projects for himself and was interested in the classes and both of them was not possible, both school and music class. Animation, theater, basketball, all of these and school...”

4.3 Homeschooling method

It seems that most of the points that are the drawbacks of school system from the view of participating parents in the study are removed by selecting homeschooling. These families applied special approach, content and methods to achieve their education goals. It seems that the philosophy and approach of these families are similar to Rousseau and John Dewey, the great education scholars. One of the parents said:

“We didn’t see education only in a series of books and giving information, education is a life trip, we didn’t try to know education separate from life”.

Teaching methods are such that take into consideration learning circumstances special for a

definite environment. The children are active in the participation and are not surrounded just by textbooks. About teaching method one of the parents said:

“Density projects, the combination of geography and math, beside the fact that they found the meaning of density practically in the yard of learning place, they went to the city, Tehran Statistics Bureau and searched various books, found the meaning of density and then we went to the meaning of density for Iranian cities and extended it. Then we combined this project and worked in Kerman with some of Bam students. We went to Kerman with 7 children and then with 10 people of Bam experienced three days in Shahdad desert, various regions of Kerman province for various densities.”

In the decision making for the issues and projects, the interest of the children were considered.

“Our education work was a participatory work; even the children had a role in its decision making. We considered how the interest of the children is”.

“We sat on the benches of Laleh Park and children were playing about the history or they were selecting a project and they were free to plan how to spend the day in the park”.

Another parent said that their textbooks are not limited to public course books:

“The set of books they were reading was beyond the school. I don’t think they were reading extracurricular textbooks in normal schools. In history, language, geography and math. We were going to statistics center, we took books and CDs. The ideas were not for me and most of them belonged to the children. They were watching soap opera, [popular Korean] Jumong soap opera. Children were working on the civilization of Korea and China or Alexander and they were working project-centered. I don’t think in normal schools, this opportunity is given to the children to work on the project. When the children were tired we went to football field”.

The educational experiences of the families showed that education execution method in the house of these families was with new methods in education as method-centered, combinational method, the lack of restriction of learning space to a special place and children’s participation in decision-making, learning etc. These experiences showed that the type of homeschooling for these children is mostly based on short-term skills. Neuman and Aviram (2003) explained the beliefs of the parents as in real life, no things are planned definitely and some of the issues occur as natural and out of control. A long-term goal is not set for future. Long-term education should be put out of the system. Short-term skills’ education should be prioritized. We don’t know in future

learning which matter is necessary, thus, we should be flexible against the issues. We shouldn’t go to the design of textbooks. Most things are learnt naturally. When a child goes to a trip with his parents and is curious about the distance of the cities, map reading is taught to him, instead of teaching him at definite time. We should move with natural flow of life and natural product in a natural flow was easy for a person. Neuman and Aviram (2003) consider homeschooling a flexible process in life.

4.4. The outcomes of homeschooling

4.4.1. Family relations

Homeschooling gives this opportunity for the parents to deal with the negative experiences of their childhood in the school. Family can treat the children such as they liked to be treated. With homeschooling, the child spends more time with the family and has more interaction with the family. Homeschooling is an approach in which one of the parents or both of them is mostly involved in children education and they are required to have more relations with their children and this causes more interaction of the children and parents and consolidation of family and more affection between the parents and their children (Mery & Howell, 2009). Arai (2000) believed that in some cases of homeschooling, the low affection of the parents or one of them to the child has turned into strong affection.

This was in various forms experienced by the participants of this study. One of the parents said:

“Most of the parents communicated with their children, take them to adults party, they stand beside each other. The parents during teaching should be beside their children and know their abilities better.”

About the depth of his relations with his son a father said: “When I got up in the morning, he hugged me and said I am grateful to you because of this program, he thanked such that he started weeping and we cried for some minutes.”

In addition to the relations between parents and children, positive relations between two parents are one of the outcomes of this method. Most of the families considered the more powerful affection between the family members as unexpected, which was not their main motivation for selecting house for education (Arai, 2000):

“Our family relations were good, it became closer later. When there are new subjects for talking, the thoughts get closer, the more their relations, the more their close relations; our family was good itself.”

4.4.2 Learning change

Homeschooling approach besides positive outcomes in family relations changed the learning of

children. One of the outcomes is self-adjustment and independence in learning:

"One of the achievements was such that it showed the children that they can learn themselves and they needn't to be dependent upon other people for learning. For example, French language. My son neither knows it nor he heard a word, but he was speaking. He said 'I want to learn another language.' I said to him if I can take a tutor or class for him, he said I don't want any class or teacher, just some CDs".

Some parents talk about the problem solving ability of their child:

"This problem-solving is observing the surrounding opportunities, not problem solving theoretically. He knows the surrounding opportunities, recognizes the interests, abilities and organizes his opportunities for the interests. Because he saw the parents as a role model and it is internalized for him. He solves his problems at this young age."

According to the parents, the children who have a role in the decision making about the textbooks don't need any external motivation and it is not required to use punishment or admonition in education, and they don't fear test and evaluation as the school students.

"Tomorrow is the final test, he went to pick up the fruits with friends and his grandmother and he didn't fear that they have test tomorrow. That he doesn't fear he has test tomorrow is worth a world and he solves what happens and this is the greatest result of these works."

4.4.3 The limitation and problems of homeschooling

Social environment of Iran is not such that homeschooling is considered positive. For instance, the close relatives show negative reactions. Some terms such as "are you kidding? Have you become intellectuals? What have the others done? What is the difference between your child and other people?" and similar terms were the reactions addressing the parents of these children. The children themselves were in contradiction when compared to the children going to school. For example one of the children, when hearing that the school is closed tomorrow, sees that the children of the relatives yell with happiness and he is mocked when he yells with them, being asked "So do *you* go to school?" Or one of the children told the story of a time when her cousin could read a word and she could not, she was mocked and became upset. The parents cope with this problem gradually, of course with anxiety. They are not aware of the consequences of their choice:

"It is a new thing being experienced in our country, we go into a process of trial and error. We

can observe this method in other places and see their mistakes or other things and attempt not to repeat the mistakes. It is a new thing you're building. As it is new, its risk is higher. It is possible that you quit in some cases, or you think you should live in such a society. Was it a correct way or not?"

The researches of Neuman and Aviram (2003) showed that those families choosing homeschooling approach in the education of their children show more responsibility and conscious selection in their decision-making about socialization process of their children. Before this, the family delegated the affairs of sociability to the school but after the approach change, most of them are in doubts.

"At first I feared a lot, I feared that this issue causes that my child becomes selfish, or false pride be developed, he could not defend himself in a group, or he had more expectations. Now I think the only problem of my son is his low experience and I have some plans for it. I arrange many parties with other children, he goes to performing classes..."

About the Iranian society, where homeschooling is not accepted in public environment and keep a low profile, the selection is conscious and it is with tolerance of more difficulties. Some of the parents talk about such problems:

"When you ask education department, if they know, they say it's a crime as that your child is deprived of education. At first, the crime is shown."

"There is no rule for our children, our children should take a test at the end of each year but we don't have any rules. If a child is deprived of school due to reasons such as earthquake, flood, fire etc. he can take part in placement test, we are the "etc." part of this law, and we don't have any rules".

Some of the parents know public system as a threat for this approach and this causes the anxiety of the parents. One of the parents said:

"Our children should be evaluated at the end of year, it was one of the problems and we were faced with education evaluation and we should prepare the children with the textbooks.

5. Conclusion

The results of the study showed that the study sample were middle and upper-middle class of Iranian society, are discontent with the centralized education system, which ignores their minimal demands. They are dissatisfied with it and homeschooling was considered first due to educational and structural weakness of Iran educational system. Iranian parents of urban middle class, unlike the non-urban Iranian parents, attempt to have an important role in the education of their children. The results of Fazeli study (2011) showed that the parents of rural communities in Iran and

underdeveloped classes are not active in the education of their children and they conferred the education process to the school in its entirety. Unlike them, the middle class in urban societies due to various reasons (including the increase of the education of the mothers) were involved more in the education of their children.

According to Spiegler (2009), the reasons of tendency towards homeschooling in Germany were as:

- Inflexible structure of traditional education in school;
- The lack of transferring the parents' values via school system;
- The lack of fulfillment of the personal needs of the students in the school and emphasis on false issues in the school from the view of the parents;
- The fear of the parents of school phobia, school crowd and somatic disorder.

It seems that the current study in each four reasons had common beliefs with the German society, although there is no clear evidence for that in the interviews regarding the second reason.

The current study population in their approach had positive achievements of homeschooling as independence in learning, children self-confidence, close relations between the family members and diversity of curricula. Some of the families were concerned about the egocentrism of the children and the limitation of their children social experiences.

The most important concern of Iranian parents who chose homeschooling is a threat by public system. Hence, they try to re-place their children in public education evaluation cycle. This threat has various reasons. The most important reason is the lack of their admittance in university or having to enter military services due to the lack of formal educational certificate. The parents were flexible in their approach towards the textbooks but eventually they had to move toward the formal textbooks. Some of the parents try to find a legal article allowing them to take a test in public system. For example, one of the parents of the students after a few years of searching could find article 43 of the schools code, and solve the problem of his child. Based on this code, a student that could not enter the school by some reasons like the lack of access to school, disease, migration or destruction of documents due to some events; like flood, earthquake and fire, is determined at the elementary level by observing the minimum age and examinations by the teachers' council. In middle and high school, the student can participate in the entrance exam based on the minimum age and his or her ability by having an introduction letter from education department and in

case of obtaining admission conditions, can continue education in high level.

Due to some barriers of these kinds, some of the other parents in this study decided to enroll their child again in the public school and they believe that based on the abilities their children achieved during homeschooling, they could easily adjust with the school conditions and tolerate less damage compared to the past.

The current study showed that Iran schools' centralized system cannot respond to the needs of Iranian parents of the study sample and the parents with financial and educational facilities take out their children out of the public system. Although this trend is at its initiatory level, it is carried out despite the discontent of Iran's educational system. As some of the curriculum experts in Iran have said, it is necessary that the formal system reduce its level of centralization (Mehrmohammadi, 2007) and focus on liberalizing curricula.

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