

## Summary

Full name of the author of the dissertation: Marta Poruszek, M.A.

Title of the doctoral dissertation: Home Education as a Form of Emancipatory Resistance by Parents against the School System.

Keywords: home education, fulfillment of compulsory schooling and learning outside of school; emancipatory resistance to the school system; resistive-emancipatory process of choosing home education; parents' claims, aspirations and motives for choosing home education; assuming responsibility for learning and upbringing; home education as an incidental and intentional life situation; child subjectivity in school; child subjectivity in home education; home education as a space for the expression of child subjectivity; realizing values; secondary legitimization of the school institution; subversion of meanings in home education; the spatiotemporal dimension of home education, time as a value in education, external and intrinsic motivation, negative and positive freedom.

The subject of this doctoral dissertation is the decision-making process of starting home education, characterized, reconstructed, and narrated by parents in open, unstructured, intensive, and narrative interviews with families who educate their children through homeschooling.

In the theoretical part, starting from the description of the family environment as a place of the child's social nature formation, homeschooling is discussed from the following perspectives: as a form of education, through the lens of resistance theory and emancipatory education theory, in the perspective of selected educational systems, and in the educational discourse.

The research topic of the dissertation is situated within the theory of resistance as a triggering factor for emancipatory actions and the assumptions of emancipatory pedagogy, in the perspective of the model of emancipation through education. The focus of the study is on the resistive-emancipatory mechanisms involved when parents choose home education for their children. The research questions and topics required methodological resolutions within an interpretive paradigm, with the framework of social interactionism, which assumes that society and its institutions are formed by the actions and interactions of its members.

In the empirical part, all statements made by parents whose children fulfil the obligation of schooling or learn outside of school were analysed, using partially structured interviews. The interviews aimed to reconstruct the decision-making process of home education for their children. The use of a constructivist perspective, grounded theory research, and constant comparative method aimed to understand the meanings parents assign to the process of choosing home education for their children. The assumption was that the diversity of human experiences, claims, aspirations, and desires precludes attempts to generalize this process and formulate "one true" theory aspiring to provide an objective description of reality.

The interpretation of the research results referred to elements of the theory of social construction of reality, the theory of the limitations of human existence in pedagogy, and elements of resistance theory, considering three dimensions of resistance and their polarization. The fourth dimension added was the temporal aspect of choosing home education. The adopted theoretical perspective for interpreting the results allowed for recognizing the meanings parents attribute to their children's school experiences, as well as their own experiences, claims, aspirations, and desires in the context of moving away from school toward home education.

In the concluding part, the most important findings resulting from empirical research and the literature on the subject were summarized. As a result of interpreting the research results, a map of meanings assigned by parents to the school institution as a symbolic universe and the subversions of meanings assigned to home education was created.

The research results unequivocally indicate the resistive-emancipatory source of the process of choosing home education, based on opposition to the hegemony of the school institution and the desire for freedom to self-determine the education and upbringing of their children. The research exposed the weakness of the school institution in meeting individual educational and developmental needs of children. The findings indicate that parents are both objects and subjects in the process of secondary legitimization of home education, creating new subversions of meanings in home education. The research allows for expanding the horizons of understanding home education with subversions of meanings attributed by parents in four dimensions, creating continua of resistance in the realms of: motivation, space, actions, and time.

