

ABSTRACT

The bachelor thesis deals with the transition from home-schooling to school. It also focuses on how the transition affects the student's well-being. The aim of the qualitative research was to describe how former home-schoolers experience the transition, what changes are associated with the transition and whether there is something that could facilitate the transition and adaptation to school. Semi-structured interviews were chosen as a method of data collection. Six interviews with former home-schoolers were carried out. Thematic analysis was used for data analysis. The aim of the analysis was to identify the main themes that emerged in connection with the transition to school. The results of the research indicate that the transition from home-schooling to school is a challenging event that is accompanied by a large number of changes. The biggest changes involve the student finding himself/herself in a group and in a new environment that has different rules than those to which he/she was used to. Everyone reacts differently to the changes and the respondents varied in terms of whether the changes and the transition were stressful and difficult for them, or whether they adapted to school quickly and without major complications. The results of the work also present options for supporting students who are transitioning from home-schooling to school. This thesis and its results can serve as recommendations for parents who educate their children at home and for teachers who have a former student of home-schooling in their classroom. Thanks to the support options presented in this thesis, parents and teachers can facilitate students transition to school. They can thus help to avoid the transition being a challenging event for the student.

KEYWORDS: homeschooling, wellbeing, individual education, alternative education, transition, homeschooled children