Findings

 In answering the research question, “Does family involvement have an impact on families with children in Head Start” much statistical research was done. This research guided me in answering the overall question.

 In using an Independent samples T-test, results for Differences in Household Participation by Assistance Needed to Complete the Activity was compared.

|  |  |  |
| --- | --- | --- |
| Variable  | Mean | T-statistic  |
| Whole Family  | 7.62 | 1.651 |
| Parent and Child Only  | 6.5 |  |
| Note: p<.05\*, p<.01\*\*, P<.001\*\*\* |  |  |

 The table above represents the differences in the means between the children that participated in the activities with their whole family vs only with their parent. It was found that there is so significant difference between the means of children who participated with their whole family vs just their parent and or parents. This being said, there is so significant evidence that family involvement has an impact of families with children in Head Start using an Independent T-test.

 Next an ANOVA test was used to compare how long it took respondent to complete the activity and if it improved their relationship with their family.

Table 1

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mean | Standard Deviation | F-Value |
| Respondents who spent 0-10 minutes on activity  | 7.90 | 3.31 | 0.98 |
| Respondents who spent 11-20 minutes on activity | 7.73 | 3.07 |  |
| Respondents who spent 21-30 minutes on activity | 8.50 | 1.90 |  |
| Respondents who spent over 30 minutes on activity | 8.82 | 2.14 |  |

Note. p<0.05\*, p<.01\*\*, p<.001\*\*\*

 From the data set in table 1, we can see that the Null Hypothesis is retained as there is no significant difference between the means at the .001 level. This means that there is no statistical significant difference between the means of families who spend various amounts of time completing the activities and families who improved relationships. This means that using an ANOVA test there was no statistical evidence of in home activities increasing family relationships. Therefore, there is no evidence of increasing family involvement.

 A chi squared test then was preformed and the variables represented in this test were, “how long did it take to complete the activites?” and Did anyone else in the household participate in these activites?”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Amount of time (minutes) |  |  |
|  | 0-10 | 11-20 | 21-30 | Longer than 30 |
| Other participants |  |  |  |  |  |
| Yes | 4 | 8 | 7 | 10 |  |
| No | 6 | 3 | 2 | 1 |  |
| Total | 10 | 11 | 9 | 11 |  |

This table shows the relationship between these variables. Chi-squared P=0.001

Table 1 is showing that the P value of the Chi-Squared was 0.001. This means that there is a significant difference between the families that didn’t have anyone else in the household participating and those who did. This is statistical evidence that in home activites does increase parent involvement with children in Head Start.

 A Pearsons Corrlation test was then performed. How many families enjoyed an activity was predicted by how effective this activity in helping your family discuss emotions. In this instance, both of these variables were scaled from 0-10. From the calculations we found that there is a strong positive correlation (r=0.682) between how much their family enjoyed the activity and how they were able to discuss their emotions. In conclusion, the more the family enjoyed the activity the more they were able to discuss their emotions. This is more statistical evidence that in-home activities do increase family involvement.

 In conclusion It was found that there Is evidence that in-home activities do increase parent involvement with families with children in Head Start. There was also statistical evidence that they also do not increase parent involvement. Therefore the research question cannot be an affirmative yes or no answer but rather there is statistical evidence that backs up both sides.