Findings

The purpose of these findings is to determine if the independent variable (level of education) affects different dependent variables within the survey answers given such as: enjoyment of activity, completion of activity, and also how the education level affects the race/ethnicity of the respondents. The statistical test used to interpret and operneralationalize the data from the surveys were: Analysis of Variance (ANOVA), Chi-squared/Cross Tabulation test, and a T-test for the Race/Ethnicity of the respondents.

Table 1.

Analysis of Variance (ANOVA) of amount of enjoyment by level of education

How is parental involvement directly effected

Level Of Education	Mean Enjoyment	F-value
Highschool	8	38.343***
Some college	9	
College degree or higher	10	

: p<.05*, p<.01**, p<.001***

The dependent variable for this ANOVA was enjoyment of activity. This was asked on a 0-10 scale. The independent variable for this ANOVA was the highest degree of education. Respondents chose either, “highschool”, “some college”, or “college degree or higher”. The mean enjoyment of the activity for highschool was 8, some college was 9, and college degree or higher was 10. According to the ANOVA results (F=38.343) there is a significant difference

between these means. Therefore, the level of education has an influence on enjoyment of activity.

Tabel 2.

Chi-Squared Test/Crosstabulation

Level Of Education	Completed Activity	Did Not Complete Activity	Pearson Chi-Square
High School or Less	9	72	14.927***
Some college or More	9	9	

: p<.05*, p<.01**, p<.001***

A Chi-Square test was completed to show correlation between the level of education of respondents and if they completed the activity or did not complete the activity. The variables used to operationalize the data are nominal-ordinal variables. The results of this data was recoded into two groups shown in the table above. The data shows the following: 9 respondents had an education level of “highschool or less” and completed the activity, 9 respondents had an education level of “some college or more” while also completing the activity, 72 respondents had an education level of “highschool or less” and did not complete the activity, lastly 9 respondents had an education level of “some college or more” and did not complete the activity. The Asymptotic Significance (2-sided) shows a value of <.001 which indicates that there is a high level of significance throughout the test.

Tabel 3.

T-test for Race/Ethnicity

Race/Ethnicity	Means	T-statistic
White (Non-Hispanic)	3	5.602***
Black or African American	3.75	

Note: p<.05*, p<.01**, p<.001

A T-test analysis of the variables race/ethnicity and level of education of the parents is shown in the table above. Of the chosen race/ethnicities, only White and African American were chosen. Data shows that there is a difference in means therefore we can reject the null hypothesis. The p-value shows that there is a high level of significance between the two the two variables chosen.

Conclusion

After the completion of these tests we found that education level has a direct effect on; enjoyment of activity, completion of activity, and we also found that there is a high level of significance between race/ethnicity and level of education. Using the ANOVA test it was possible to make a statistical connection between the mean of enjoyment and level education which can be interpreted to direct parental involvement being that there is significant connection between parental involvement and level of enjoyment as previously stated in the quantitative findings of the research analysis.

Upon completion of the Chi-Squared test we also find that there is a direct correlation of level of education and completion of activity. The data shows that respondents were more likely to complete the activity if they had an education level of “some college or more”. The majority

of respondents that did not complete the activity had an education level of “highschool or less. Lastly, we found that upon completion of the T-test for Race/Ethnicity, the data shows us that there is a high level of significance between the two means of race/ethnicity and level of education. This allowed us to reject the null hypothesis.