Findings

Quantitative Findings

        The research question asks if and how parent involvement affects children's education. The dependent variable is the amount of engagement the families had when working together during the Family Fun Time Activities. This is asked on a 0 (not at all) to 10 (a great amount) scale. The independent variable is the highest level of education the parent or guardian has completed. Respondents answered "Some High School", "High School or GED", "Certification from a trade/vocational school", "Some College", "Associate's Degree", "Bachelor's Degree" or "Graduate Degree or more". The hypothesis is that if parents or guardians are very involved in the Family Fun Time Activities, then they are also very involved in their children's education and lives. This data is presented by three different tests; regression, chi-squared, and ANOVA.

Table 1. *OLS Regression of Family Involvement by Parents' Highest Level of Education*

	Model 1	Model 2
Engagement (Education)	.56***	.57***
Some HS		
HS/GED		0.31
All Else		1.49
R2	0.21	0.24

Note. N=66

        The OLS Regression portrays the independent variable, level of parental education, and how it affects the dependent variable, engagement. Listed above are 'Some High School', 'High School or GED', and 'All Else'. For this regression, I wanted to see how the relationship varied between engagement and the levels of education, controlling 'Some High School'. For model 1,

the coefficient is .56 and for model 2, the coefficient is .57. This tells us that for every 1 unit increase in engagement, parents' level of education increased by .56 units. In Model 2, 'High School or GED' results are 0.31 and "All Else" results are 1.49. The R^2 for Model 1 shows a variance of 0.21 and R^2 for Model 2 shows a variance of 0.24.

The chi-squared test for family involvement shows the level of involvement compared to parents' level of education. The responses were originally coded to either, "Some High School", "High School or GED", or "All Else". These were re-coded as low involvement and high involvement.

Table 2. *Chi-squared of Involvement by Parents' Highest Level of Education*

Level of Education	Some High School	HS / GED	All Else	Total
Low involvement	9	21	4	34
High involvement	5	20	4	29
Chi-square				0.77

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

The dependent variable for this chi-square is family involvement. These were coded as low involvement, which is measured from 0-7 and high involvement, which is measured from 8-10. The independent variable for this chi-square is the parent's highest level of education. This was asked on a 0-10 scale. Low involvement is measured from 0-7 and high involvement is measured from 8-10. For 'Some High School', the level of engagement for low involvement is 9 and 5 for high involvement. The level of engagement for 'High School or GED' is 21 for low involvement and 20 for high involvement. The level of engagement for 'All Else' for both low and high involvement is 4. The total for low involvement equalled 34 and equalled 29 for high

involvement. The chi-squared is 0.77. According to the chi-square results (P=.67), there is no significance between these means. This is because the P value is greater than .05.

Table 3. *Analysis of Variance (ANOVA) of Involvement by Parents' Highest Level of Education*

Level of Education	Mean Engagement	F-value
Some High School	6.71	.75
High School / GED	7.34	
All Else	6.75	

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

The ANOVA shows the analysis of the variance. The dependent variable for this ANOVA was family involvement and engagement. This was asked on a 0-10 scale. The independent variable for this ANOVA was level of education. Respondents chose either, "Some High School", "High School or GED", or "All Else". The mean engagement for "Some High School" is 6.71, the mean for "High School or GED" is 7.34 and the mean for "All Else" is 6.75. According to the ANOVA results (F=.75) there is no significant difference between these means. Therefore, the level of education does not influence family involvement.

Conclusion

The main point of this study was to gather information on family involvement, how it affects children's development and educational success, and to also inform parents and guardians of the findings and how they could be more involved. The research question asks if and how parent involvement affects children's education. The dependent variable is the amount of

engagement the families had when working together during the Family Fun Time Activities. The independent variable is the highest level of education the parent or guardian has completed. The hypothesis is that if parents or guardians are very involved in the Family Fun Time Activities, then they are also very involved in their children's education and lives.

Data was coded and calculated to see how parents' level of education affected engagement with their children. The tests that were run are the chi-squared, ANOVA, and regression tests. Chi-squared is used to compare expected results with observed results. The purpose is to determine the difference and what relationships might have caused it. Chi-squared was re-coded into low involvement and high involvement. The chi-squared results equal 0.77, and p=.67, meaning there is no significance between the means. This is because the p value is greater than 0.05. ANOVA is used to analyze the differences between the means of multiple groups. The mean engagement for "Some High School" is 6.71, the mean for "High School or GED" is 7.34 and the mean for "All Else" is 6.75. According to the ANOVA results (F=.75) there is no significant difference between these means. Regression is used to explain the variation in a variable based on another variable. In this regression, the relationship variation is between engagement and parents' level of education, controlling "Some High School." The coefficients for model 1 are .56 and .57 for model 2. This shows that for every 1 unit increase in engagement, parents' level of education increased by .56 units. The R^2 for model 1 shows a variance of 0.21 and for model 2, it shows a variance of 0.24.

There were families with all different kinds of education, but that did not have an effect on the results for engagement. Results from the ANOVA, regression, and chi-squared tests indicate that parents' level of education is not significant in predicting parental involvement and how it affects children's education and skills. The lowest and the highest education options had

little to no difference within their experiences with family involvement. The parents' education does not make a difference, as it is not about what they can teach their child but how they can assist them in development, skills and growth.

These studies are important because the results can make a great difference and impact in the development of young children. Parents have the tools to be able to assist their children in a successful development, but unfortunately many do not realize the impact that their involvement has in their child's life, and therefore do not prioritize engagement. The findings tell readers that society has the ability to be able to help their young children develop successfully. As more studies are done and more data surfaces, it will be interesting to see what impact these findings have on society and young children's development and how that affects them as they grow up. Overall, parents being more involved in their children's lives has a positive impact on children's education and skills, but parents' level of education does not affect these outcomes.