**Findings**

The research question is “Do family fun time activities affect family involvement?” The purpose of the research was to measure the amount of involvement families have with the game. Another purpose was to evaluate the program to determine the satisfaction of the volunteers or clients and how the game performs for the family. This is an important research topic because it allows us to see how different things such as the highest form of education affect family involvement. This study needed to be completed to see if the amount of education affected family involvement.

Table 1. Analysis of Variance (ANOVA) of Child Engagement by Education of the Parent.

| Education  | Mean Engagement  | F-value  |
| --- | --- | --- |
| Some High School Some College All else  | 6.757.346.71 | 0.38 |

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

The dependent variable for this ANOVA was the engagement of the child. This was asked on a 0-10 scale. The independent variable for this ANOVA was the education of the parent. Respondents chose either, “Some high school, High school diploma or GED, Certification from a trade or vocational school, Some college, Associate’s degree, Bachelor’s degree, Graduate degree, or more. This was recoded into three groups, “Some High School” which included “Some high school, High school diploma or GED”. “Some college, Associate’s degree, Bachelor’s degree” are recoded in “Some College”. The last category is recoded with “Graduate degree or more and “trade or vocational school. The mean engagement for Some High School was 6.75 out of 10. The mean engagement for Some College was 7.34 out of 10. Lastly, the mean engagement of all else was 6.71 out of 10. According to the ANOVA results (F=0.38), there is no significant difference between these means. Therefore, the education of the parent does not influence child engagement.

Table 2. T-test for family engagement by the education of the child’s parent

| Engagement levels Mean t-statistic |
| --- |
| HS or less & Trade school 7.081967 -0.92199Beyond HS 8.500000 |

*Note.* N= 66

The education level of the respondents is the independent variable. It is measured by attributes of “Some high school, High school diploma or GED, Certification from a trade or vocational school, Some college, Associate’s degree, Bachelor’s degree, Graduate degree or more”. The dependent variable is family engagement. The item from the questionnaire that was used to operationalize this was, “On a scale from 0 to 10, how much did this activity encourage your family to work together?” (0=not at all, 10=a great amount). The recode for the education levels is put into two groups. The first group is Some high school, High school diploma or GED, Certification from a trade or vocational school. The recode for the second group is Some college, Associate’s degree, Bachelor’s degree, Graduate degree, or more. The mean of group one (HS or less & Trade school), is 7.081967 which is lower than the mean of group two (Beyond HS), 8.500000. This shows that there is not a significant difference between the two means. This also means that there is little to no difference in the respondent's education level and how that affects family engagement. The T-test shows that -0.92199 is the statistic value for T. This means the difference between the mean of the two sample sets and the variation that exists between the two sample sets.

Table 3. Chi-squared of parent engagement by parent education.

| Engagement  | All else  | Some College  | Some HS | Total  |
| --- | --- | --- | --- | --- |
| Low InvolveHigh Involve Chi-Square | 44 | 2120 | 95 | 34290.77 |

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

The dependent variable for this Chi-squared was the engagement of the child. This was asked on a 0-10 scale. The independent variable for this Chi-squared was the education of the parent. Respondents chose either, “Some high school, High school diploma or GED, Certification from a trade or vocational school, Some college, Associate’s degree, Bachelor’s degree, Graduate degree, or more. This was recoded into three groups, “Some High School” which included “Some high school, High school diploma or GED”. “Some college, Associate’s degree, Bachelor’s degree” are recoded in “Some College”. The last category is recoded with “Graduate degree or more and “trade or vocational school. Low involvement is measured by 0-7. High involvement is measured by 8-10. The low involvement for all else was 4. The high involvement for all else was 4. The low involvement for some colleges was 21. The high involvement for some colleges was 20. The low involvement for some high schools was 9. The high involvement for high school was 5. The Chi-squared is 0.77. The p-value is (0.6786) and according to this Chi-squared, there is no significant difference between these means. Therefore, the education of the parent does not influence child engagement.

**Conclusion**

Overall, the main purpose of this research was to measure the amount of involvement families have with the family fun time activity. Another purpose is to evaluate the program to determine the satisfaction of the volunteers or clients and how the activities perform for the family. This is an important research topic because it allows us to see how different things such as the highest form of education affect family involvement. The findings indicate that the level of education of a person does not affect family involvement because the highest level of education did not affect the amount of family involvement.