

## Findings

### Quantitative Findings

Previous literature has shown that family involvement and its relationship to children's academics has been proven to be interlinked (Epstein, 1997). With more parental involvement, children's academic success was increased compared to those lacking parental involvement (Pong et al. 1986). However, a limitation to parental involvement is parents' educational attainment. Parent's educational attainment is closely correlated with socioeconomic status, which ultimately better prepares children for early education (Kingston et al., 2013). The research question being analyzed in the tables below is, "With the activities being sent out to the children's families, will family involvement increase for those who participate in them?". This quantitative analysis focuses on the affect of parents' educational attainment on family involvement.

Table 1. Analysis of Variance (ANOVA) of family involvement by parents' educational attainment

Educational Attainment	Mean Involvement	F-value
High school or less	8.143	1.004
Less than college	8.634	
College	6.125	

*Note:*  $p < .05^*$ ,  $p < .01^{**}$ ,  $p < .001^{***}$

The dependent variable for this ANOVA is family involvement from the Family Fun Time Activities. This was asked on a 0-10 scale. The independent variable for this ANOVA is the parents' educational attainment. 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”, or “Graduate degree or more”. For this ANOVA, the choices were re-coded to “High school or less”, “Less Than college”, and “College”. The mean involvement for high school or less is 8.143 and the mean involvement for less than college is 8.634. The mean involvement for college is 6.125. According to the ANOVA results ( $F=1.004$ ) there is no significant difference between these means. Therefore, parents’ educational attainment does not influence family involvement of the Family Fun Time Activities.

Table 2: Independent samples t-test of family involvement by parents’ educational attainment

Educational Attainment	Mean	t-statistic
More than college	8.519	1.009
Less than college	7.972	

*Note:*  $p < .05^*$ ,  $p < .01^{**}$ ,  $p < .001^{***}$

This table measures parents’ educational attainment in relation to family involvement of the Family Fun Time Activities. To measure the dependent variable of involvement, the survey asked, “How much did your family enjoy this activity? Scale of 0-10. 0=Not at all, 10=a great amount”. To measure the independent variable, the survey asked, “What is the highest degree of education you have completed?”. The respondents' choices are as listed: “Some high school, High school diploma or GED, Certification from a trade or vocational school, Some college, Associate’s degree, Bachelor’s degree, or Graduate degree or more”. For the table above, the independent variable was re-coded into two groups, more than college and less than college. Less than college consists of “Some high school, High school diploma or GED, Certification from a

trade or vocational school”. More than college consists of “Some college, Associate’s degree, Bachelor’s degree, or Graduate degree or more”. There is no significant difference between the means at  $p > 0.05$  significance level. This indicates that involvement was not significantly increased or decreased based on parent’s educational attainment.

Table 3: Chi-squared of family involvement by parent’s educational attainment

Involvement	High School or Less	Less Than College	College	Total
Low Involvement	5	10	5	20
High Involvement	9	31	3	43
Chi-Square				4.62

*Note:*  $p < .05^*$ ,  $p < .01^{**}$ ,  $p < .001^{***}$

The dependent variable for this Chi-squared is family involvement from the Family Fun Time Activities. This was asked on a 0-10 scale. For this table above, the 0-10 scale has been re-coded. Answer choices 0-7 represent “Low Involvement”, and answer choices 8-10 represent “High Involvement”. The independent variable for this Chi-squared is the parents’ educational attainment. 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”, or “Graduate degree or more”. For this Chi-squared, the choices were re-coded to “High school or less”, “Less Than college”, and “College”. According to the Chi-squared results ( $X^2=4.62$ ) there is no significant difference between these two categories. Therefore, parents’ educational attainment does not influence family involvement of the Family Fun Time Activities.

## **Conclusion**

The purpose of this research was to analyze parental involvement in families whose children attend Head Start throughout rural Virginia and to encourage family involvement through Family Fun Time activities. Literature has shown that family involvement and its relationship to children's academics has been proven to be interlinked (Epstein, 1997). The research question of, "With the activities being sent out to the children's families, will family involvement increase for those who participate in them?", was proven to be not significant after analysis of parents' educational attainment in relation to family involvement. There was no significant relationship between parents' educational attainment and family involvement. These findings are still important as they show that Family Fun Time activities increase family involvement regardless of parents' educational attainment.