**Findings**

**Quantitative Findings**

The question being researched in this study is: “does participation in Family Fun Time Activities affect family involvement?”. Specifically, this study examined the effects of the activities within single-parent households. The dependent variable for these analyses was family involvement. The item that measured this is: “How engaged was your family in this activity (working together)?” with answer choices on a scale from 0 (not at all) to 10 (a great amount). The independent variable for these analyses was if children live in a single-parent household. The item that measured this is: “Does your child live in a single-parent household?” with answer choices of “yes”, “no”, and “prefer not to say”. The hypothesis is that students that live in single-parent households will have lower levels of family engagement. Sixty-six surveys were examined in this analysis.

Table 1 demonstrates two descriptive measures for the item “How engaged was your family in this activity?”. The mean score for self-reported level of family engagement was 7.2 out of the 66 surveys. This is the average score of all responses that were reported in the surveys. The standard deviation for the data set is 2.6. This means that 68% of respondents answered between 4.6 and 9.8 on self-reported levels of family engagement. The mean score and the standard deviation show that the average score was closer to the “a great amount” answer than the “not at all” answer.

|  |  |
| --- | --- |
| Table 1 |  |
| *Mean and Standard Deviation of Family Involvement* | |
| Engagement | Value |
| Mean | 7.2 |
| Standard Deviation | 2.6 |

Figure 1 demonstrates the number of responses to each answer to the item “Does your child live in a single-parent household?”. This provides an analysis of the independent variable being studied. There were 17 “yes” responses and 46 “no” responses. With 66 total survey responses, there were three surveys with no response to this item.

|  |  |
| --- | --- |
| Figure 1 |  |

Table 2 provides results of an independent samples *t*-test of the independent and dependent variables. From the descriptive outcomes of our variable, the means are different. The mean involvement for single-parent households is higher (7.941) than the mean involvement for not single-parent households (6.848), which demonstrate that single-parent households have higher levels of family involvement. However, the results of the t-test demonstrate there was not a significant difference between the means, *t*(32.08) = 1.5591, *p* = 0.1288. The difference in the mean level of family involvement between children living in single-parent households and children not living in single-parent households is not statistically significant, meaning this finding cannot be generalized to a population.

|  |  |  |
| --- | --- | --- |
| Table 2. |  |  |
| *t-test for involvement by single-parent household* | |  |
| Single-Parent Household | Mean | *t*-statistic |
| Yes | 7.941 | 1.5591 |
| No | 6.848 |  |
| *Note*. *N*=66; *p*<.05\*, *p*<.01\*\*, *p*<.001\*\*\* | |  |

Table 3 provides the results of an Analysis of Variance (ANOVA) of the independent and dependent variables. The mean involvement for single parent households is higher (7.941) than not single-parent households (6.8478). The ANOVA results demonstrate there was not a statistically significant difference between the means, *F*(1, 61) = 2.1712, *p* = 0.1458. Based on the ANOVA analysis, the difference in the means cannot be generalized to a population.

|  |  |  |
| --- | --- | --- |
| Table 3. |  |  |
| *Analysis of Variance (ANOVA) of involvement by single-parent household* | | |
| Single-Parent Household | Mean Involvement | *F*-value |
| Yes | 7.9412 | 2.1712 |
| No | 6.8478 |  |
| *Note*. *N* = 66; *p*<.05\*, *p*<.01\*\*, *p*<.001\*\*\* | |  |

Table 4 provides the results of a Chi-Squared test analysis of the independent and dependent variables. To complete the Chi-Squared analysis, it was necessary to recode the dependent variable into only two groups. The dependent variable was recoded into the two groups of “low involvement” including scores from 0 to 7 and “high involvement” including scores from 8 to 10. There were six responses of single-parent households with low involvement and 27 responses of not single-parent households with low involvement. There were 11 responses of single-parent households with high involvement and 19 responses of not single-parent households with high involvement. The descriptive outcomes show that more single-parent households had high involvement than low involvement and that more not single-parent households had low involvement than high involvement. Compared to not single-parent households, more individuals in single-parent households respond with higher levels of involvement. The results of the Chi-Squared test demonstrate there was not a significant difference between the means of the low and high involvement groups and single-parent and not single-parent household groups, *X2* (1, *N* = 66) = 2.7252, *p* = 0.09877. Therefore, these differences are not significant and cannot be generalized to a population.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 4. |  |  |  |
| *Chi-Squared of involvement by single-parent household* | | |  |
| Involvement | Single-Parent Household | Not Single-Parent Household | Total |
| Low Involvement | 6 | 27 | 33 |
| High Involvement | 11 | 19 | 30 |
| Chi-Square |  |  | 2.7252 |
| *Note*. *N* = 66; *p*<.05\*, *p*<.01\*\*, *p*<.001\*\*\* | |  |  |

**Conclusion**

The study was completed to understand if participation in Family Fun Time activities affects family involvement. The main point of the project was to understand how single-parent households report changes in level of involvement. The major findings are that families spent quality time together, had overall enjoyment, and developed their skills through completion of Family Fun Time Activities. Additionally, descriptive statistics demonstrated that respondents that live in single-parent households reported higher mean levels of family involvement. However, based on inferential statistics including a *t*-test, Chi-Square test, and ANOVA, the difference in means is not statistically significant. Therefore, these findings cannot be generalized to a population. The findings do support that single-parent households felt that Family Fun Time Activities encouraged more family involvement than two-parent household families.

Research has demonstrated that single-parent households have less family involvement (Li & Fischer, 2017; Oswald et al., 2018). However, through this study, they reported having higher levels. These findings were not significant and therefore cannot be generalized to a population. More research is needed in this area to see if Family Fun Time activities can affect populations of families by encouraging more family involvement. The findings in this study can be used to guide future research on how activities like these can help to encourage more family involvement in households with a known lack of involvement.

These findings and any future research can be used to help foster parental involvement in the future to benefit children. Not all families need additional encouragement, but this can provide the support needed for families that are not able to be involved with their children’s education. It will be largely beneficial to consider in classroom curriculum to help parents become more involved in their child’s education.

Research has demonstrated the importance of parent and family involvement (Gay et al., 2021; Oswald et al., 2018). This study demonstrates how simple activities can help to cause improvements in family involvement, especially for families already lacking. Despite if an individual has children of their own, everyone is shaped by the children of today. Whether it be family, or that they will be our future leaders. Fostering this involvement is a simple step that can be taken to prepare and promote for the later outcomes of today’s children.

**References**

Gay, B., Sonnenschein, S., Sun, S., & Baker, L. (2021). Poverty, parent involvement, and children’s reading skills: Testing the compensatory effect of the amount of classroom reading instruction. *Early Education and Development, 32*(7), 981-993. <https://doi.org/10.1080/10409289.2020.1829292>.

Li, A., & Fischer, M.J. (2017). Advantaged/disadvantaged school neighborhoods, parental networks, and parental involvement at elementary school. *Sociology of Education, 90*(4), 355-377. <https://doi.org/10.1177/0038040717732332>.

Oswald, D. P., Zaidi, H. B., Cheatham, D. S., & Brody, K. G. D. (2018). Correlates of parent involvement in students’ learning: examination of a national data set. *Journal of Child & Family Studies, 27*, 316-323. <https://doi.org/10.1007/s10826-017-0876-4>.