

Findings

Qualitative Finding

The Family Fun Time surveys shared three themes: the first theme was learned skills such as shapes, colors, numbers/counting, cutting, patience, and creativity. The next common theme was how to find enjoyment from learning. The final theme found was quality time spent with the family.

Learned Skills

From the surveys, 32 out of 35 surveys mentioned that their child learned something from completing their Family Fun Time activity. Respondent 22_01 stated their child learned “practicing with scissors, listening and following instructions, and practicing counting.” Another respondent 22_07 provides more evidence following the learned skills through family fun time activities “My child learned how to be creative.” Another respondent 19_18 stated, “Working well together just takes a little patience.” Another respondent 22_12 stated their child learned “Shapes, finger toys, coloring, and colors.” The overwhelming majority of surveys received stated that their child learned a skill. Those skills varied such as learning colors, learning teamwork, learning patience, learning how to use scissors, and much more. This shows that the children at Head Start learned useful skills by completing the Family Fun Time activities.

Enjoyment of Learning

From the Family Fun Time surveys 25 out of 35 surveys mentioned that their child was having fun or found enjoyment out of learning. Respondent 19_05 stated “Our family was able to bond. We learned that we can learn and have fun at the same time.” Another respondent 19_11 further provides evidence that these children are learning how to learn and have fun “fun learning activities that we can keep playing in the future.” Another respondent 22_05 stated, “It’s

fun when you want to do something fun and enjoyable for kids and family.” Further gaining evidence on this respondent 19_10 stated “The animal dice game got the family active. Great way to promote healthy family activities making it fun!!!” This shows that the children at Head Start learned how to learn and have fun or gain enjoyment from learning by completing the Family Fun Time activities.

Quality Family Time

From the Family Fun Time surveys 26 out of the 35 surveys mentioned that their family spent quality family time together. Respondent 19_05 stated, “Time spent together and being able to do crafts opened the door for other simple activities.” Further supporting this claim respondent 19_15 stated “It provided us with family time.” Expanding on this respondent 19_19 stated, “My family gained quality time and it helped my child understand things about his feelings, and I am thankful.” This shows the families at Head Start gained quality time with their children due to the Family Fun Time activities.

By looking at the surveys there were three main themes that stood out: learned skills, enjoyment of learning, and quality family time. Each of these main points was spoken about repeatedly in the qualitative section of the survey. For the learned skills many families that filled out the survey stated that their children learned different skills such as coloring, counting, reading, cutting, patience, how to work together, and much more this shows that the Family Fun Time activities did what they were supposed to and the majority of participants learned something from this. For enjoyment of learning again the majority of surveys satiated something about how they enjoyed the family fun time activities and made learning fun. This shows that the Family Fun Time activities overall had a positive effect on the children of Head Start not only teaching them but also teaching them that learning can be fun promoting more learning. Finally,

for quality family time the majority of surveys received stated they enjoyed spending time with their family during the Family Fun Time activities.

Quantitative Findings

In this research, the dependent variable was family involvement and the independent variable was the highest degree of education. The hypothesis was that families with a higher level of education would have more family involvement.

Table 1.
Mean and Standard Deviation of Family Involvement

| Involvement | |
|--------------------|-----|
| Mean | 7.2 |
| Standard deviation | 2.8 |

Note. N=66

Table 1 shows how the mean of 66 parents' family involvement equaled 7.2 with a standard deviation of 2.8.

Figure 1.

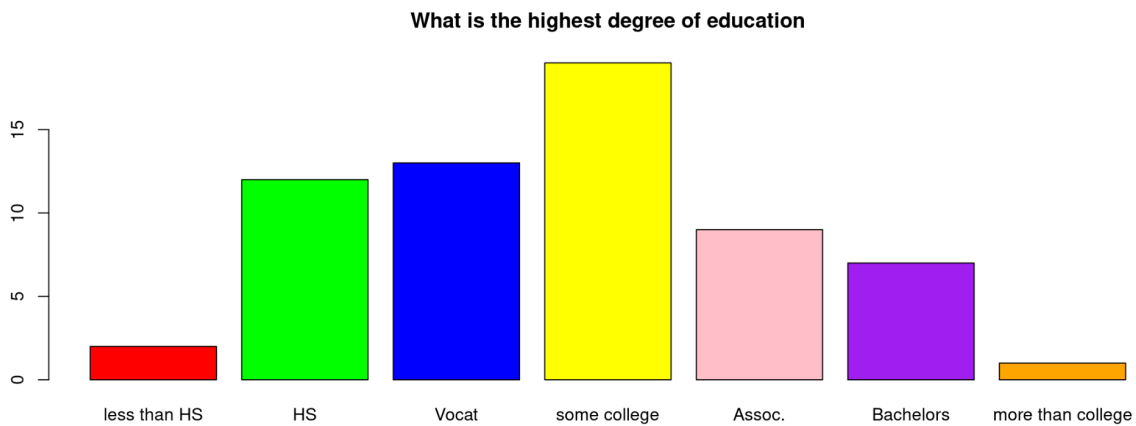


Figure 1 shows a bar graph of the parent's education level. The graph reads that the overwhelming majority of parents attend college to some degree.

Table 2.

Mean and Standard Deviation of Family Involvement and Education

| Education | Mean | Standard Deviation |
|--------------------|------|--------------------|
| Less than HS | 8.5 | 2.1 |
| HS | 6.4 | 2.7 |
| Vocational School | 7.8 | 2.9 |
| Some College | 6.9 | 2.0 |
| Associate's Degree | 7.6 | 2.3 |
| Bachelor's Degree | 6.4 | 4.0 |
| More Than College | 9.0 | N/A |

Table 2 shows the relation between family involvement and the parents' highest level of education.

ANOVA

Table 3.

Analysis of Variance (ANOVA) of child engagement and level of education

| Education Level | Mean Engagement | F-value |
|---|-----------------|---------|
| Some high school and high school or GED | 6.71 | 0.38 |
| Certification from a trade or vocational school, some college, and associate degree | 7.34 | |
| Bachelor's degree and graduates' degree or more | 6.75 | |

Note: There is no significant difference.

Table 3. shows the dependent variable for this ANOVA was engagement of the child. This was asked on a 0-10 scale. The independent variable for this ANOVA was the level of education of the guardian filling out the survey. Respondents choose from the following options, some high school, high school or GED, certification from a trade or vocational school, some college, associate degree, bachelor's degree, or graduates' degree or more. The mean engagement for parents with some high school, high school or GED was 6.71 out of 10. The mean engagement for parents with a certification from a trade or vocational school, some college, and associate degree was 7.34 out of 10. The mean engagement for parents with a

bachelor's degree and graduates' degree or more was 6.75 out of 10. According to the ANOVA results ($F=0.38$) there is no significant difference between these means. Therefore, education level does not influence child engagement.

Chi Squared

Table 4.

Chi-squared of parent involvement by education level

| Involvement | HS or less | Some College | More than College | Total |
|------------------|------------|--------------|-------------------|-------|
| Low Involvement | 9 | 21 | 4 | 34 |
| High Involvement | 5 | 20 | 4 | 29 |
| Chi-Square | | | | 0.775 |

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

Table 4. shows the chi squared of parent involvement by education level we recoded the education levels into three groups. Respondents choose from the following options, some high school, high school, or GED, certification from a trade or vocational school, some college, associate degree, bachelor's degree, or graduates' degree or more. For low involvement with the education level of some high school and high schools the sum was 9. For low involvement with the education level of certification from a trade or vocational school, some college, associate degree the sum was 21. For low involvement with the education level of bachelor's and graduate's degrees or more the sum was 4. The total sum for all education levels for low involvement is 34. For high involvement with the education level of some high school and high schools the sum was 5. For high involvement with the education level of certification from a trade or vocational school, some college, associate degree the sum was 20. For high involvement with the education level of bachelor's and graduate's degrees or more the sum was 4. The total sum for all education levels for high involvement is 29. The chi squared sum was 0.775 for education levels and involvement levels. This shows there is no significant difference between education levels and involvement levels.

T-Tests

Table 5.

T-Test for engagement by families education

| Engament Levels | Mean | T-statistic |
|-----------------|------|-------------|
| Less Engaged | 7.26 | 0.34 |
| More Engaged | 7.03 | |

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

Table 5. shows the differences between families' education level and their family engagement. The level of education was re-coded into two groups. Group one is less than high school, high school, and trade school. Group two is some college, associate's degree, bachelor's degree, and graduate degree or more. The mean for less engaged was 7.26 and the mean for more engaged was 7.03. The means were very close to each other in regarding the two groups of education levels as stated previously. The number of participants in this survey is 66 (N = 66). There is no significant difference between the levels of engagement and the family's education levels due to the T-statistic being **less** than .05.

Pearson Correlation

The dependent variable for this correlation is engagement which was how engaged was your family and activity (working together)? This was measured on a 0 - 10 scale 0 being not at all and 10 being a great amount. The independent variable for this correlation is education level the levels of education measured were some high school, high school diploma or GED, certification from trade or vocational school, some college, associate degree, bachelor's degree, and graduate degree or more. This was scored on a 0 - 7 scale 0 being some high school 7 being graduates degree or more. When running this correlation $r = - 0.003692908$ meaning the correlation is weak and negative. This is not a significant correlation and we retained the null hypothesis.

In conclusion, the hypothesis was that the higher level of education the parents received the higher the family involvement would be. The data received from the Head Start families, Family Fun Time activities showed that the majority of parents had higher education and overall it did not affect the level of family involvement. Throughout the various tests we ran the data

through (ANOVA, Chi-Squared, T-test, and Pearsons Corellation) overall it did not prove significance between economic status measured through the parents education level and engagement levels with the families.