A COMPARATIVE STUDY OF UNIVERSITY STUDENTS’ PERCEPTIONS TOWARDS PARENTAL INVOLVEMENT ACCORDING TO THEIR DEMOGRAPHICS AT MYANMAR INSTITUTE OF THEOLOGY IN YANGON, MYANMAR

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Abstract: The major purpose of this study was to investigate the amount of parental involvement from the perspectives of today’s university students including the examination of several variables (gender, ethnic background, parents’ annual income, parents’ education background, and location) to determine if different amount of parental involvement exists according to the students’ demographics at Liberal Arts program in Myanmar Institute of Theology, Yangon, Myanmar. A questionnaire was utilized as the primary research instrument. A total of 212 university freshmen studying at Liberal Arts program in academic year of (2016-2017) were selected as the participants in this study. The study found that university students at Liberal Arts program received “moderate involvement” from their parents during their university experiences. In addition, significant differences in university students’ perceptions towards parental involvement were witnessed according to their gender and parents’ annual income, even though there were no significant differences in university students’ perceptions towards parental involvement according to their ethnic background, parents’ education background, and location.

Keywords: Demographic Profiles, University Students’ Perceptions, Parental Involvement, Liberal Arts Program.

Introduction
Parental involvement is not a new concept in education field. Throughout history, schools have used the parental supports both in and out of the classroom in order to boost students’ educational achievement and behavior outcomes. Parental involvement has often been found to influence positively the academic performance of students (Epstein, 2008; Hill & Taylor, 2004; Jeynes, 2011; Kepic, 2006). This extensive and increasing body of literature proposes that any sorts of parental involvement are beneficial at different times in the K-12 level students’ academic and social experiences (Epstein, 2008). Though many people argue that parental involvement is no more prevalent as students enroll in a university, several studies

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