

A COMPARATIVE STUDY OF STUDENTS' PERCEPTION OF COMMUNITY INVOLVEMENT ACCORDING TO THEIR GRADE AND FAMILY INCOME AT BASIC EDUCATION HIGH SCHOOL, KWANTHAIR VILLAGE, CHAUNGZON TOWNSHIP, MON STATE, MYANMAR

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Abstract: The primary purpose of this research study was to compare students' perceptions of community involvement, according to their grade and family income, in Kwanthair Village High School, Chaungzon Township, Mon State, Myanmar. The study was conducted with grades 10 and 11, a total of 136 students, during the academic year 2016-2017. It was designed as a quantitative and comparative study. A questionnaire was used for data collection which was adopted from Rivera (2001) based on Epstein's (1995) six types of framework of involvement. The questionnaire consisted of two parts: Part I investigated the participants' grade and family income, and Part II compared students' perceptions of community involvement. The data collected from the survey was analyzed by Descriptive Statistics, Frequency and Percentage, Mean and Standard Deviation, t-test and One-Way Analysis of Variance (ANOVA).

Although the research finding results showed that there were no significant differences with students' perceptions of community involvement, according to their grade and family income, students had positive views for continued community involvement in their education. The findings of this study could be helpful to administrators, teachers, parents and future researchers as to the importance of students' perceptions of community involvement, and how it impacts on their achievement and educational performance.

Keywords: Perception, Community Involvement, Parenting, Communicating, Volunteering Learning at home, Decision Making, Collaborating with the community.

Introduction

It is no secret that parental involvement is an integral part of a successful educational framework. Numerous studies have identified parent engagement as a critical factor affecting the success of individual students and the school environment itself.

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