

ATTITUDE AND PERFORMANCE OF PARTICIPANTS IN THE
INDEPENDENT LEARNING PROJECT OF THE NFED IN
THE WESTERN PART OF THAILAND


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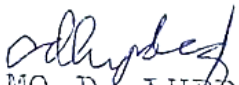
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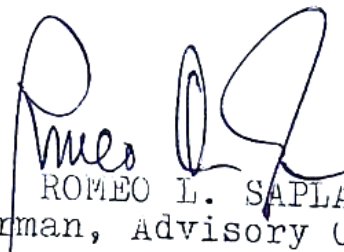
This thesis entitled, ATTITUDE AND PERFORMANCE OF PARTICIPANTS IN THE INDEPENDENT LEARNING PROJECT OF THE NFED IN THE WESTERN PART OF THAILAND, prepared and submitted by RATANA TREEYARAK in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE (RURAL DEVELOPMENT) is hereby accepted.


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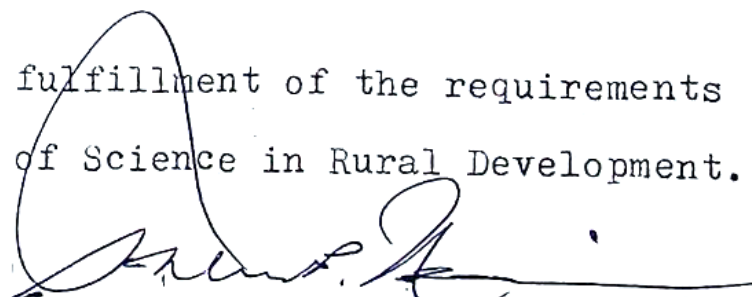
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BIOGRAPHICAL SKETCH

The author was born in Bangkok, Thailand on September 17, 1952. She is the first of the five children of Mr. Sub and Mrs. Thanom Bangtesthum.

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She is happily married to Mr. Sa-nga Treeyarak, and has one child, Wararak Treeyarak, a kindergarten pupil at Anubaan Suka in Bangkok, Thailand.

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Ratana Treeyarak

RATANA TREEYARAK

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ABSTRACT

TREYARAK, RATANA, Institute of Graduate Studies, Central Luzon State University, Munoz, Nueva Ecija, Philippines, September, 1987. ATTITUDE AND PERFORMANCE OF PARTICIPANTS IN THE INDEPENDENT LEARNING PROJECT OF THE NFED IN THE WESTERN PART OF THAILAND.

Adviser: Dr. Romeo L. Saplaco

This study was conducted to determine the attitude and level of performance of participants in the Independent Learning Project of the NFED in the western part of Thailand and to relate these to their demographic, socio-economic and communication characteristics. The study was limited only to the participants of the Functional Continuing Adult Education (Level 5), which involved a sample of 97 respondents. Data gathering was done using a structured interview schedule.

It was found out that the participants in the Independent Learning Project could be of any sex, generally single, about 22 years old, a student, government official or market trader, and about 7 years out-of-school. He has an annual family income of ₱15,000, with only one member of his family participating in the project for about 20 months. He very seldom consults change agents, attends group meetings and avails of printed media related

to the I.L.P. very often.

The participants generally had a favorable attitude towards certain aspects of the ILP as: access to information, general knowledge building, skills and value development, educational opportunities and improvement of occupational practices. Majority of the respondents, however, failed in the course.

Older participants and those who have been out of school for long had a higher attitude level towards the ILP and its educational opportunities aspect than those who were young and were recently enrolled in school. Participants involved in the project for a relatively longer time and those with more family members participating in the project showed good performance. None of the communication factors was related to attitude or performance.

The most predominant problems mentioned by the participants were the inavailability of books and the difficulty of learning by oneself. To solve the first problem, some solutions were given particularly the selling of books in nearby stationary stores and the provision of more time to read books. To solve the problem of difficulty in learning by oneself, the solution offered was to provide more volunteer teachers,

and to deploy staff of the Department of Non-Formal Education to explain solutions to problems, as well as the lesson itself.

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