

Thesis Title Parents and Teachers' Education Through a School
Lunch Program : A Case Study of Rampeung Vittaya
School Mae Taeng District Chiang Mai Province

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Abstract

The main goal of this research was to study the learning and participation processes of the primary school teachers and parents involved in the school-lunch programme of Rampeung Vittaya school in Mae Taeng district of Chiang Mai. The aim of this study included the learning process derived from the cooperation and participation mutually given to and from by the schools and community with a special connection with the school-lunch programme and the community environments.

The population specially allocated for this research consisted of 10 teaching staff of Rampeung Vittaya school in 1991, the village committee members, the educational committee members, the women's group and the coordinating group of 5 primary students' parents, another daily cooking team from 55 parents and students. A purposive random

sampling and simple random sampling were used to select 35 people from each group of the population as the sample of this*research. A set of questionnaires was designed, tried out, modified, and then, used to collect data in pararell with a series of observation.

The findings of this research indicated that at least 2 different kinds of learning processes had been found among the activities run by the teachers and parents in the school-lunch programme. They were :

- (1) the self-learning process from their on-going experiences derived from their programme participation ; and
- (2) an informal learning process derived from their daily participation in the community activities related to the programme.

The research also found that the participation of both teachers and parents was a result ot their donations of labours, money, materials and times. However, the learning and teaching quality, rēgarded as the internal environment of the school-lunch programme and its community's elements, was found as the integral factors of such participatory actions that, in return, resulted in various types of learning processes.