

Problems in reading promotion at Wang Hin Learning Promotion Center, Sisaket, Thailand

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Abstract

The research article on the problems of reading promotion at Wang Hin Learning Promotion Center, Sisaket, Thailand, aims to study the problems of reading promotion at Wang Hin Learning Promotion Center. The primary informants consisted of 1 executive of Wang Hin Learning Promotion Center, 2 civil servant teachers, 2 volunteer teachers, 8 sub-district learning promotion teachers, 3 teachers from the community learning center, and 1 librarian, totaling 17 people. The target group was selected by specific method. The research instrument was a semi-structured interview form. Data were analyzed using content analysis. Data were presented in a descriptive format. The results of the study are divided into the following areas: 1) In terms of activity organization format, it was found that sometimes there are urgent policies, other work or government matters that interfere, causing changes in the activity, such as having to postpone the activity or organizing the activity with a shorter time frame, causing the activity to not follow the specified format. In addition, the limited number of media or equipment means that the activity cannot be carried out to the target group. 2) In terms of location and atmosphere, it was found that there were limitations in organizing reading promotion activities due to the location and the location of Wang Hin Learning Promotion Center far from the community, resulting in few users. 3) In terms of resources: media/books/equipment, it was found that there was a lack of budget, media and equipment used in the activity, and a lack of vehicles to transport media and equipment used in each activity. 4) In terms of personnel, it was found that there were insufficient personnel to jointly organize the activity, and personnel still lacked the knowledge or skills to carry out some reading promotion activities.

Keywords: Reading, Reading promoting, Reading promotion activities, Informal learning

Introduction

Reading refers to the brain process through sight, touching symbols or letters, translating meaning into words, thoughts, and to understand the meaning of words, groups of words, sentences, texts, and stories. How well the reader can perceive, communicate the meaning, thoughts, and knowledge of the writer depends on the ability to perceive, knowledge, or previous experience about language and the context of what is read, and to be able to connect new information with existing information to be useful. The knowledge gained from reading can be applied to benefit one's daily life correctly (Wongprasit, P., 2015: 13). Reading is important to human life. It helps in lifelong learning, provides information to make decisions in daily life, and enables one to live in society. It is a useful use of free time and provides enjoyment. (Karavek, S., 2020: 8) concluded that reading is essential and very important for all humans. It allows humans to gain knowledge, information, open their worldviews, be aware of changes in world events, and gain new ideas that will help create new knowledge and ideas, as well as develop the reader until they can think, create new works or innovations. And the more they read, the more they can develop their brains, increase their experiences, help them adapt to society, help them improve their social status, and be able to live in society normally. Therefore, the implementation of the reading habit promotion plan is to promote and stimulate interest in reading and reading through various methods, such as storytelling, book storytelling, and drama, etc., so that the target group is interested in reading until they see its importance and have a habit of reading, develop their reading skills until they are able to use reading in learning and in their daily lives (Karaphat, K., 2020: 33).

Promoting reading is therefore promoting, stimulating and motivating curiosity and reading until it becomes a habit and must be consistently and continuously promoted and supported until reading habits are developed and knowledge can be sought by oneself. The Office of the Non-Formal and Informal Education, Office of the Permanent Secretary, Ministry of Education, places great importance on promoting reading by setting a policy and operational focus for agencies and educational institutions under its supervision to organize informal education to continuously promote reading. In the fiscal year 2020, the operational objective item 4, is that people are created and encouraged to have a habit of loving to read to develop the search for knowledge by themselves. The policy and operational focus for the ongoing mission in education and learning management, item 1.4, informal education, 1) Develop learning resources with an atmosphere and environment conducive to reading and developing learning potential to occur in Thai society widely and comprehensively, such as developing all public libraries to have modern services, promoting and supporting volunteers to promote reading, creating a network to promote reading, organizing mobile service units with equipment to organize various reading and learning promotion activities to provide services to people in various areas comprehensively and consistently, including promoting readiness in terms of personnel, media, equipment to support reading and organizing various reading promotion activities. (Office of the Non-Formal and Informal Education Promotion, 2020: 15)

Wang Hin Learning Promotion Center, Sisaket, Thailand under the Office of Sisaket Provincial Learning Promotion, is an agency responsible for organizing non-formal and informal education in Wang Hin, Sisaket, Thailand. It has the status of a juristic person and a department in the Ministry of Education under the law on the administration of the Ministry of Education and the law on the administration of the country. It is under the command of the Minister and Permanent Secretary of the Ministry of Education on May 18, 2023. It is responsible for organizing, promoting and supporting learning as follows: 1) lifelong learning, 2) learning for self-development, and 3) learning for qualifications at the level. The district-level learning promotion center (Wang Hin Learning Promotion Center) has the status of an educational institution to organize learning and supervise, assist, promote, support, facilitate and advise on the performance of the duties of the sub-district learning center and the learning center in the area, both in terms of academics and technology necessary for promoting learning in accordance with the provincial learning promotion plan, including coordinating cooperation and advising on the learning management of network partners in the area and acting as a sub-district learning center to provide people throughout their lives with educational opportunities and lifelong learning. And have the skills in using digital technology that are necessary for living in the new normal way according to the philosophy of the sufficiency economy for the 21st century with quality (Wang Hin Learning Promotion Center, Sisaket, 2023: 20). In the past year of 2023, the Wang Hin Learning Promotion Center, Si Sa Ket has carried out activities to promote reading in all activities according to the plan. However, the statistics of reading and resource use of the people of Wang Hin, Sisaket, Thailand in the said academic year decreased by 32 percent. For the reasons and importance mentioned above, the researcher therefore conducted research to study the problems in promoting reading at the Wang Hin Learning Promotion Center, Sisaket, Thailand.

Research objectives

To study the problems of promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand.

Research methods

1. Scope of the research

1.1 Content scope: including information on problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand.

1.2 Area scope: Wang Hin Learning Promotion Center, Sisaket, Thailand.

1.3 Time scope: Study of problems from organizing reading promotion activities during 2023 – 2024

2. Target group

17 people who provided information on problems and obstacles in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand including: 1) 1 Executive of Wang Hin Learning Promotion Center 2) 2 Civil servant teachers 3) 2 Volunteer teachers for non-formal education 4) 8 Sub-district learning

promotion teachers 5) 3 Community learning center teachers and 6) 1 Librarian by means of purposive sampling.

3. Research instruments

The instruments used to collect data on the problems in promoting reading at the Wang Hin Learning Promotion Center, Sisaket, Thailand were semi-structured interviews. Questions were asked about issues in promoting reading operations. The interview forms were sent to experts for review, IOC values were found, and questions were revised before being sent to the interviewers.

4. Research procedures consist of:

4.1 Study of basic information, study of documents on the operation and organization of reading promotion activities of Wang Hin Learning Promotion Center, Sisaket, Thailand.

4.2 Study of research and related documents

4.3 Determine the target group or primary informants, with 17 informants, by specific method

4.4 Collect data

4.5 Analyze data

4.6 Summarize the research results

5. Statistics in research

Data analysis on the responses to open-ended interview questions uses content analysis and synthesis by content analysis method from summarizing the content obtained from the interview to find the main points of the answers and grouping the data obtained from the interview with the same, similar, or close answers into the same data group and then writing it descriptively and presenting it in tables and essays.

6. Research Conceptual Framework

Research on the problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand the researcher studied 4 aspects of operations, namely: 1) activity format, 2) location and atmosphere, 3) resources: media/books/equipment, and 4) personnel, as shown in Figure 1.

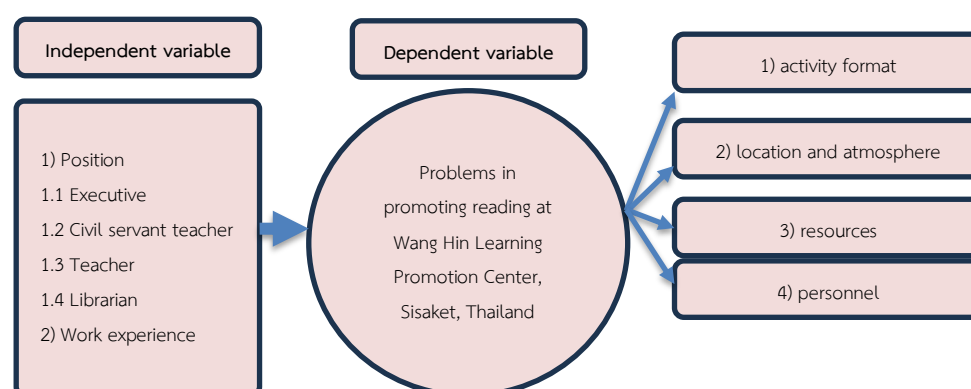


Figure 1 Research Conceptual Framework Problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand

Research results

1. Implementation of reading promotion activities by Wang Hin Learning Promotion Center, Sisaket, Thailand 2023 - 2024

The implementation of reading promotion activities by Wang Hin Learning Promotion Center, Sisaket, Thailand 2023 - 2024 has organized reading promotion activities as follows:

1.1 Activity to promote reading baskets of knowledge to the community, the objectives are 1) to ensure that people receive services universally or that people can access services conveniently, and 2) to promote society as a reading society together with networks in the sub-district to participate in organizing activities. The target group is the general public in Wang Hin, Sisaket, Thailand totaling 50 people. The results of the operations are as follows: 1) Quantitative (output): The target group participated in the activity, totaling 50 people. 2) Qualitative (outcome): The target group received various printed services and enjoyed reading. They have a reading habit. They can apply the knowledge and experiences gained to benefit their daily life. The overall satisfaction level of the project participants was very good.

1.2 Online test reading promotion activities, the purpose is to promote reading and learning for the general public. The quantitative target is the general public in Wang Hin, Sisaket, Thailand totaling 87 people. The general public has studied and learned about important days and has increased their reading skills, leading to self-learning. Results of the operation 1) Quantitative (Output): The target group participated in the activity, totaling 87 people. 2) Qualitative (Outcome): The general public has studied and learned about important days and has increased their reading skills, leading to self-learning. There are reading promotion activities, reviewing knowledge on National Day and Father's Day, knowledge test on National Day and Father's Day. The test has 10 questions, 20 points. Satisfaction questionnaire to improve the organization of reading promotion activities, the satisfaction level of the project participants was very good.

1.3 Community Book House Reading Promotion Activities, objectives are 1) to promote and support underprivileged people who have missed out on educational opportunities to receive educational opportunities in the form of informal education, and 2) to encourage the community to participate in organizing community activities in the form of community book houses. The quantitative goal is that 126 people will participate in the community book house project. Results of operations 1) Quantitative (Output): 126 general public participated. 2) Qualitative (Outcome): underprivileged people who have missed out on educational opportunities have received educational opportunities in the form of quality informal education, thoroughly and equally, participated in organizing community activities in the form of community book houses. The satisfaction level of project participants was very good.

1.4 Market people's library reading promotion activities, objectives are: 1) To promote reading and learning among market people and interested people in general. 2) To promote the community to exchange knowledge and become a center for learning until a lifelong learning society is created. The objectives are: 1) To carry out the activity of "Mobile Library for Market People" under the royal initiative of Her Royal Highness Princess Maha Chakri Sirindhorn in fiscal year 2024, 1 time/month and 2) Market

people/communities receive various reading promotion services for learning, entertainment, and relaxation to improve their quality of life, to be able to use their free time beneficially and to exchange experiences with each other. Results of operations 1) Quantitative (Output): 748 general public participated. 2) Qualitative (Outcome): there was a continuous learning process, increased reading habits, and the ability to use free time beneficially, as well as to exchange knowledge and become a learning society. The satisfaction level of project participants was very good.

1.5 Paper Mache activities, creative imagination, drawing and painting activities, and plaster painting activities, the objectives are: 1) to promote reading and lifelong learning through creative activities that stimulate imagination and creativity; 2) to enhance concentration and manual skills for children and the general public; and 3) to attract attention and create a fun learning atmosphere, and to be able to access a variety of learning activities. The target group is 500 people: 1) 150 students in the system; 2) 150 students at the learning center; and 200 general public. Results: 1) The target group participated in the activities, 515 people; 2) to promote the use of free time for benefits by doing creative activities that help reduce stress, increase happiness, and exchange knowledge and experiences in art and creativity. The participants have developmental skills that are appropriate for their age. The satisfaction level of the project participants was very good.

1.6 Community vocational training activities, objectives are 1) To provide people with comprehensive services or convenient access to services, and 2) To promote people in the community through practical training using knowledge from reading and vocational training, together with networks in the sub-district, to participate in organizing activities. The targets are: 1) 300 general public in Wang Hin, Sisaket, Thailand; 2) Service users have a habit of reading more and receive convenience in receiving services, receive current knowledge and news, and can apply knowledge to further develop careers or increase income. Results of operations 1) Quantitative (Output): 600 general public participated 2) Qualitative (Outcome): received various printed services and enjoyed reading, had a reading habit, and were able to apply the knowledge and experience gained to benefit daily life. The satisfaction level of project participants was very good.

2. Problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand.

Problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand is a qualitative research. Field data were collected from interviews with 17 executives and personnel of the district learning promotion center. Data were provided on problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand, divided into 4 aspects: 1) activity format 2) location and atmosphere 3) resources: media, books, and equipment 4) personnel. The research results are shown in the following table.

Table 1 *Results of the analysis of problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand (Activity format)*

Interviewee	Problems in promoting reading (Activity format)
Interviewee 1	Each activity should have a work plan and select activities that are appropriate for the target groups in each age group or the people who participate in the activity.
Interviewee 2	Sometimes, when organizing an activity, there are urgent policies, other tasks or government matters that interfere, causing the implementation of that activity to change.
Interviewee 3	The schedule for the event has been set, but there are urgent meetings and training events in the province to attend, so the events that need to be held have been postponed. When the event is held, the number of participants is reduced.
Interviewee 4	Reading promotion activities stimulate the interest of the target group very well and encourage the target group to love reading even more.
Interviewee 5	Because sometimes there are urgent policies that come in, the implementation of activities may be changed or may not be as planned.
Interviewee 6	The activities may not cover all target groups due to limited media. Therefore, adjustments are made as appropriate to each situation.

From Table 1, overall, problems in promoting reading in terms of activity format found that 1) Sometimes, there are urgent policies, other work or government matters that interfere with the activity, causing changes in the activity, having to postpone the activity, or organizing the activity with a shorter time frame, causing the activity to not follow the specified format. 2) Limited media or equipment means that the activity cannot be carried out in accordance with the target group. For example, there were 200 people participating in the activity, but the media or equipment was not sufficient, so adjustments had to be made according to the situation. 3) Time constraints on the people's time to participate in each activity caused the people to not receive as much information about the activity as they should. Although these problems in promoting reading have occurred, the activities that have been carried out have helped stimulate interest and encourage people to have a habit of reading more.

Table 2 *Results of the analysis of reading promotion problems at Wang Hin Learning Promotion Center, Sisaket, Thailand (Location and atmosphere)*

Interviewee	Problems in promoting reading (Location and atmosphere)
Interviewee 1	The most common location used for organizing activities is Ban Duan Yai Market, which is the only place that organizes activities every Tuesday. It is a large area that is convenient for the target group to participate in activities. After the Tuesday market was cancelled and changed to Thursday and organized inside the market, the number

	of people participating in the activities was low and the atmosphere was not very suitable for doing activities.
Interviewee 2	Location limitations in other sub-districts, such as the market day falling on a holiday, prevented the library reading promotion activity for market people from achieving its intended goals. In addition, the area for organizing the activity lacked shade, the weather was hot, and it was crowded, making it unsuitable for organizing the activity.
Interviewee 3	Some event locations was hot.
Interviewee 4	Wang Hin Learning Promotion Center is located far from the community, resulting in a small number of people using the services.

From Table 2, overall, problems in promoting reading in terms of location and atmosphere found that 1) The activity to promote reading in the library for market people has limitations in terms of location: the main location for organizing the activity is Ban Duan Yai Market, which is organized every Tuesday. The reason for choosing Ban Duan Yai Market is because it is a large area and convenient for the target group to participate in the activity. However, when the Tuesday market was canceled and changed to the Thursday market, this location has limitations because it is inside the market, so people do not pass by often and the atmosphere is not good, so there are few participants in the activity. 2) Limitations in terms of the location of each sub-district, such as the market falling on a holiday, the area has no shade, the hot atmosphere is not suitable for organizing the activity, etc. and 3) The location of the Wang Hin Learning Promotion Center is far from the community, so there are few users.

Table 3 Results of the analysis of reading promotion problems at Wang Hin Learning Promotion Center, Sisaket, Thailand (Resources: Media/Books/Equipment)

Interviewee	Problems in promoting reading (Resources: media/books/equipment)
Interviewee 1	In terms of resources, the agency's readiness is at a moderate level, meaning that the amount of media or equipment for activities is not sufficient to carry out the activities.
Interviewee 2	The budget for the activity is insufficient. The equipment for the activity is not sufficient for the number of participants. There are insufficient tents for mobile activities and there is a lack of vehicles to transport equipment to organize mobile activities.
Interviewee 3	There are few media and equipment, not enough for the participants and the public who come to use the service.
Interviewee 4	Lack of vehicles that are convenient for transporting media or equipment for organizing events.

From Table 3, overall, problems in promoting reading in terms of resources: media/books/equipment found that 1) the media and equipment used in the activities were limited and insufficient, resulting in the organization of reading promotion activities being ineffective and not achieving the objectives. 2) there was a lack of vehicles that were convenient for transporting media and equipment to the area for organizing the activities. 3) some activities required a budget, which was not sufficient. Equipment was still lacking, including the tents used to organize mobile reading promotion activities, which were not sufficient.

Table 4 *Results of the analysis of reading promotion problems at Wang Hin Learning Promotion Center, Sisaket, Thailand (Personnel)*

Interviewee	Problems in promoting reading (Personnel)
Interviewee 1	In some activities, there are not enough personnel to jointly organize the activities. In addition, personnel lack the knowledge or skills to do some activities, perhaps because they are not good at that activity or task.
Interviewee 2	One teacher has many responsibilities, which makes some activities difficult to carry out and not achieve the objectives and goals of the activities.
Interviewee 3	There are insufficient personnel to jointly organize reading promotion activities.

From Table 4, overall, problems in promoting reading in terms of personnel found that 1) sometimes, the implementation of reading promotion activities does not have enough personnel to jointly organize the activities. There are few personnel participating in the activities because some activities require more than 1 personnel to help advise or help the target group in doing the activities. 2) The personnel still lack the knowledge or skills to do some reading promotion activities due to their inexperience or having to take on substitute duties, etc. and 3) Teachers or personnel have various tasks, making the implementation of some activities difficult and not successful according to the objectives and goals of the activities.

Summary and Discussion

1. Summary of research results

Results of the study on the problem of promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand, by interviewing 17 executives and personnel at the District Learning Promotion Center.

1.1 Activity format

It was found that 1) Sometimes, there are urgent policies, other work or government matters that interfere, causing the implementation of reading promotion activities to change. That is, the schedule for reading promotion activities was planned in advance according to the plan. However, when the deadline comes, personnel must perform their duties at the central office of the province, such as urgent meetings,

training, etc., causing the organization of that activity to be postponed or the organization of that activity to be carried out with a shorter time frame, reducing the time for the reading promotion activity, causing the implementation of that activity to not follow the format specified in the goals set, resulting in the format of the activity changing and not achieving the expected results. The participants did not complete the activity due to the reduced time for the activity. 2) Limited media or equipment, causing the implementation of the activity to not be complete for the number of target groups. For example, there were 200 people participating in the activity, but there were only 100 pieces of media or equipment, making it insufficient for the number. Therefore, the implementation of the activity had to be adjusted to be appropriate for each situation, such as from individual practice work, it may have to be done in groups or together. And 3) Limitations on the limited time that people have to participate in each activity due to responsibilities, such as having to work or take care of grandchildren, causing people to not receive information and not participate in the activity as much as they should. Even though these reading promotion problems have occurred, However, the implementation of reading promotion activities has helped stimulate interest and encourage people to develop a reading habit even more.

1.2 Location and atmosphere

It was found that 1) The library reading promotion activity for market people has limitations in terms of location: the main location for organizing the activity is Ban Duan Yai Market, which is organized every Tuesday. The reason for choosing Ban Duan Yai Market is because it is a large area and convenient for the target group to participate in the activity. However, when the Tuesday market was canceled and changed to the Thursday market, this location has limitations because it is inside the market, so people do not pass by often. The atmosphere is not good because the weather is hot and the air does not circulate, so there are few participants in the activity. 2) Location limitations: for example, the market falls on a holiday, so people do not participate in the activity. The area where the activity is held does not have shade, the air does not circulate, and the hot atmosphere is not suitable for organizing the activity, etc. and 3) The location of the Wang Hin Learning Promotion Center is far from the community, so there are few users.

1.3 Resources: Media, Books and Equipment

It was found that 1) Media and equipment used in the activity were limited and insufficient, such as not enough for the number of participants, causing the people who participated in the activity to not practice, resulting in the ineffectiveness of the reading promotion activity and not achieving the objectives. 2) Lack of vehicles that are convenient for transporting media and equipment to be used in the reading promotion activity to the activity area. 3) Some activities require a budget to procure media or equipment to be used in the reading promotion activity. Due to the limited and insufficient budget, important and necessary equipment is still lacking and insufficient, including tents used in organizing reading promotion activities.

1.4 Personnel

It was found that 1) Sometimes, there are not enough personnel to organize reading activities together. There are few personnel participating in the activities because some activities require more than 1 person to help advise or help the target group of people in doing the activities. 2) Personnel still lack knowledge or skills in doing some reading promotion activities due to lack of expertise or having to take on substitute duties, etc. and 3) Teachers or personnel have a variety of tasks, making some activities difficult and not successful in accordance with the objectives and goals of the activities.

From the study of the reading promotion problem of Wang Hin Learning Promotion Center, Sisaket, Thailand in the 4 areas above, there is consistency and continuous impact, that is, in the implementation of reading promotion activities in every activity, there is a clear plan for the project activity duration, including a clear budget or resources to be used in the implementation. If the budget allocated for each project activity is sufficient or appropriate, it will affect the implementation of the activity and the format of the activity that is successful and achieves the specified time period. The number of resources, media, or equipment is sufficient, appropriate, and complete for the number of people participating in the activity. They can perform the work together. The location and atmosphere used for organizing the activity are conducive to organizing the activity, which will result in a large number of people participating in the activity, completing the plan, being interested in the activity, and not feeling uncomfortable in the hot or crowded environment at the activity venue. As for the personnel on duty, since there are few personnel working, the personnel lack the knowledge or skills to carry out some reading promotion activities. Teachers or personnel have a variety of tasks, making some activities difficult to carry out at some times, not achieving the objectives, and the format of the activity has been changed. The agency should provide training to personnel to have the knowledge or skills to organize reading promotion activities so that personnel can perform their duties instead when necessary.

2. Discussion of research results

Study on the problems in promoting reading at Wang Hin Learning Promotion Center, Sisaket, Thailand. The results of this study show that the implementation of reading promotion activities during 2023-2024, the agency has implemented the following reading promotion activities: 1) Knowledge basket reading promotion activities to the community 2) Online test reading promotion activities 3) Community book house reading promotion activities 4) Market people's library reading promotion activities 5) Paper mache making activities 6) Creative imagination, drawing and coloring activities 7) Plaster painting activities and 8) Community vocational training activities. All activities were carried out as specified by a total of 17 personnel. However, in implementing each reading promotion activity, the main personnel are the learning promotion teachers of the sub-district. With a limited budget, it is not enough to provide resources, equipment and media used in reading promotion activities, especially activities that focus on individual pieces of work, such as paper mache making, drawing and coloring, and plaster painting activities. For example, the number of people who must participate in the activity is 200 people, but the available media or equipment is not enough for the target group. Therefore, it must be adjusted according to the

appropriateness of each situation. The media or equipment is limited. This results in incomplete implementation of activities for the target group. This is consistent with Karavek, S. (2020) who studied guidelines for organizing reading promotion activities in the Non-Formal and Informal Education Office, Samut Songkhram. She found that there should be an assessment of satisfaction with the organization of activities and teachers. The Non-Formal and Informal Education Office, the Sub-district, assessed satisfaction with the organization of reading promotion activities, and summarized the results of the organization of reading promotion activities in the sub-district area to present to the educational institutions, the Non-Formal and Informal Education Office, the District, so that the educational institutions, the Non-Formal and Informal Education Office, the District can use this information for planning the development and improvement of reading promotion activities for people in the area. The media and equipment used in the activities are limited and insufficient, resulting in the organization of reading promotion activities being ineffective and not achieving the objectives. Therefore, organizing reading promotion activities requires a budget and personnel with knowledge and expertise in organizing activities. When the media or equipment used in the activities is insufficient, personnel or teachers who perform the main duties must adjust the activities or operations at that time as appropriate. In order to be able to complete the activities within the specified time frame, sometimes personnel who will work on the field to organize reading promotion activities receive urgent policies from the province. They may have to attend urgent meetings, attend training with the province, or other official matters. This may cause changes in the implementation of reading promotion activities, resulting in changes in the format of the activity. Participants failed to complete the activities due to reduced activity time. Similarly, Sangbutda, N. (2005) studied the problems and guidelines for promoting reading in primary school libraries in Bangkok and found that the problem of promoting reading in primary schools in Bangkok was the working experience of librarians. Librarians with little working experience had a high level of overall problems. This is consistent with Yotklang, S. (2013) who studied the results of organizing reading promotion activities in educational institutions under the Office of Non-Formal and Informal Education, Sakon Nakhon, and found that budgets were allocated for organizing activities and procuring media and resources, but the allocated budget was not sufficient for the implementation of various activities. In addition, teachers or personnel had various responsibilities, which made some activities difficult and unsuccessful in accordance with the objectives and goals of the activities.

In addition, in terms of location and atmosphere, if the location and atmosphere are conducive to participation in the activity, it will result in the success of the reading promotion activity. The reading promotion activity of Wang Hin Learning Promotion Center, Sisaket, Thailand, has limitations in terms of the location used for organizing the activity. The main location for organizing the reading promotion activity is Ban Duan Yai Market, Wang Hin, Srisaket, which organizes activities every Tuesday according to the market schedule, which is every Tuesday. The reason for choosing Ban Duan Yai Market is because it is a place with a wide area and is convenient for participating in the activity. However, when the Tuesday market was canceled, the location had to be moved to a new place at the end of the market, which is a limited area,

farther than the original point, so people do not pass by often. In addition, the atmosphere inside is not conducive, crowded, and has a musty smell because the air does not circulate and there is no wind, resulting in a decrease in the number of participants. This is consistent with Chernklang, W. (2014), who conducted research on promoting reading habits in educational institutions based on the opinions of administrators and teachers under the organization, who suggested that activities should be organized to promote reading so that children learn all 8 subject groups. The administrators should encourage and support teachers and integrate activities to promote reading habits as part of teaching and learning. The arrangement of the reading environment should be adjusted both inside and outside the school. The organization responsible for management, development of educational institution quality and budget should support the creation of a network of partners, jointly organize the event, should continuously publicize the implementation of reading activities and cover local organizations to participate in promoting reading habits. Similarly, Tiangthawach, T. (2019) stated that in organizing reading promotion activities in public libraries, personnel must have knowledge and creativity in designing activities to promote reading, must work proactively in the community, must learn and know up-to-date information, recommend good media to the target group and have a service mind. Similarly, Kanokwan Sawatdee (2021) stated that school administrators should organize learning activities or train teachers and personnel to develop reading promotion work to be effective and to create a state of mind for all teachers and personnel to be enthusiastic and have the intention to work on reading promotion. In line with Homklin, P. (2021), who concluded that the development of reading promotion personnel means that the educational institution promotes and supports teachers to develop knowledge and skills in promoting students' reading by solving students' reading problems through the research process or creating innovations and learning media to solve problems and develop students' reading, exchange knowledge, and manage materials, equipment, and modern printed media so that teachers can study and research information to promote students' reading.

From the above, it shows that the implementation of reading promotion activities has many factors that are continuously related and interrelated, which will result in the implementation of reading promotion activities being successful and achieving the objectives and timeframe specified, whether it is budget, which affects other aspects such as resources, media, or equipment used in the activities. If there is sufficient budget, the amount of resources can be provided that is sufficient, appropriate, and complete for the number of people who participate in the activities at that time, and the work can be done simultaneously. The personnel or teachers who perform the activities can organize the activities according to the plan, resulting in the format of the activities being in accordance with the plan. The location and atmosphere used for organizing the activities that are conducive to organizing the activities will result in an atmosphere that makes people want to participate in the activities, enjoy doing the activities, not hot, with good ventilation, and not feeling uncomfortable. As for the personnel who perform the duties, since the agency has a small number of personnel working on organizing reading promotion activities, sometimes personnel

who perform other duties have to perform the duties instead, because the personnel lack the knowledge or skills to perform some reading promotion activities, the agency should organize training to provide personnel with more knowledge or skills in organizing reading promotion activities so that personnel can perform their duties instead when necessary.

3. Research suggestions

3.1 Suggestions for applying the research results to develop appropriate management at the policy and executive levels

3.1.1 The agency should integrate with relevant agencies to participate in promoting reading

3.1.2 The agency should establish a network of cooperation at the local level, such as local government agencies such as sub-district administrative organizations and hospitals, to jointly.

3.1.3 The agency should continuously publicize and encourage people to see the importance of reading

3.2 Suggestions for applying the research results to important ongoing developments

3.2.1 The agency should survey the needs of people in the area to organize reading promotion activities in order to organize reading promotion activities that primarily meet the interests or needs of the people

3.2.2 The agency should provide media and equipment used in the activities for people who participate in the activities, including vehicles that are convenient for transporting media and equipment used in the reading promotion activities to the areas where the activities are being conducted

3.2.3 The agency should provide training to provide knowledge and skills in organizing reading promotion activities for personnel in the agency so that personnel have the knowledge and skills to perform duties instead of each other when necessary

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