

การส่งเสริมการอ่านของเด็กก่อนวัยเรียน เมืองไซธานี นครหลวงเวียงจันทน์ สปป.ลาว

The Reading Promotion for the Pre-elementary School Learners at Xaythany District in Vientiane Capital, the Lao People's Democratic Republic

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Abstract

Purpose: to investigate and compare the reading promotion condition of the Pre-elementary School learners at Xaythany district schools, in Vientiane Capital, the Lao People's Democratic Republic (LPDR)

Methodology: the study has employed the observation methods through the questionnaire collected from two-hundred and thirty-three (233) patrons and one-hundred and forty-two (142) teachers from pre-elementary schools at Xaythany district schools in Vientiane Capital, Lao PDR. The data were analysed in the form Percentage, Mean, Standard Deviation and One-way ANOVA.

Findings: the study results revealed that in general the reading promotion of the pre-elementary school learners at Xaythany district schools was at moderate level. Turning into each aspect consideration, the results also demonstrated that the reinforcement had the highest effect toward to the reading promoting and followed by environment management, educating and being a role model, respectively. On one hand, in the teacher aspects, the reading promotion organized by teachers for the pre-elementary school learners was also generally at the moderate level. For each aspect, the results demonstrated that the integrated reading promotion had the highest effect to the learners, followed by the environment

management at the schools, the reading promotion management from teachers and the school libraries, respectively. Comparing reading promotion from the patrons toward the learners, by personal attributes classification, the results indicated that the different levels of education, occupation, and income resulted in the learners reading promotion had significantly different at .05. Similar to teachers and teaching experience were significantly different at the 0.05 correspondingly.

Applications of this study: from the results in this study, the National Library of Laos might adapt and formulate policies and reading promotion models in various communities through the Lao People's Democratic Republic to encourage reading ability and the reading preferences for the learners and adolescents.

Keywords: Reading promotion, Lao PDR, Pre-elementary school learners, National library of Laos, Non-governmental organization

บทคัดย่อ

วัตถุประสงค์: เพื่อศึกษาและเปรียบเทียบสภาพการส่งเสริมการอ่านของเด็กก่อนวัยเรียนในครอบครัวและโรงเรียนเมืองไซธานี นครหลวงเวียงจันทน์ สปป.ลาว

วิธีการศึกษา: ใช้วิธีการศึกษาเชิงสำรวจ โดยใช้แบบสอบถามในการเก็บรวบรวมข้อมูลจากผู้ปกครองจำนวน 233 คน และครูผู้สอน จำนวน 142 คน ของเด็กวัยก่อนเรียน ในเมืองไซธานี นครหลวงเวียงจันทน์ สปป.ลาว วิเคราะห์ข้อมูลโดยใช้สถิติ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และ One way ANOVA

ข้อค้นพบ: สภาพการส่งเสริมการอ่านของผู้ปกครองที่มีต่อเด็กก่อนวัยเรียนในครอบครัว เมืองไซธานี ในภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาในรายด้าน พบว่า ด้านการเสริมแรงมีสภาพการส่งเสริมการอ่านสูงสุดเป็นลำดับแรก รองลงมาคือ การจัดสภาพแวดล้อม การให้ความรู้ และการเป็นแบบอย่างตามลำดับ ในขณะที่ครูได้จัดการส่งเสริมการอ่านต่อเด็กก่อนวัยเรียนในโรงเรียน โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณารายด้าน พบว่า มีการส่งเสริมการอ่านโดยบูรณาการในการเรียนการสอนสูงสุดเป็นอันดับแรก รองลงมา คือ การจัดสภาพแวดล้อมการอ่านที่โรงเรียน การจัดการส่งเสริมการอ่านของครู และด้านห้องสมุดโรงเรียน ตามลำดับ เมื่อเปรียบเทียบสภาพการส่งเสริมการอ่านของผู้ปกครองที่มีต่อเด็กก่อนวัยเรียนในครอบครัวจำแนกตามแตกต่างทางด้านคุณลักษณะส่วนบุคคลของผู้ปกครอง พบว่า ระดับการศึกษา อาชีพ และรายรับที่ต่างกัน ทำให้สภาพการส่งเสริมการอ่านของเด็กก่อนวัยเรียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในขณะที่ครูผู้สอนที่มีระดับการศึกษา และประสบการณ์ในการสอน ต่างกันมีสภาพการส่งเสริมการอ่านที่มีต่อเด็กก่อนวัยเรียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ส่วนด้านอื่น ๆ ไม่แตกต่างกัน

การประยุกต์ใช้จากการศึกษาครั้งนี้: หอสมุดแห่งชาติลาว สามารถนำผลการศึกษานี้ไปใช้ในการกำหนดนโยบายและรูปแบบการส่งเสริมการอ่านในชุมชนต่างๆ ในสปป.ลาว เพื่อกระตุ้นความสามารถทางด้านการอ่าน และความรักการอ่านให้เกิดขึ้นกับเด็กและเยาวชนของสปป.ลาวต่อไป

คำสำคัญ การส่งเสริมการอ่าน สปป.ลาว เด็กก่อนวัยเรียน หอสมุดแห่งชาติลาว องค์กร NGO

1. Introduction

The reading is essential skill for everyone to prepare themselves for new knowledge in all the time in the age of digital technologies and social media. The reading is considered as a fundamental skill to self-improvement and life quality. Since it is not just an innate skill or genetic transmission and cannot be cultivated in the short term. The reading skill is something that takes time to create and practice to develop and turn into the habit. These resulted in drilling in a reading habit needs to begin since in the childhood through the children's interest in reading. With supporting and promoting before entering to school, stimulating their reading routine until becomes a reading habit. In the near future, these habits would have a long-term effect for human quality development (Sukprasert, 2012) The pre-elementary school learners have been developing continuously in both physical, behaviour, personality, as well as the excessive curiosity and doubtful about the things surrounded them. This characteristic might assume to illustrate the individual intelligence. To keep these developments, the parents should pay attention and answer their questions with simple language to get the clearly answer. These might assist the children to learn more new words and understand the meaning of words properly. Additionally, during this period, the parents could enhance their development through reading books and attend an activity together, these would affect the development of the critical thinking and intelligence at the mature age (Ying, 2019)

The previous studies indicated that there were various factors would support the promotion of reading to children. For example, (Huang et al., 2015) has concluded the main factors into four affecting aspects to the success of reading promotion activities as were: 1) Schools, such as the school library categories which have a direct impact on the reading behaviour of both learners and teachers in the school. Resulted in the activities or strategies related to reading promotions in the schools may refer to robust reading proficiency and performance, 2) Teachers, the variety of reading activities implication may encourage the learner interest in reading in the long terms. The teachers should play a role in guiding and

promoting reading activities in the classroom as well as creating motivation and interest in reading for the benefit of reading behaviour and habits in the future. Based on Gambrell (1996) study, the most frequent places learners borrowed books were in the classroom book corner rather than the whole school or community library and their books tended to come from the classroom book corner., 3) the parents, who are the first people to train the children to be interested in reading, the family environment plays an important role in the formation of reading habits, the parents may necessity listen and know what is important for their children in order to enter into their world and lead them to continue reading, 4) Friends during the age of growth, friends play an important role or influence had equally with parents or teachers, these may resulted the behaviour or attitude of reading and literacy of peers would also influence a child's reading interest. Similar to previous studies in Thailand found that the parents and teachers, the parents tend to have an influence on preschool children's reading (Suwichakornpong & Hemchayat, 2014). Additionally, the family socio-economic status also affected children's reading ability (Casey, 2013) since the parent and child has a participation in reading together. When the parents realized the value of reading and its important to be drilled since a young age for a long-lasting reading habit and curiosity to access information in the knowledge and education in the future (Muangcharoen et al., 2011) Besides, the environment is something which would encourages learners learning and development, the good environment may cause motivation or needs to develop in the reading behaviour that would help to enhance the learners to be in demand in society and the nation (Buachanat, 2016). The study of Hongsai and Kraikirat (2020) revealed that the environment for pre-elementary school or pre-school learners around them were initiation triggers to express and interact in different ways. Therefore, the environment management may need understand the learner requirements such as needs, behaviour and preferences activities and should arrange space for the activities with decorated area for reading promotion with feeling of comfortable and cosy atmosphere. The place should have enough light, clean, calm and comfortable, allowing children to recognize happiness and enjoyment during reading with motivation to read more books (Pilvas, 2015). These corresponded with the notion Buckingham 2014 as cited in Schwarzkopf (2019) and Wirancha (2019) who stated that the environment at home has an influence on children's success in individual literacy and language development. In aspect of learning management for the pre-elementary school leaners in the Lao People's Democratic

Republic (Lao PDR) indicated that in the past fifteen years, education for pre-elementary school learners in the Lao PDR has grown dramatically in terms of quantity and quality. The overall registration rate of children aged 3-5 years and 5 years, increased as 5 percentages as average in each year. Nevertheless, the reading skill of the learners in the first three years seem to be under standard (only parroting speaking). For children who often read the movie that are only related to textbooks because there were no various reading activities, so children seem to absence their enjoy reading and lacking equipment that promotes their reading i.e. no suitable book for age, parents reading activity participant and cultivating reading habits, the schools and parents were not recognized the reading necessity. These consistent with the literacy statistics and reading and writing skills for the learners aged 15 years and older in ASEAN member countries. (As shows in the chart 1, the statistics of literacy statistics and reading and writing skills in ASEAN member countries) illustrated the reading skill ratio of the ASEAN countries, the Laos PDR literacy statistics and reading and writing skills were at the lowest part of the ASEAN member countries.

This report is corresponding the report of the World which assessed the beginning reading skill of grade 2 learners, the results indicated that approximately 30 percentages the of learners, the reading skill was dramatically under-standard, and about the 57 percentages not understand what they just read. On one hand, in the assessment reading skill in adults in six countries around the world, including Vietnam, Yunnan (China) and Laos PDR, the study indicated in Laos, has the lowest reading skills among adults tested. Particularly, the high school graduates' learners in Laos PDR had the skills almost equivalent to people who do not study at elementary level in Vietnam. Therefore, the low fundamental literacy skills have a serious impact on the Lao PDR development and prosperity, thus the government has reinforced development of education and sports as well as human resource development as the key to the country's economic and social development in order for the Lao PDR to be liberated from the least developed countries and turn into industrial countries and modernity according to the 8th National Economic-Social Development Plan (2016-2020) has pointed out that Laos PDR has a number of improvements and legal acts to guarantee education equity for all citizen thoroughly.

Therefore, the Laos National Library, as the main agency for reading promoting in Laos PDR has induced the policy and actively working with the Non-Government organizations

(NGO) and communities to promote reading habits and promote reading development including reading corners for children to create a learning environment and enjoyment in reading for helping the children as the learners realize the benefits of reading to stimulate reading preferences and values. The pre-elementary school reading is a vital activity for society in developing countries such as Laos PDR, if the population being with reading habits, the country would be able compete in the globalization era. To begin with smallest unit, the reading promotion should be initiated since in the young ages or pre-elementary learners because of it is an important foundation for creating a habit of reading to children, especially in the era of the Covid-19 pandemic at the nursery or kindergarten schools to stop teaching and learning, so the family is the main factor in encouraging children to have more reading habits. From these reasons, the researcher interested in investigating the reading promotion for the learner in the pre-elementary school and compare the characteristics of the patterns or patrons and teachers who affect their reading skill. This study was mainly emphasis the opinions of parents in Xaythany district, a large city in Vientiane capital city, with both the downtown and peripheral areas since it was enclosed a variety of economy, society, education differences therefore these might suitable to the study as the representative of the population to conduct the study, which include the pilot study area of reading services in the National Library Laos and the National University. The results from this study would be a fundamental information for creating family cooperation and the Lao National Library in providing reading services for all children to have reading habits and a guidance for the policy and plan to organize reading activities in the Laos National Library, including the educational system improvement as well as the service of the Lao National Library, community, and school.

2. Research objectives

The objective in this study were to:

- 1) To investigate the reading promotion from the parents and teachers towards children in the pre-elementary school,
- 2) To compare the characteristics of the family and teachers that affect the reading promotion the pre-elementary school learners, in Xaythany district, Vientiane capital, Laos PDR.

3. Methodology

This study was employed quantitative research to investigate the reading promotion of the pre-elementary school learners through the parents and teachers in Xaythany district, Vientiane Capital, Lao PDR. The research methodology was as follows.

3.1 The population and sampling, the population in this study were parents of children aged 3-5 years studying in public or private kindergartens schools and live in the city of Xaythany district, Vientiane Capital, Lao PDR and teachers in public and private kindergartens schools for the 2020-2021 academic year. The sampling has divided into 2 groups: 1) Parents of kindergarten learners aged 3-5 years studying in public and private schools in the of 2020-2021 under the Department of Education and Sports, Xaythany district, in total 240 persons, the return questionnaires were 233 persons at the end, calculated as 97.08 percentages, and 2) Teachers in public and private schools in the academic year of 2020-2021 under the Department of Education and Sports, Xaythany district, in total 144 persons, the return questionnaires were 142 persons at the end, calculated as 98.61 percentages, in total were 375 persons, calculated as 97.65 percentages.

3.2 The research tools were a questionnaire which develop according to concepts and theories related to the children's reading promotion and the role of parents and teachers in reading habits. The validity of the questionnaire was examined by 3 reading experts as well as the reliability of the questionnaire was determined through the population with characteristics similar to the sample, namely parents living in Vientiane capital. Then, the Cronbach's Alpha coefficient of the parent questionnaire was at 0.958 and the teacher questionnaire was at 0.942, indicating that it was a questionnaire obtained a validity and reliability for data collection.

3.3 For data collection in this study, the data were collected from the pre-elementary school learners in aspect of reading promotion through their parents and teachers in Xaythany district, Vientiane Capital, Lao PDR. For permission, the researcher has prepared documents to certify and ask for permission in collecting data from the National Library of Laos and cooperation in data collection. After that, the field data collect has conducted by distributing questionnaires in June 2021 and distributed the questionnaire to the school by postal mail to ask for cooperation in collecting data from school administrators.

For data analysis, before analysing the data with Percentage, Mean, Standard Deviation and comparing the mean condition of reading promotion through One-way ANOVA.

4. Study Result

4.1 The reading promotion in family contexts

4.1.1 The parent's personal data in the research questionnaires

The parents or patrons who responded to the questionnaire had a relationship with pre-elementary school learners as mothers 125 persons, calculated as 53.6 percentages, followed by fathers 100 persons, calculated as 43 percentages. The majority of the parent graduated at a lower diploma level of education 101 persons, calculated as 43.3 percentages, followed by a bachelor's degree 82 persons, calculated as 35.2 percentages, with more than half of the parents working in government jobs 131 persons, calculated as 56.2 percentages, followed by a trade career 37 persons, calculated as 15.9 percentages, Mercenary career 35 persons or 15 percentages when considering the income of the family found that 85 parents who responded to the questionnaire had an income of more than 1.500.000 kip/month, or 36.5 percentages, followed by whose income was 1.500.001 to 2.500.000. kip/month of 68 persons or 29.2 percentages and income of 2.500.001 to 3.500.000 kip/month of 34 persons or 14.5 percentages.

4.1.2 The reading promotion of the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR

The reading promotion of the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR, found that the parents had a moderate level of reading promotion ($\bar{x} = 3.32$, S.D. = .688). When considering each aspect, it was found that the condition of reading promotion on reinforcement was at a high level ($\bar{x} = 3.65$, S.D. = .722), while other aspects were at moderate level.

Table 1 The reading promotion of the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR

The Reading Promotion	N	\bar{x}	S.D.	Meaning
Reinforcement	233	3.65	.722	High
Environment	233	3.26	.883	Moderate
Education	233	3.23	.820	Moderate
Role-model	233	3.13	.802	Moderate
Total	233	3.32	.688	Moderate

When considering each aspect, the results were as follows;

1) In terms of being a role model, for parents in the city of Xaythany, Vientiane capital, Lao PDR, the overall was at a moderate level. When considering in subsections, it was found that maintaining the media and equipment that promotes reading was always the first priority, followed by persuading family members to read books regularly and at the free time

2) The aspect of parental knowledge education, it was at a moderate level. When considering the subsections, it was found that parents first focused on educating the benefits of reading, followed by talking and asking more about stories for children or linked in accordance with life and teaching children how to search for knowledge from the books they read.

3) The overall aspect of parental reinforcement was at a high level. When considering the subsections, it was found that if the parents saw the children reading the book, they would bring snacks, drinks or amenities, followed by showing interest when children read, giving things or books as prizes for children and speaking or expressing praise and compliment when saw children read books.

4) The overall aspect of parental environment management was at a moderate level. When considering in subsections, it was found that the arrangement of the reading area was at a good atmosphere, beautifully decorated, cool and comfortable with enough light, followed by the provision facilities for sitting and reading the books or listening to a story to motivate their children, setting up a reading corner in the house and provide a variety of interesting new books in the house, respectively.

4.1.3 The comparison of the pre-elementary school learners reading promotion in Xaythany district Vientiane capital, Lao PDR based on the parent's attributes: when comparing the different personal characteristics of parents whether it affects the reading promotion, the study found different levels of education, occupations, and family incomes result in different reading promotion aspects as were follows;

1) Educational level: it was found that different educational levels resulted in the different reading promotion in families, which was significantly different at the .05 level. Furthermore, the parents whose education level was lower than a diploma had lower support the reading promotion than parents with higher education levels such as whether bachelor or higher than bachelor's degree in 4 aspects including the role model, education, reinforcement and environment.

Table 2 The reading promotion of the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR based on the parent's educational level

The Reading Promotion based on parent's educational level	Variance	SS	df	MS	F	Sig
Role-model	Inter-group	14.128	3	4.709	7.994	.000
	Internal	134.911	229	.589		
	Total	149.040	232			
Education	Inter-group	13.308	3	4.436	7.126	.000
	Internal	142.552	229	.622		
	Total	155.860	232			
Reinforcement	Inter-group	7.412	3	2.471	4.983	.002
	Internal	113.554	229	.496		
	Total	120.966	232			
Environment	Inter-group	13.073	3	4.358	5.948	.001
	Internal	167.764	229	.733		
	Total	180.836	232			
Total	Inter-group	11.640	3	3.880	9.064	.000
	Internal	98.033	229	.428		
	Total	109.673	232			

2) Occupation: this revealed that the parents who have businesses or work for government as officials tend to promote reading for the learners more than parents

who are employed or a career in agriculture in aspect of role model, education, and the environment.

Table 3 The comparison of reading promotion for the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR based on the parent's educational level

The Reading Promotion based on parent's educational level	Variance	SS	df	MS	F	Sig
Role-model	Inter-group	12.200	4	3.050	5.082*	.001
	Internal	136.840	228	.600		
	Total	149.040	232			
Education	Inter-group	14.673	4	3.668	5.924*	.000
	Internal	141.187	228	.619		
	Total	155.860	232			
Reinforcement	Inter-group	1.078	4	.270	.513	.726
	Internal	119.888	228	.526		
	Total	120.966	232			
Environment	Inter-group	7.359	4	1.840	2.418*	.049
	Internal	173.477	228	.761		
	Total	180.836	232			
Total	Inter-group	7.100	4	1.775	3.946*	.004
	Internal	102.573	228	.450		
	Total	109.673	232			

3) The family incomes indicated that the parents who have low-income were less encouraged their children to read than higher-income parents. The parents whose monthly income is less than 1,500,000 kip per month have slight support for reading in various aspects.

Table 4 The comparison of reading promotion for the pre-elementary school learners from the parents in Xaythany district, Vientiane capital, Lao PDR based on the parent's incomes

The Reading Promotion based on parent's educational level	Variance	SS	df	MS	F	Sig
Role-model	Inter-group	16.046	5	3.209	5.478*	.000
	Internal	132.994	227	.586		
	Total	149.040	232			
Education	Inter-group	10.469	5	2.094	3.269*	.007
	Internal	145.391	227	.640		
	Total	155.860	232			
Reinforcement	Inter-group	11.840	5	2.368	4.926*	.000
	Internal	109.126	227	.481		
	Total	120.966	232			
Environment	Inter-group	23.692	5	4.738	6.845*	.000
	Internal	157.144	227	.692		
	Total	180.836	232			
Total	Inter-group	13.067	5	2.613	6.141*	.000
	Internal	96.606	227	.426		
	Total	109.673	232			

4. 2 The Reading Promotion from the teachers

4.2.1 Based on the personal characteristics teachers indicated that all 142 persons were female, calculated as 100 percentages, graduated with a diploma, the highest number of 74 persons, calculated as 52.1 percentages taught in kindergarten school grade 2 at 57 persons, calculated as 40.1 percentages, followed by teaching kindergarten school grade 3, 46 persons, calculated as 32.4 percentages taught kindergarten school grade 1, 39 persons, calculated as 27.5 percentages, with teaching experience between 6 years to 10 years, the most number 63 persons, calculated as 44.4 percentages.

4.2.2 The Reading Promotion of the pre-elementary school learners from the teachers in Xaythany district, Vientiane capital, Lao PDR: the reading promotion from the teachers towards the pre-elementary school learners in Xaythany district, Vientiane capital, Lao PDR, indicated that teachers had a moderate level of reading promotion for the

learners (\bar{x} = 3.34, S.D. = .636). When considering each aspect, it was found that reading was promoted in the learners at a high level, namely Teaching and Learning (\bar{x} = 3.78, S.D. = .604), Reading environment at school (\bar{x} = 3.46, S.D. = .728) and Teacher Reading Promotion (\bar{x} = 3.45, S.D. = .707) and School Libraries had a moderate level of reading promotion (\bar{x} = 2.66, S.D. = .883) as shown in Table 5.

Table 5 The reading promotion of the pre-elementary school learners from the teachers in Xaythany district, Vientiane capital, Lao PDR

The Reading Promotion	N	\bar{x}	S.D.	Meaning
Teaching and Learning	142	3.78	.604	High
Environment Management	142	3.46	.728	High
Teacher Reading Promotion	142	3.45	.707	High
School library	142	2.66	.883	Moderate
Total	142	3.34	.636	Moderate

When considering each aspect, the results were as follows;

1) The aspect reading environment at pre-elementary schools in Xaythany district, Vientiane Capital, Lao PDR, in general, was at a high level (\bar{x} = 3.46, S.D. = .728). The result revealed that the teachers promoted reading and practiced at a high level. As rank of average score as follows; the classrooms have enough light and well decorated to persuade the learners to read the books (\bar{x} = 4.12, S.D. = .748), followed by attaching slogans or poems about reading in various places in the school (\bar{x} = 3.58, S.D. = .948) and suggesting new books for children to recognize regularly (\bar{x} = 3.48, S.D. = 1.063), respectively.

2) For the school library, it was found that the overall level of practice was at a moderate level (\bar{x} = 2.66, S.D. = .883). When considering the subsections, it was found that teachers who promoted reading had a moderate level of practice, including areas of school library has a desk, chair, and read coloured leather can be easily stored under trees (\bar{x} = 3.05, S.D. = 1.113), followed by coloured leather organized in the library, easy to find (\bar{x} = 2.96, S.D. = 1.274). The least average is libraries have a clear policy to promote reading to learners (\bar{x} = 2.14, S.D. = 1.275). Teachers have promoted reading by providing school library services in moderate level but also found that the subsections had a high standard deviation

which indicated that the level of teachers' behaviour in school library service has a large distribution. In particular, the library has a clear policy to promote reading for the learners.

3) In teaching and learning management aspect, the overall was at a high level (\bar{x} = 3.78, S.D. = .604). When considering in subsections, it was found that teachers who promoted reading had the highest level of practice, namely textbooks, study materials, appropriate teaching aids (\bar{x} = 4.30, S.D. = .772), followed by teaching and learning activities that promote reading, such as telling stories from illustrated books (\bar{x} = 4.25, S.D. = .719). Meanwhile the other was a high level of practice, such as giving children the opportunity to tell impressive stories from reading books or regular listening (\bar{x} = 3.73, S.D. = .883), followed by recommending interesting story books for reading to read more (\bar{x} = 3.58, S.D. = .992) at the moderate level. The libraries were integrated with teaching and learning, such as teaching activities that encourage children to study more from the library (\bar{x} = 2.88, S.D. = 1.114).

4) The reading promotion from teachers towards for the elementary school learners, in general, it was at a high level (\bar{x} = 3.45, S.D. = .707). When considering the subsections, it was found that the reading promotion had teachers practice at a high level by average score as follows: Read the book for the children, Good storybook, Introduction for learners to read regularly (\bar{x} = 4.10, S.D. = .756), followed by talking about the benefits of literacy to learners regularly (\bar{x} = 3.69, S.D. = .829) and open opportunities for learners to choose to read independently (\bar{x} = 3.53, S.D. = 1.029), respectively. while taking learners on field trips or participating in reading promotion activities at the National Library of Laos or other learning resources (\bar{x} = 2.23, S.D. = 1.153) found that the practice was at the lowest level

4.2.3 The reading promotion of the pre-elementary school learners from the teachers in Xaythany district, Vientiane capital, Lao PDR: based on the teacher attributes from 2 aspects i.e. educational level and teaching experiences as were follows.

Education level, the results indicated that the difference in teachers' education level with reading promotion affecting the different level of the reading promotion. The teachers with bachelor's degree had more reading promotion than the teachers with diplomas degrees.

Table 6 The reading promotion of the pre-elementary school learners from the teachers in Xaythany district, Vientiane capital, Lao PDR based on the teacher's educational level

The Reading Promotion based on teacher's educational level	Variance	SS	df	MS	F	Sig
Environment Management	Inter-group	2.180	2	1.090	2.087	.128
	Internal	72.589	139	.522		
	Total	74.768	141			
Library	Inter-group	4.748	2	2.374	3.139*	.046
	Internal	105.132	139	.756		
	Total	109.879	141			
Teaching and Learning	Inter-group	1.299	2	.650	1.801	.169
	Internal	50.151	139	.361		
	Total	51.450	141			
Teacher Reading Promotion	Inter-group	1.229	2	.615	1.233	.295
	Internal	69.280	139	.498		
	Total	70.509	141			
Total	Inter-group	2.026	2	1.013	2.556	.081
	Internal	55.078	139	.396		
	Total	57.104	141			

Based on the teaching experience, the results indicated that different teaching experiences have significant meaning at the 0.05 level. The teachers with 1-5 years of teaching experience and teachers with teaching experience from 21 years and over tend to conduct the reading promotion towards the pre-elementary school learners in Xaythany district, Vientiane capital, Lao PDR, more than teachers with teaching experience between 6- 0 years, 11-15 years, and 16-20 years.

Table 7 The comparison of reading promotion for the pre-elementary school learners from the teachers in Xaythany district, Vientiane capital, Lao PDR based on the teacher's experiences

The Reading Promotion based on teacher's experiences	Variance	SS	df	MS	F	Sig
Environment Management	Inter-group	12.279	4	3.070	6.730*	.000
	Internal	62.489	137	.456		
	Total	74.768	141			
Library	Inter-group	16.841	4	4.210	6.200*	.000
	Internal	93.038	137	.679		
	Total	109.879	141			
Teaching and Learning	Inter-group	2.878	4	.719	2.029	.094
	Internal	48.572	137	.355		
	Total	51.450	141			
Teacher Reading Promotion	Inter-group	8.710	4	2.178	4.827*	.001
	Internal	61.799	137	.451		
	Total	70.509	141			
Total	Inter-group	8.647	4	2.162	6.112*	.000
	Internal	48.456	137	.354		
	Total	57.104	141			

5. Discussion

The reading promotion towards the pre-elementary school learners in Xaythany district, Vientiane capital, Lao PDR, the study results were as follows,

5.1 The reading promotion through parental reinforcement: from the study indicated that parent support was in a high level of practice in only one aspect, especially when the parent noticed a child reading a book, the snacks or drinks might serve latter or the various facilities to provide services, including showing interest when children read the books. Additionally, providing or buying books as rewards for children to encourage them would let them know that if they read the book, they will be rewarded, which is the one way to promote the reading by emphasizing reinforcement, especially positive reinforcement because it can be easily implemented and do not have to invest or spend money on finding snacks or drinks

due to the parent always do it as the routines. Thus this can be the activation the children interested in showing continuous reading behaviour which is consistent with the psychology reinforcement principles which would increase the frequency of the desired behaviour. Replicating the study of Siangyen (2021) that looked at positive reinforcement to promote reading habits of the Prathom Suksa 4 (Grade 10) students at Ban Don Udom School found that when organizing positive reinforcement activities, it was found that students who participated in the activity had higher reading habit scores. The correspond with the notions of Jarumethichon (2012) and Puangpetch (1998) who stated that parents can use it to develop reading habits in various ways, such as giving rewards, buying toy, give hugs, compliments, encouragement, take them to travel, allow to travel, allow to watch their favourite television programs, etc. However, parents must inform the child that only because the child has a habit of reading would be reinforced and should reinforce every time their child reads colour, especially when the child reads by himself without parental instructions, know how to choose to read only useful content, put the knowledge to good use, eager to read, know how to preserve the books, etc. Therefore, parents can apply reinforcement principles for promoting reading habits in their children.

Furthermore, being a role model in reading for parents even though the overall level was moderate level, but always being a model for parents to persuade family members to read in their spare time read books regularly from different sources. The parents are not only the role models in buying books or borrowing books from the library to read but also in maintaining the educational devices that help promote reading in a ready-to-use condition, such as picture books, different types of games, pencils, erasers, paints, paper, would help build reading habits in children. This is consistent with Wirancha (2019) and Laosombat and Butdisuwan (2014) studying the role of family in drilling reading habits in students at Wat Suttharam Secondary School, Klongsan district, Bangkok, found that the family had a role and influence on promoting reading among students. By starting to promote and provide different types of reading materials to the home and encourage students to read books. The parents play a role and influence in promoting reading because it would make children realize good role models and make them interested in reading. These consisted with the (Muangcharoen et al., 2011) examined the factors affecting the reading promotion of students at Bangkok Patana International School 1. The study indicated that the parents and all family members

play an important role in reading, supporting, and beginning to cultivate the reading habits in children, for example, parents arrange a book corner or home libraries to encourage reading, choose books that are appropriate for gender and age, find good quality books, support the purchase of books, take the child to the bookstore, or become a member of the school library. This also consistent with Duang (2002) who studied the role of parents in promoting reading, which revealed that parents must be a role model in buying books, book collection, acquiring knowledge from reading books, including finding time to read until the end of the book. If parents know the nature of their children, they would know that the children often like to imitate the behaviour of adults. Therefore, when children see adults behaving in relation to reading on a regular basis, they would imitate habit of reading like the parents.

5.2 The Reading Promotion from Teachers: especially, in teaching and reading promoting reading in the classroom for teachers. Generally, it was at a high level which might from teacher has the study materials and learning materials suitable for children's ages, including teaching and learning activities that promote reading, such as telling stories from illustrated textbook, the teacher reads the book to the children, good storybook recommendation for children to read on a regular basis, including talking about the benefits of literacy to children on a regular basis, allow the children for the opportunity to choose to read freely, encourage reading behaviour to the students. This consisted with the notion of Chaihat (2009) who stated that teacher support in reading is an expression of teachers, Librarian teacher conduct the various activities to promote reading for students, including being a good role model in reading, teaching reading, recommendation, reinforcement by giving rewards and compliments to encourage students to have reading habits. Similar to the notion of Gambrell (1996) noted that teachers should use different reading activities to guide students' reading and motivated their interest in reading, learning different reading skills must be guided, during the promotion of reading activities in the classroom. Therefore, the important role of the teacher in the reading promotion is to motivate and give advice to learners during reading promotion activities to encourage reading habits in learners in long-term.

6. Suggestion for further studies

6.1 Suggestion for the parents

The results from the study indicated that the parents are one of the important factors supporting the promotion of reading to preschool children. Therefore, parents should encourage family members to read regularly and always be a role model for reading in leisure time to read the books from various sources, including parents should buy the book or borrow books from the library to read to encourage the children imitation. In addition, parents could provide positive reinforcement to encourage children to develop reading habits whether expressing praise or compliment when seeing children read more books to make children confident in reading. In terms of setting up an environment, the parents should arrange a reading corner or a library in the house and should provide a variety of new and interesting books in the house regularly for children to read a variety of books.

6.2 Suggestion for the teachers

The results of this study revealed that teacher characteristics were one of the factors that would promote success in reading, especially have motivation in reading, devote to the children, being patient in teaching or promoting reading to children, providing a reading corner in the classroom to be the role model and be able to easily access books. Thus the teachers would play an important role in organizing reading promotion activities as well as school libraries must adjust activities to include more reading promotion activities to help support teachers to be able to continuously organize reading promotion activities and succeed in building reading behaviour for the pre-elementary school learners.

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