

## **Innovative Reading Promotion Activity Model in Library: Primary Educational Service Area Office 1-3 Songkhla Thailand**

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### **Abstract**

School libraries play a multifaceted role in supporting learning and fostering reading habits among students. This qualitative study aimed to: 1) explore the current state of reading promotion activities in school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand; and 2) develop innovations and reading promotion activities models within these school libraries. Informants were purposively selected from nine schools, including school principals, experienced teachers or administrators responsible for library operations. Data were collected through document reviews, semi-structured interviews, participatory observations, and field notes, and subsequently analyzed using inductive analysis and data triangulation. The findings revealed that these school libraries lacked clear reading promotion policies and faced significant challenges across four dimensions: 1) physical environment, characterized by chaotic spaces, unorganized materials, crowding, poor ventilation, and termite-damaged books; 2) library resources, which were scarce, outdated, and unsuited for early childhood development; 3) technology, involving defective and poorly maintained computer equipment; and 4) librarians, notably the complete absence of professional librarians to oversee development. To overcome these constraints, three innovations and models driven by the SPA MODEL were developed to cultivate a love of reading and literacy skills in early childhood: 1) a library space allocation model; 2) an educational board game, "Snakes and Ladders"; and 3) two digital books, "A Little Turtle Sweet Song" and "I will Tell You a Story" Evaluated by principals and teachers, these innovations effectively revitalized the library atmosphere and enhanced students' communicative interactions. However, active adult guidance during digital reading sessions is highly recommended due to young children's short attention spans.

**Keywords:** *Innovation Development, Primary Educational Service Area Office, Reading Promotion Activities Models, School Library, Songkhla*

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### **1. Introduction**

Reading is a lifelong process which never ends. People read various kinds of literature whether it is available in print or electronic format every day for the purpose of gaining information and knowledge to solve day to day problems and accomplish the tasks at hand, without reading it is much harder to seek out the needed possible to seek any information and knowledge. The best stage to start reading is early childhood and from home as well as school. All kinds of libraries, whether a school library, public library,

academic library or specialty library, all play a very important role towards reading in society by providing different unique reading environments with different kinds of literature having the ability to fulfill the information needs, attract the users, motivate the users to read and promote reading culture as well (Sethy, 2018). Reading is a bridge to success in learning because it helps organize the reader's thoughts, reinforce understanding, encourage curiosity and attempt to find out answers by ourselves. These skills, developed from reading habits, are life-long skill as the saying goes, "Reading is a foundation of life-long learning" (Suksangvoravong, 2022). Also, reading is a vital method of acquiring knowledge, dating back to when humans invented writing and began recording events and knowledge, eventually developing into collections of books. Books are a repository of information, knowledge, experiences, and ideas, containing both educational and entertaining content, recorded in various forms. Reading thus provides both knowledge and entertainment. Those who read extensively benefit greatly from books because they learn more from them than those who dislike reading. Therefore, readers are considered to be constantly developing themselves, energizing their lives, and becoming stronger mentally and intellectually, and thus becoming more complete individuals. Consistent reading is therefore crucial and should be instilled as a habit in learners from an early age (Bureau of Academic Affairs and Educational Standards, n.d.). If children are encouraged to engage with books and reading from an early age, they are more likely to achieve better development and readiness for faster learning. Reading sparks imagination and creativity in children. When exposed to interesting stories and content, it generates mental imagery that effectively enhances their narrative-building and responsive abilities. Additionally, the information children gain from reading helps develop analytical and synthetic thinking skills, enabling them to evaluate and apply insights from reading in daily life (UNICEF, n.d.).

Reading skills are essential tools for learning. Reading is a process of receiving information where the reader interprets the meaning of the medium during the reading process. Most people read for different reasons, such as gaining knowledge, ideas, entertainment, or fulfilling other needs (e.g., life security, problem-solving guidance, finding reasons to support ideas, creating desired emotional states, etc.). To cultivate a love of reading and writing in students, schools (and teachers) should establish concrete methods, such as setting reading times and the number of books/stories to read per day. Creating an atmosphere that stimulates reading and highlights the importance of reading is crucial. Diverse activities will help students enjoy reading and provide motivation for a happy reading experience (Bureau of Academic Affairs and Educational Standards, Office of the Basic Education Commission (OBEC), Ministry of Education, 2018).

Promoting a love of reading and developing a vibrant library environment, focusing on three key components: good books, a good atmosphere, and good librarians, aims to enable students to use their Thai language skills to cultivate a love of reading and learning appropriate to their age and in a quality manner, within the context of their local area. The objective is for administrators, teachers, and educational personnel to foster consistent reading habits among their students, for schools to develop libraries as learning resources

for cultivating reading and learning skills, and for teacher librarians and staff to possess the competence to drive activities promoting reading and learning to the highest standard. The ultimate goal is for all students to enjoy reading at least 12 books per year, or 60 minutes per day, while administrators, teachers, and educational personnel should enjoy reading at least 20 books per year, or 120 minutes per day, (Bureau of Academic Affairs and Educational Standards, n.d.). The school library is the child's first exposure to library use. The reason for establishing school libraries is for them to serve as a developmental space for reading and promoting reading habits among students in schools. The school library brings together books and other formats of literacy materials and the readers under the expert guidance of a certified or teacher librarian for the promotion of a sustainable reading culture (Tofi, Yankyar, & Jembe, 2022). American Association of School Librarian (2018) describes that effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all learners. Under the leadership of the school librarian, the school library provides access to resources and technology, connecting classroom learning to real-world events. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of the individual are met. In this way, effective school libraries prepare learners for college, careers, and life. Also, the school library standards and indicators for developing the quality of school libraries under the Office of the Basic Education Commission have been studied and used as guidelines for schools to evaluate the performance and develop their own libraries. Successful library development often requires the school library network to understand the importance and necessity of library development, possess extensive knowledge of library operations, have sufficient development factors such as capital, personnel, time, and consideration of the sustainable changes in library development or long-term impacts, etc. (National Library New Zealand, n.d.). Thabwchien (2018) conducted research to follow up on the problems of quality in primary school libraries and found that some school libraries resembled reading corners more than actual libraries, and some schools had old buildings. The environment is crowded, noisy, and had poor ventilation. The early childhood library, serving students from kindergarten to grade 6, should offers unlimited learning space and an adequate collection of books, electronic resources, and multimedia.

Therefore, a children's library is extremely important to the school, administrators, students, and the community, and will be very beneficial the library, the school, the students, and other early childhood school libraries. The promotion and development of living libraries, reading materials, activities, and reading innovations aims to ensure schools have standardized living libraries available to students of all levels. These libraries should provide enough high-quality reading materials and innovations, and consistently organize reading and learning promotional activities. This will enhance teaching and learning, improve students' learning skills, and promote reading activities appropriate to their developmental stages. Furthermore, it can serve as a guideline for improving school libraries in communities for early childhood education.

## 2. Objectives

Research objectives of this qualitative study are:

1.1 To explore the current state and problems of reading promotion activities in school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand.

1.2 To develop innovations and reading promotion activities models in school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand.

## 3. Research questions

1. What is the current state and what are the primary challenges of reading promotion activities in school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand?

2. How can innovations and reading promotion activities models be developed for school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand?

## 4. Literature review

### *School library*

The school library serves as a critical foundational cornerstone within the broader academic ecosystem, functioning as a dynamic, multi-dimensional learning landscape that is central to the process of transforming information into cognitive knowledge (Sethy, 2018). According to institutional benchmarks established by the International Federation of Library Associations and Institutions (IFLA, 2020), an effective school library does not operate merely as a passive repository for printed text; rather, it serves as a pedagogical bridge that mitigates educational disparities and optimizes opportunities for critical inquiry, imaginative thinking, independent research, and socio-cultural development across diverse learning platforms. Correspondingly, empirical insights from global library standards indicate that systematically curated library environments establish institutional equity, facilitate highly personalized learning pathways, and exert a statistically positive influence on overall student learning outcomes (IFLA, 2020; Sethy, 2018). The National Library of New Zealand (2018) addresses that a school library is a part of teaching and seeking self-knowledge, providing services and resources, supporting the potential of learners, staff, and families, and helping to bring higher achievements and educational equality to students which leads to better social and emotional lives. Furthermore, the American Association of School Librarians has formulated the standards for building efficient school libraries, asserting that a library should have certified librarians with clear positions and responsibilities, offering a self-study environment and equal access to resources so that learners have the opportunity to receive a comprehensive education (American Association of School Librarians, 2018). According to the foundational tenets delineated in the IFLA/UNESCO School Library Manifesto (1999), the core mission of the school library is systematically aligned with the holistic development of the student body and the academic

advancement of the institution. Rather than operating as isolated entities, modern school libraries are structurally engineered to fulfill several interconnected institutional goals.

In evaluating these interconnected goals, the contemporary school library functions primarily as a vital structural pivot engineered to systematically reinforce, scaffold, and advance the overarching educational objectives and pedagogical paradigms articulated within the institution's core mission and curriculum. In tandem with this primary mandate, the library is dedicated to proactively cultivating and sustainably nurturing intrinsic reading habits alongside a lifelong appreciation for learning, thereby establishing an enduring continuum of autonomous library engagement in developing minds (Sethy, 2018). Beyond its conventional role as a mere repository for physical media, the library actively orchestrates immersive environments wherein students can engage in the co-creation and strategic utilization of information which a dynamic process that critically fosters cognitive knowledge acquisition, deeper critical analysis, creative imagination, and aesthetic enrichment (Sanghaow et al., 2020).

In the sphere of media and information literacy, this manifesto underscores the library's role in empowering students to navigate an increasingly complex information landscape by cultivating advanced competencies in assessing and exploiting information, regardless of its medium, form, or format (The International Federation of Library Associations and Institutions [IFLA], n.d.). This intellectual development is coupled with a heightened sensitivity to the diverse modes of communication that shape the surrounding community. Concurrently, the school library serves as an expansive gateway providing equitable access to local, regional, national, and global information resources. This democratization of data deliberately exposes young learners to a richly diverse spectrum of ideas, cross-cultural experiences, and varying academic discourses, which subsequently informs the conceptualization of targeted programmatic activities that enhance cultural appreciation, social awareness, and civic sensitivity among the student body.

To successfully execute these sophisticated mandates, the library operates through a matrix of continuous, multi-stakeholder collaboration, actively synthesizing the efforts of students, instructional faculty, administrative leadership, and parents (Pheukfak, 2021). Furthermore, it stands as a staunch structural champion for the principles of intellectual freedom and unrestricted access to information, which are recognized as fundamental prerequisites for nurturing responsible, well-informed, and participatory citizens within a democratic society (IFLA, n.d.). Ultimately, the scope of the school library extends far beyond its physical walls; it is tasked with the systematic, outward-facing promotion of literacy, media resources, and specialized informational services, successfully transferring these enrichment initiatives from the immediate school community into the broader external environment.

In the context of Thailand's educational landscape, the Office of Academic Resources and Information Technology of Phetchaburi Rajabhat University defines the school library as an entity established within a school that collects books, periodicals, printed materials, audio-visual materials, and equipment to serve as a learning center, thereby effectively promoting teaching and learning while providing students, teachers, and instructional staff a dedicated space for academic study (The Office of Academic Resources and Information Technology of Phetchaburi Rajabhat, 2021). Additionally, Pheukfak (2021) conceptualizes the school library as a knowledge repository set up in schools where

spanning from kindergarten to middle school to gather information resources that meet core curriculum requirements and benefit the academic community. This institution functions to educate students, strengthen sustainable reading habits, and encourage productive time management. As a critical component of the broader information system, the school library directly stimulates the inherent need for learning and fosters a culture of literacy among children.

Consequently, the school library stands as the intellectual core of the academic institution, empowering learners to broaden their cognitive horizons and master diverse 21st-century competencies. To optimize these library operations, human resources specifically library personnel play a pivotal role in systematically curating knowledge resources and orchestrating developmental activities. Structurally, the resources provided within these spaces encompass three distinct categories: printed, audio-visual, and electronic media, all of which require sustainable budgetary allocation and institutional maintenance. When these core components are fully integrated, the school library establishes a robust operational framework that effectively anticipates and meets the future educational needs of the community, transforming traditional facilities into dynamic hubs for lifelong learning.

#### *Early Reading Cultivation*

Instilling a sustainable reading habit is a progressive developmental process that must be deliberately and systematically cultivated during early childhood and primary education. Extensive reading not only constructs a lifelong cognitive foundation for analytical, critical, and synthetic thinking but also serves as a primary vehicle for a child's psychological, emotional, and social development (Sethy, 2018). To transform literacy acquisition from a compulsory task into an autonomous, self-driven pursuit, educational institutions must deploy diverse reading promotion activities that transcend rigid, conventional textbook instruction (Suksangvoravong, 2022). The Bureau of Academic Affairs and Educational Standards (OBEC, 2020) delineates a multi-tiered approach to reading motivation, categorizing successful library interventions based on administrative preparation complexity and student immersion levels. Low-intensity activities, such as displaying newly acquired titles, crafting thematic bulletin board recommendations, and executing brief read-aloud sessions during school intervals, effectively capture immediate student attention with minimal operational expenditure. Medium-intensity initiatives, including structured silent reading competitions, interactive book riddles, and outstanding reader recognition programs, introduce controlled elements of gamification into library spaces. High-intensity, high-participation models maximize early literacy retention and engagement through dramatic storytelling, interactive role-playing, and student-led book exhibitions. Contemporary library research corroborates these assertions, noting that when storybooks and interactive reading hours are integrated directly into the core curriculum, pupils demonstrate rapid gains in reading interest, whereas a deficiency in qualified librarians and reading programs induces severe learning regression (Adejimoh et al., 2021; Onuorah, 2021; Pheukfak, 2021)

### *The concept of innovation development*

In contemporary academic discourse, "innovation" is conceptualized not merely as a novel idea, but as a deliberate and systematic process of introducing transformative concepts, methods, products, services, or solutions that yield substantial influence and positive institutional value. According to Jain (2023), effective innovation involves the strategic conversion of creative configurations into tangible, operational outcomes, thereby significantly optimizing organizational efficiency and pedagogical effectiveness. Within the educational landscape, the paradigm of innovation development is predominantly driven and shaped by three interconnected methodological frameworks: Research and Development (R&D), the ADDIE instructional design model, and Design Thinking.

The Research and Development (R&D) framework operates as a highly systematic, multi-tiered innovation process designed to bridge theory and practice. This methodology progresses through a cyclical four-stage continuum initiated by the analytical investigation of the innovation's background. During this preliminary phase, developers meticulously examine the status quo, underlying challenges, and localized needs by synthesizing innovation concepts, theoretical frameworks, existing literature, expert consensus, and stakeholder insights to establish well-defined, impactful development goals. This foundational data directly informs the subsequent prototype design stage, wherein information is prioritized by urgency to map out a strategic blueprint; this phase also entails rigorous quality verification to ensure internal consistency and expert validation before experimental deployment. Next, the innovation experiment stage transitions the verified prototype into authentic environments, engaging target demographics to empirically test whether the intervention effectively meets the established objectives. Finally, the evaluation and improvement stage assesses the broader impact and efficacy of the innovation against predefined benchmarks. If discrepancies arise, iterative refinement is conducted, after which the finalized innovation is scaled and systematically extended to analogous user groups to confirm its generalizability and developmental success.

Complementing the empirical rigor of R&D, the ADDIE model provides a structured, systematic framework for instructional design and innovation development, ensuring that user needs are met through an organized, five-phase trajectory. The process begins with the critical analysis phase, which diagnoses the target competencies, obstacles, and requirements of end-users to establish the foundational baseline of the innovation. This is followed by the design stage, which acts as a comprehensive blueprint detailing the critical content, evaluation matrices, and implementation diagrams necessary for execution. In the development stage, this conceptual blueprint is materialized into a functional prototype, which is subsequently executed within real-world educational spaces during the implementation stage. The process culminates in the evaluation stage. An ongoing assessment mechanism encompassing pre-, mid-, and post-implementation analyses to determine whether the innovation has successfully fulfilled its intended benchmarks and to guide further iterative revisions.

While R&D and ADDIE emphasize structured processes, Design Thinking introduces a human-centered, empathetic cognitive framework tailored for complex problem-solving. This approach is anchored upon three non-linear, foundational tenets: gaining a profound, bottom-up understanding of the problem through deep empathy with the target audience's lived experiences; cultivating independent, divergent thinking through

collaborative brainstorming to generate an expansive spectrum of creative ideas; and advancing knowledge through rapid experimentation. By transitioning accumulated conceptual thoughts into tangible, iterative prototypes, Design Thinking allows developers to fail forward and continuously refine solutions based on real-time feedback. Synthesizing these three overarching paradigms R&D, ADDIE, and Design Thinking provides educational innovators with a robust, balanced toolkit that harmonizes empirical validation, structural design, and empathetic creativity to foster sustainable educational transformation.

### *Reading Promotion Models*

A comparative analysis of contemporary literacy frameworks reveals that reading and writing fluency can be catalyzed through various structured models, each customized to specific pedagogical targets and developmental stages. Prominent models studied within the basic education landscape include the *PPS Model* (Praya Prasert Suntharasai Model), which leverages explicit, highly structured behavioral processes for elementary literacy skills; the *SMART Model*, which cultivates high-order analytical thinking through five integrated components (Skill, Method, Activity, Reasoning, Task & Test); and the *CARES U Model*, engineered specifically to remediate and assess academic text fluency in the Thai language (OBEC, 2020). For early childhood education, the *READ Model* (Reading Enhancement through Active Development) focuses directly on cognitive neurodevelopment and 21st-century skill orientation through tactile, age-specific activities.

Crucial to this empirical study is the application and integration of the *SPA Model* (School Project for the Love of Reading). The theoretical hallmark of the SPA Model lies in its strict adherence to autonomy in literacy specifically, granting children complete intellectual freedom of choice in selecting their reading materials. Rather than forcing compliance through rigid mandates, the SPA Model stimulates a positive, self-driven psychological attitude toward books by embedding reading within an active, non-threatening landscape of cooperative learning games, animated storytelling, and interactive peer competitions. Consequently, the SPA Model provides an excellent operational blueprint for designing modern, multi-sensory library innovations tailored specifically for early childhood and primary school learners.

### *Prior studies*

systematically contextualize the operational parameters of school libraries and their direct impact on literacy development, a comprehensive exploration of empirical research across diverse educational landscapes is essential. Globally, numerous studies have consistently demonstrated that while school libraries harbor immense potential to foster reading habits, their efficacy is significantly governed by structural, financial, and pedagogical constraints.

In the African educational context, Adejimoh, Ilo, and Audu (2021) investigated the role of school libraries in promoting a reading culture among secondary school students in Benue State, Nigeria. Their empirical findings revealed critical behavioral patterns and severe operational barriers; specifically, students primarily utilized library environments

for entertainment rather than rigorous academic inquiry, with a limited engagement frequency of only once a week for less than an hour. While these learners demonstrated distinct preferences for poetry, newspapers, magazines, novels, storybooks, and comics, their literacy progression was profoundly obstructed by systemic challenges. These included inconvenient library operating hours, outdated and irrelevant material repositories, frequent library closures, and a complete absence of structured library periods within the school curriculum. Furthermore, Adejimos et al. (2021) identified critical macro-level impediments hindering the cultivation of a sustainable reading culture, such as a severe shortage of qualified librarians, inadequate financial appropriation, a lack of readership orientation initiatives, low student intrinsic interest, insufficient physical space and seating infrastructure, the high cost of contemporary literature, and a lack of parental support.

Conversely, when school libraries are equipped with developmentally appropriate resources, they exert a transformative influence on early childhood literacy. Onuorah (2021) examined the influence of utilizing storybooks within children's libraries on the reading culture of pupils in public primary schools. The findings underscored that the deliberate integration of engaging storybooks significantly enhances and accelerates the reading culture among public school pupils, serving as a catalyst for cognitive and linguistic immersion. This critical role of specialized reading materials is further supported by Akarsu and Darbaz (2021), who emphasized that interactive and visually stimulating reading spaces within schools significantly mitigate learning regression and foster autonomous reading motivations among young children. They argued that the physical aesthetics of a library coupled with curated children's literature are foundational to sustaining long-term engagement.

Moreover, the sustainability of these literacy interventions heavily relies on institutional frameworks and multi-stakeholder involvement. Shrestha (2020) conducted a study on the correlation between library infrastructure and early grade reading achievements. The evidence indicated that schools with structured library hours and active teacher-librarian guidance achieved substantially higher literacy retention rates compared to resource-deficient institutions. Shrestha (2020) highlighted that independent reading must be structurally embedded within the daily educational ecosystem rather than treated as an optional extracurricular activity. In parallel, a study by Merga (2019) focused on the impact of professional library personnel in supporting struggling readers. Merga's findings reinforced the assertion that qualified librarians do not merely manage repositories but function as pedagogical literacy educators who scaffold student reading selection, design motivational reading programs, and actively engage parents to extend the literacy environment from the school into the home. Collectively, these empirical insights underscore that overcoming infrastructural deficiencies through targeted innovations and structured resource allocation is paramount to transforming school libraries into dynamic vectors for early childhood literacy cultivation.

## **5. Research Methodology**

To achieve the first objective of examining the current state and conditions of reading promotion activities, this qualitative study systematically executed a structured empirical process. The methodology was divided into carefully orchestrated phases encompassing key informant selection, multi-method data collection, qualitative instrument

design grounded in established theoretical frameworks, rigorous data analysis, and ethical consideration.

### *Informants*

The field research was anchored by a purposively selected group of key informants across nine primary schools in Songkhla Province, namely Wat Kaset Chonlathee School, Wat Pa Khad School, Banklonghoikong School, Wat Thanang Hom School, Wat Tha Kham School, Bankanpangphet School, Ban prapat School, Banpakbangnathap School, and Banrai School. The inclusion criteria required informants to be stationing educators or administrative personnel with a minimum of one to over seven years of professional experience, who possessed direct responsibilities for school library operations and volunteered to participate. This diverse cohort comprised school directors, school board members, experienced teachers, and relevant library administrative staff, ensuring a comprehensive, multi-perspective overview of the library environments.

### *Data collection*

Data collection was multi-faceted, utilizing a combination of secondary and primary qualitative sources to interpret the status of reading promotion for early childhood and primary school children within the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand. Initially, the researchers conducted an extensive document review, retrieving relevant research, media resources, information technology reports, and innovation project files. This included a retrospective analysis of library and information science projects spanning the past five consecutive years up to the current year. To capture the real-time phenomenon, on-site field research was conducted through a rigorous and systematic primary data collection protocol directly involving the school principals and teachers. Following the procurement of official administrative clearance, the research team established a formal data collection schedule with each of the nine schools. The field visits were structured systematically into distinct operational phases per school site.

First, formal, face-to-face, semi-structured interviews were conducted individually with the school principals and designated teachers. These interviews were executed in a controlled, quiet setting within the school administration or library offices to minimize external noise and ensure confidentiality. Each interview followed a strict, expert-validated interview protocol guide, lasting precisely between 35 to 60 minutes. To ensure structural rigor, the semi-structured interview form was systematically designed around a clear Theoretical Framework of School Library Functions and Operational Dimensions (adapted from international benchmarks such as the IFLA/UNESCO School Library Guidelines). This framework posits that a school library's capacity to cultivate literacy depends on the synergy between physical infrastructure, instructional resources, programmatic execution, technology, and specialized human capital. Consequently, the interview protocol was operationalized and divided into five distinct core thematic dimensions:

1. **Library Physical Environment:** Exploring architectural layouts, spatial safety, ventilation, lighting, and the overall suitability of the physical space for early childhood and primary school learners.
2. **Library Materials:** Assessing the collection's age-appropriateness, currency, diversity, condition of the books, and the scarcity of early literacy resources.
3. **Reading Activities:** Evaluating the design, historical continuity, engagement level, and systematic scheduling of reading promotion programs.
4. **Technology:** Investigating the availability, functionality, maintenance, and integration of digital or computerized learning aids.
5. **School Librarian:** Examining the presence of professional or designated library personnel, their administrative supervision, and their capability to align library services with the school curriculum.

The systematic nature of this theoretical, five-themed format allowed researchers to maintain absolute thematic consistency across all participants and school sites while simultaneously permitting spontaneous probing based on the unique operational narratives of each educator. Every session was audio-recorded with explicit, signed participant consent and supplemented by real-time field notes maintained by a designated research assistant to document immediate contextual nuances and non-verbal insights. Immediately following the individual interviews, a systematic on-site observation phase was executed in collaboration with the participating teachers and principals. The research team, accompanied by the library-responsible staff, conducted walk-through evaluations of the library facilities using standardized fieldwork recording forms that mirrored the five theoretical interview themes. During these sessions, researchers observed and logged the physical condition of the reading spaces, book organization systems, ventilation levels, and technology integration capabilities.

To ensure systematic data capturing, interactive dialogue was maintained during the walkthrough, allowing principals and teachers to contextualize specific operational challenges on-site, such as pointing out areas of termite damage or demonstrating defective computer equipment. This immediate juxtaposition of theoretically-driven verbal interviews and physical observations allowed for the real-time cross-examination of qualitative data. The qualitative data collection relied on these specifically developed instruments, primarily the standardized fieldwork recording forms and structured semi-structured interview forms. To strengthen the validity and quality of these instruments prior to actual deployment, the preliminary interview forms were submitted to a panel of experts for comprehensive peer review. Corrections and adjustments were meticulously implemented based on the experts' recommendations to guarantee contextual appropriateness and completeness. Following the data collection phase, data trustworthiness and validity were rigorously established through qualitative triangulation methods. In alignment with Patton (1999) and Carter (2014), triangulation was utilized as a core qualitative strategy to test validity through the convergence of information and to build a holistic understanding of the researched phenomena. The verification process was systematically executed across three distinct dimensions: data source, data collector, and analytical theory. Data source triangulation

focused on cross-checking the consistency of the findings obtained from various informants and methods. This involved comparing observation data with interview transcripts across the five themes, verifying the temporal consistency of statements made by the same individuals over different periods, and contrasting the perspectives of various stakeholders involved in school library management. Furthermore, data collector triangulation was carried out by having multiple researchers and research assistants independently analyze the field data. The convergence of identical findings among different data collectors ensured that the qualitative evidence was both accurate and highly trustworthy.

### *Data Analysis*

Ultimately, the verified qualitative data underwent inductive analysis, allowing codes and sub-themes regarding school library reading promotion activities to emerge naturally from the empirical text within the five-dimension theoretical framework. Throughout this entire academic inquiry, strict ethical considerations were maintained. The research team officially contacted each institution and obtained explicit administrative permission prior to initiating the fieldwork. All key informants were fully briefed on the research objectives, and the team guaranteed absolute confidentiality. Declarative information was disclosed only with the express permission of the interviewees, and any sensitive data requested to remain private was strictly protected and withheld from publication.

To accomplish the second research objective, which sought to develop innovations and reading promotion activities models within school libraries under the Primary Educational Service Area Office (PEASO) 1-3, Songkhla, Thailand, this study employed a rigorous qualitative Research and Development (R&D) methodology. Grounded in the design principles of educational engineering, the development process transitioned systematically through four progressive operational phases: diagnostic synthesis, prototype design and engineering, implementation, and multi-stakeholder qualitative evaluation. The initial phase commenced with a comprehensive diagnostic synthesis of the empirical findings obtained from the first objective. The identified structural challenges—specifically, spatial congestion, outdated media resources, deficient technological maintenance, and the absolute absence of professional librarians across the nine target schools—served as the baseline data.

Crucially, while the empirical diagnostic highlighted a critical deficiency in human resources, the research team strategically determined that the lack of professional librarians constitutes a macro-level institutional constraint governed by upper-level administrative and ministerial policies. Because structural staffing configurations remain beyond the operational scope of direct school-level interventions, this study intentionally focused its innovation development on tangible, actionable, and site-level dimensions that existing school personnel could immediately execute and manage.

To translate these manageable systemic deficiencies into actionable educational tools, the research team adopted the theoretical framework of the SPA MODEL (School

Project for the Love of Reading) as the pedagogical blueprint. The SPA MODEL's core emphasis on learner autonomy, intellectual freedom of choice in material selection, and non-threatening cooperative engagement guided the conceptualization of the proposed innovations, shifting the library paradigm from a passive depository into an active, early childhood-friendly literacy hub.

In the second phase, prototype design and engineering, the researchers systematically constructed three distinct, multi-sensory innovations designed to cultivate a love of reading and enhance literacy skills in early childhood:

1. A Library Space Allocation Model: This architectural and environmental model focused on optimizing library layouts, enhancing ventilation, maximizing natural illumination, and segregating crowded learning zones into visually stimulating, cozy reading niches tailored specifically for preschool and primary school pupils.



**Figure 1 :** Library Space Allocation Model

2. An Educational Board Game "*Snakes and Ladders*"

This tactile tool was explicitly designed to gamify literacy acquisition by integrating the preservation and learning of the Southern Thai dialect. Utilizing collaborative peer play, the game serves as an interactive pedagogical medium to reinforce local vocabulary, regional word recognition, and communicative interaction in a non-punitive manner, thereby strengthening young learners' cultural identity and linguistic foundations.



Figure 2 : An Educational Board Game: “Snakes and Ladders”

3. Two Digital Multi-Modal Books: Specifically, a bilingual (English-Thai) reading practice book entitled "A Little Turtle Sweet Song" and a visually driven picture book titled "I will Tell You a Story." These hypermedia artifacts integrated colorful illustrations and digital narration interfaces to captivate short early-childhood attention spans.



Figure 3 : Digital children book: *A Little Turtle Sweet Song*



**Figure 4** : Digital children book: *I will Tell You a Story*

Prior to field deployment, these three prototypes were submitted to a panel of external educational experts to verify content validity, developmental appropriateness, and structural alignment with the basic education curriculum. Meticulous adjustments were executed based on the experts' feedback to ensure operational safety and aesthetic quality.

The third phase involved the systematic field implementation of the verified innovations within the target school libraries. Guided by the research team and the assigned administrative staff, the prototypes were integrated into the schools' weekly activity schedules. The implementation protocol explicitly operationalized the SPA MODEL by granting young learners complete freedom to explore the newly allocated spaces, engage with the board game through collaborative peer networks, and interact with the digital books.

The final phase was executed as a systematic qualitative evaluation to assess the efficacy, feasibility, and immediate impacts of the developed models. The data were systematically gathered from the school principals and experienced teachers across the participating institutions who actively observed and facilitated the implementation sessions. Semi-structured evaluation interviews and qualitative open-ended evaluation forms were administered to capture their professional assessments.

The evaluative findings were analyzed using inductive analysis and method triangulation—cross-examining verbal feedback with real-time field observation logs. The thematic synthesis revealed that the innovations successfully revitalized the library environments, transformed the operational atmosphere into a vibrant learning space, and significantly catalyzed students' communicative interactions, including speaking, reading, writing, and symbolic expression. Concurrently, the evaluation captured critical operational nuances, such as the necessity for adult or parental guidance during digital reading sessions to accommodate the brief attention spans inherent to early childhood.

Absolute ethical protocols and data trustworthiness measures were maintained throughout this development and evaluation cycle, ensuring that all professional feedback from the educators was treated with strict confidentiality and utilized exclusively for academic optimization.

## 6. Results

To answer study's objectives, the qualitative findings are structured into two interconnected phases: 1) the empirical challenges obstructing library reading promotion (Objective 1), and 2) the multi-stakeholder evaluation of the developed SPA MODEL innovations designed to address those manageable constraints (Objective 2). Table 1 comprehensively synthesizes the thematic codes, sub-themes, and evaluative feedback from school principals and teachers across all nine target schools.

**Table 1:** Integrated thematic matrix of school library challenges and innovation evaluations

Core dimensions	Baseline operational challenges (Objective 1)	Developed SPA innovations & evaluative feedback (Objective 2)
1. Physical environment	<ul style="list-style-type: none"> <li>• Spatial congestion, poor ventilation, Disorganized bookshelf, and Poorly arranged books</li> <li>• Structural deterioration ( e. g. , termite infestation).</li> </ul>	Library space allocation model  <i>• Feedback:</i> Successfully transformed dull spaces into vibrant, organized, and early-childhood-friendly reading niches.
2. Library materials	<ul style="list-style-type: none"> <li>• Severe scarcity of age-appropriate early childhood resources.</li> <li>• Dominated by outdated, wordy, or donated text.</li> </ul>	Two digital bilingual children books (Thai-English)  <ul style="list-style-type: none"> <li>• <i>Feedback:</i> High pedagogical efficacy via bilingual narration;</li> <li>• <i>Limitation:</i> Requires adult guidance due to brief attention spans.</li> </ul>
3. Technology & Activities	<ul style="list-style-type: none"> <li>• Defective, unmaintained computer hardware.</li> <li>• Irregular, ad-hoc scheduling of reading activities.</li> </ul>	Educational board game ("Snakes and Ladders")  <ul style="list-style-type: none"> <li>• <i>Feedback:</i> High feasibility; gamified peer play significantly catalyzed speaking, reading, and storytelling.</li> </ul>

4. School Librarian	<ul style="list-style-type: none"> <li>• Complete absence of professional teacher-librarians.</li> <li>• Staff overloaded ; lack of continuous management.</li> </ul>	Excluded from Innovation Phase: Determined as a macro-level institutional constraint governed by ministerial policies.
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The qualitative evidence proved that school libraries suffered from severe environmental and resource degradation, heavily exacerbated by the structural absence of dedicated personnel. A School Director and an experienced teacher detailed these compounding limitations:

*"Our library is constantly chaotic and books are completely unorganized due to severe space limitations and a major termite infestation that destroyed our collection. Most shelves contain donated materials irrelevant to young learners."*  
 (School director )

*"Preschoolers need vibrant picture books, but they are left with heavy, wordy, and outdated text. Furthermore, our computers are defective and sit on shelves collecting dust because there is no budget or certified librarian stationed here to supervise library development or manage reading activities."* (Classroom teacher )

#### **Evaluation impact of the SPA model innovations (Objective 2 findings)**

By intentionally bypassing the librarian deficit (policy constraint) and focusing on actionable site-level dimensions, the implementation of the three SPA MODEL innovations which granted children complete autonomy in selecting materials yielded significant positive outcomes, while also revealing pedagogical boundary conditions.

*"The space allocation model turned our library into a vibrant room for literacy. When we implemented the board game and digital books, allowing students complete freedom of choice under the SPA MODEL, we observed a massive spike in communicative interaction. Students who rarely spoke were suddenly conversing and telling stories."* (School director)

*"The digital books, 'A Little Turtle Sweet Song' and 'I will Tell You a Story,' outstandingly captured their imagination. However, teachers or parents must stay actively engaged to pace the hypermedia in short intervals because early childhood attention spans are naturally brief."* (Teacher assigned to library duty)

### **7. Discussion**

The empirical findings of this study provide a critical, multi-dimensional expansion of how primary school libraries in resource constrained areas can transition from passive document repositories into active literacy incubators.

### *Library Space Allocation and the Spatial Psychology of Early Literacy*

The post-implementation evaluation of the Library Space Allocation Model strongly demonstrates that physical environment operates not merely as a passive background, but as an active pedagogical tool that dictates learner behavior. Findings deeply support the *IFLA/UNESCO School Library Guidelines* (IFLA, 2020), which argue that dynamic spatial design reduces cognitive barriers and enhances equity. In this study, the systematic zoning and segregation of chaotic spaces into comfortable reading niches addressed the severe baseline structural crises (such as congestion and unorganized layouts noted in Section 1).

By altering the library's physical parameters, the model established what spatial psychology terms a "low-affective filter space." Consequently, this architectural transition directly unlocked young learners' intrinsic motivation to enter the library, verifying that environmental adaptation is a prerequisite for any sustainable reading promotion activity in basic education, as previously implied by Sanghaow et al. (2020)

### *Educational board game*

A profound insight from the evaluation reveals that the "Snakes and Ladders" educational board game succeeded because it operationalized the core psychological engine of the SPA MODEL—namely, absolute *learner autonomy* and *intellectual freedom of choice* within a non-threatening environment. Unlike traditional classroom reading instruction, which frequently enforces strict literacy compliance, the gamified intervention created a peer-led, cooperative ecosystem. From an academic standpoint, this tool shifted language acquisition from individual rote memorization to active social construction. By playing without the fear of negative evaluation, early childhood learners naturally catalyzed their communicative interactions (speaking, storytelling, and symbolic usage). This outcome provides strong empirical backing to the theoretical frameworks of literacy promotion by proving that controlled gamification acts as an optimal bridge to overcome vocabulary and communication deficiencies in resource-depleted primary schools.

### *Digital multi-modal books*

The high pedagogical efficacy of the developed digital multi-modal books ("*A Little Turtle Sweet Song*" and "*I will Tell You a Story*") underscores the necessity of integrating multi-sensory interfaces into modern literacy curation. The bilingual narration and dynamic visual stimuli successfully expanded the traditional definitions of literacy, allowing young children to decode meanings through hypermedia interfaces rather than relying solely on advanced text-decoding skills.

However, the critical limitation identified during the evaluation—that these digital tools demand continuous teacher or adult guidance due to brief early childhood attention spans—reveals an important academic boundary condition. This finding expands current instructional design models (such as the *ADDIE* and *READ* models) by demonstrating that technology in early literacy cannot function as an isolated self-study mechanism. Instead,

digital multi-modal books must be deployed as "co-reading instruments." The hypermedia triggers the child's initial aesthetic imagination, but the live interaction with an educator stabilizes their focus and converts short attention spans into long-term cognitive retention. This nuance bridges the gap between digital innovation and actual implementation constraints in basic education libraries.

## 8. Conclusion

This study systematically investigated the operational realities of reading promotion within primary school libraries under PEASO 1-3, Songkhla, Thailand, and engineered targeted educational innovations to mitigate identified constraints. The baseline diagnostic phase (Objective 1) revealed that school libraries suffer from severe structural and environmental degradation, characterized by spatial congestion, outdated and non-developmentally aligned materials, neglected technological hardware, and a critical absence of professional teacher-librarians.

To resolve the addressable site-level constraints, three interconnected innovations driven by the SPA MODEL—a Library Space Allocation Model, the "Snakes and Ladders" educational board game, and two digital multi-modal books—were systematically developed and evaluated (Objective 2). The qualitative evaluation by school principals and teachers proved that these innovations successfully transformed the library environment into a vibrant literacy hub. By operationalizing learner autonomy, the interventions significantly catalyzed students' communicative interactions, speaking fluency, and storytelling capabilities, while identifying that hypermedia tools require structured adult guidance to maximize cognitive retention in early childhood.

## 9. Implications

The empirical outcomes of this research yield vital, actionable insights for diverse educational stakeholders tasked with reforming early childhood literacy environments.

### *For schools*

The school director must recognize that the physical library space operates as an active pedagogical tool. Directors should immediately utilize the *Library Space Allocation Model* to deconstruct chaotic, traditional layouts and establish low-stress, zoned reading niches that naturally invite student engagement.

### *For classroom and early childhood teachers*

Instructional faculty should move away from rigid, compulsory reading enforcement and adopt gamified and multi-modal media. The success of the board game and digital books demonstrates that integrating controlled play and bilingual hypermedia into the weekly curriculum stimulates autonomous literacy acquisition. However, teachers

must position themselves as active "co-readers" to facilitate digital media utilization, pacing the interactive content to accommodate brief early childhood attention spans.

*For Macro-Level Policy Makers and Educational Service Areas (PEASO)*

While this study generated effective site-level innovations, the critical defecating human capital—specifically the absence of professional librarians—remains an institutional barrier. Policy makers must leverage these findings to advocate for structural reforms, such as allocating dedicated budgets for library personnel or providing systematic library science training for existing school staff to ensure the sustainability of reading promotion networks.

## **10. Limitations and Future Research**

While this research offers a robust operational framework for library innovation, certain boundary conditions must be acknowledged to guide future scholarly inquiry.

*Sample size and contextual generalizability*

This study was qualitatively bounded within nine primary schools under PEASO 1-3 in Songkhla Province. While the deep, context-specific insights are highly valuable, the findings cannot be statistically generalized to all primary schools nationwide. Future research should expand the empirical scope by implementing these SPA MODEL innovations across a larger, more diverse quantitative sample, encompassing various educational service areas to test cross-regional scalability.

*Longitudinal Impact Assessment*

The evaluation phase captured immediate behavioral transformations and spikes in communicative interaction among young learners. However, the long-term cognitive retention and sustainability of these reading habits remain unmeasured. Future longitudinal studies are required to track students over multiple academic cycles, evaluating whether early exposure to these gamified and spatial innovations translates into permanent academic fluency and permanent literacy habits throughout their basic education.

*Personnel-Focused Interventions*

Given that structural staffing constraints were excluded from the innovation phase due to upper-level policy limitations, future outlooks should focus on developing "Teacher-as-Librarian" professional training toolkits. Researching a hybrid pedagogical-administrative model for existing teachers could bridge the human capital gap in small, resource-constrained schools until macro-level policy changes are fully realized.

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