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# Strategy to Promote Student's Reading and Writing Skills in Small Schools under Bangkok Metropolitan Administration

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## Abstract

The objectives of this research were to achieve three main goals: 1) to investigate the reading and writing conditions of students in small schools under the Bangkok Metropolitan Administration, 2) to analyze factors influencing these conditions and develop strategies to promote reading and writing skills, and 3) to evaluate the suitability and feasibility of these strategies in small schools under the Bangkok Metropolitan Administration. The research employed reading and writing evaluations, interviews, and questionnaires as instruments. The findings revealed that 1) result of the literacy and writing skills of most students were at a fair level, with more than 50 percent showing improvement. 2) the factors affecting students' literacy in the Thai language were generally at a high level. When considering each factor individually, it was found that the school factors and environmental factors had the highest average impact, followed by the influence of teachers. Strategies to promote student's reading and writing skills in small schools under Bangkok Metropolitan Administration consist of four main strategies as follows: 1) management that facilitates the development of reading and writing, 2) enhancement of learning management to improve reading and writing, 3) development of technology and learning resources to support literacy, and 4) collaboration in developing reading and writing skills. The first strategy includes 7 strategies and 8 goals, the second strategy includes 5 strategies and 5 goals, the third strategy includes 3 strategies and 3 goals, and the fourth strategy includes 3 strategies and 3 goals. The overall appropriateness of the strategies to promote literacy skills in students was rated at the highest level.

## Introduction

Thai language is a national identity and a cultural treasure. It fosters unity and strengthens the national character, shaping the personality of the Thai people. It serves as a communication tool that facilitates understanding and fosters positive relationships among

individuals (Department of Education, 2023). Learning the Thai language is a skill that must be practiced until proficiency is achieved. It involves using the language for communication and understanding information and news. Knowledge and ideas must be applied to correctly compose words according to the principles of language,

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context, and efficiency (Sunthornroj, 2006). The Ministry of Education recognizes the importance of reading and writing, emphasizing the ability to read, write and communicate fluently (Ministry of Education, 2008). This is considered a fundamental basis for student development, leading to an important policy announced in 2015 to ensure that students can read and write proficiently (Office of the Basic Education Commission, 2014).

According to the report of national test results (O-Net) in grade 6 and the results of the National Test of Basic Abilities of Learners (National Test: NT) in grade 3, both under the Bangkok Metropolitan Administration, there has been a retroactive effect for the past three years, particularly in language abilities (academic years 2020-2022). It was found that the majority of students scored less than 50 percent on average. This poor performance is likely due to an inability to read and write fluently, making it difficult for them to interpret the questions.

Aligned with Ratanaphinyowanit (2023) study on the development of teacher competencies in small-scale educational institutions, the goal is to enhance students' reading and writing skills. Initial observations reveal the following challenges:

1. Students who struggle with reading face difficulties in comprehending various subjects, leading to broader learning challenges.

2. Students from migrant families, whose parents work as laborers in Bangkok, often have limited proficiency in the Thai language. This lack of proficiency hinders their ability to read and write in Thai and undermines the importance of education.

The Bangkok Metropolitan Administration has announced the policy "Year 2017: A Year for Students to be Free from Reading and Writing" as a crucial agenda, especially in addressing the issue of small-sized schools lacking sufficient Thai language teachers. This situation leads to long-term reading difficulties for students, resulting in boredom, reluctance to attend school, negative attitudes towards learning, and low academic performance in all subjects.

Therefore, the educational office, in its capacity as a supervisory unit overseeing educational institutions, must conduct a study on the reading and writing proficiency of students in small-scale schools. Additionally, it should analyze the factors influencing this proficiency and promote reading and writing skills among these students to address these challenges.

In alignment with Strategy 1: Elevating the Quality of Education to Excellence, Objectives 1 and 2 aim to increase the percentage of students achieving "good" scores in educational assessments (O-NET, NT) (Department of Education, 2022). Educational supervisors responsible for overseeing schools are tasked with guiding, inspecting, evaluating, and implementing follow-up actions on policies and reports at all stages. As educational supervisors, researchers are interested in developing the reading and writing skills of students in small-scale schools. Hence, a strategy to promote reading and writing skills is being developed for students with low performance in the Thai language subject in small-scale schools under the Bangkok Metropolitan Administration.

### Objectives

1. To investigate the reading and writing conditions of students in small schools within the Bangkok Metropolitan Administration.

2. To analyze factors affecting reading and writing conditions and to create strategies to promote reading and writing skills.

3. To evaluate the suitability and feasibility to promote strategies for reading and writing skills in small schools within the Bangkok Metropolitan Administration.

### Literature review

Strategy planning requires consideration and analysis of the environment. All involved personnel involved must have knowledge and understand the strengths, weaknesses, opportunities and threats. (Department of General Education, 2001; Maneelek, 2002). There are 5 strategies of the planning processes. The steps are 1) Analyzing the environment 2) Setting the direction of the organization 3) Setting operational strategies 4) Following the strategy and 5) Control, monitoring, and following up on strategy implementation and evaluation, along with bringing evaluation results to review in order to offer the information for continuous development (Certo & Peter, 1991; Chaimusik, 2002).

In order to achieve the standards of learning in Thai language education at the primary level, educators must study and analyze the content and learning standards, develop learning content, devise methods for organizing learning activities, devise formats for learning activities, employ techniques for organizing learning activities, as well as assess and evaluate outcomes (Office

of the Basic Education Commission, 2005; Office of Academic Affairs and Educational Standards, 2003).

Reading is an important tool in acquiring knowledge, which includes self-development, development for further education and careers as well as quality of life. Reading strengthens one's intelligence and offers the ability to use the knowledge gained from reading to live a happy life. (Mansethawit, 2004; Lektrakul, 2010)

Writing is important for developing intelligence, thinking skills, presentation, and good organization because it is necessary for learning and it is a tool for human communication (Somprayoon, 2001; Sukying et al., 2012).

The problem of reading and writing skills among students in small schools under the Bangkok Metropolitan Administration is significant. There are a total of 224 schools, accounting for 51.26 percent of all affiliated schools. According to the report of national test results (O-Net) in Grade 6 for the Thai language department and the results of the National Test of Basic Abilities of Learners (National Test: NT) in Grade 3, retroactive over the past 3 years, especially in language skills (academic years 2020-2022), it was found that the majority of students scored below 50 percent on average. This is due to their inability to read, write, and understand the meaning of the questions, resulting in unsatisfactory performance (Department of Education, 2023).

Thongwiset (2018) studied the factors influencing reading and writing proficiency, identifying four main factors:

1. Student-related factors
2. Factors related to individuals involved
3. Environmental factors
4. Curriculum and teaching factors

The learning process to address reading and writing issues consists of five steps:

1. Correctly identifying consonants
2. Distributing syllables
3. Spelling words
4. Practicing reading and writing words
5. Handwriting practice

### Conceptual framework

To investigate the strategies to promote students' reading and writing skills in small schools under Bangkok Metropolitan Administration. The goal is to develop the quality of students' reading and writing. The conceptual framework for the study is shown in Figure 1.

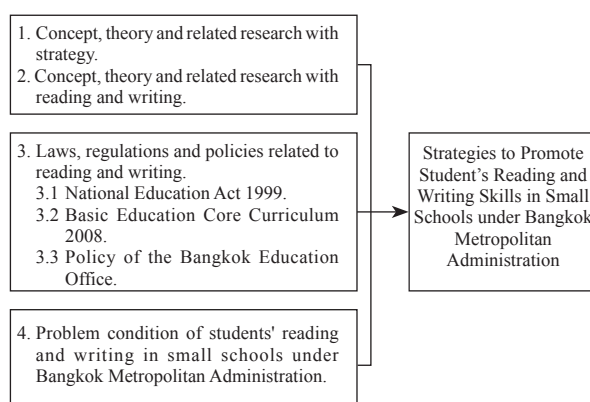


Figure 1 Conceptual framework

### Research methodology

To investigate the strategy to promote students' reading and writing skills in small schools within the Bangkok Metropolitan Administration the following 3 steps were implemented.

Step 1: To investigate the reading and writing conditions of students in small schools under Bangkok Metropolitan Administration by evaluating reading, writing, words, sentences, stories in Thai language subject.

Population included:

Grade 2 students in Academic year 2022 at 224 small schools, a total of 4,480 students.

Sampling includes:

Grade 2 students, academic year 2022, in small schools. The results were obtained through multi-stage random sampling, resulting in 140 schools, divided into 6 students per school, for a total of 840 students.

Reading results were divided into 4 levels: Very good level means a reading and writing score of 75 percent or higher. Good level means reading and writing score level ranges from 50-74 percent. Fair level means reading and writing score level ranges from 25-49 percent and improved level means that the reading and writing score level was lower than 49 percent.

Step 2 To analyze the factors affecting reading and writing in the Thai language subject in small schools under the Bangkok Metropolitan Administration, a document analysis and interviews were conducted. Opinions were gathered about the factors influencing reading and writing in Thai language subjects in these schools. Thai language teachers from schools that demonstrated exceptional reading and writing outcomes (Best Practices), specifically those with outstanding

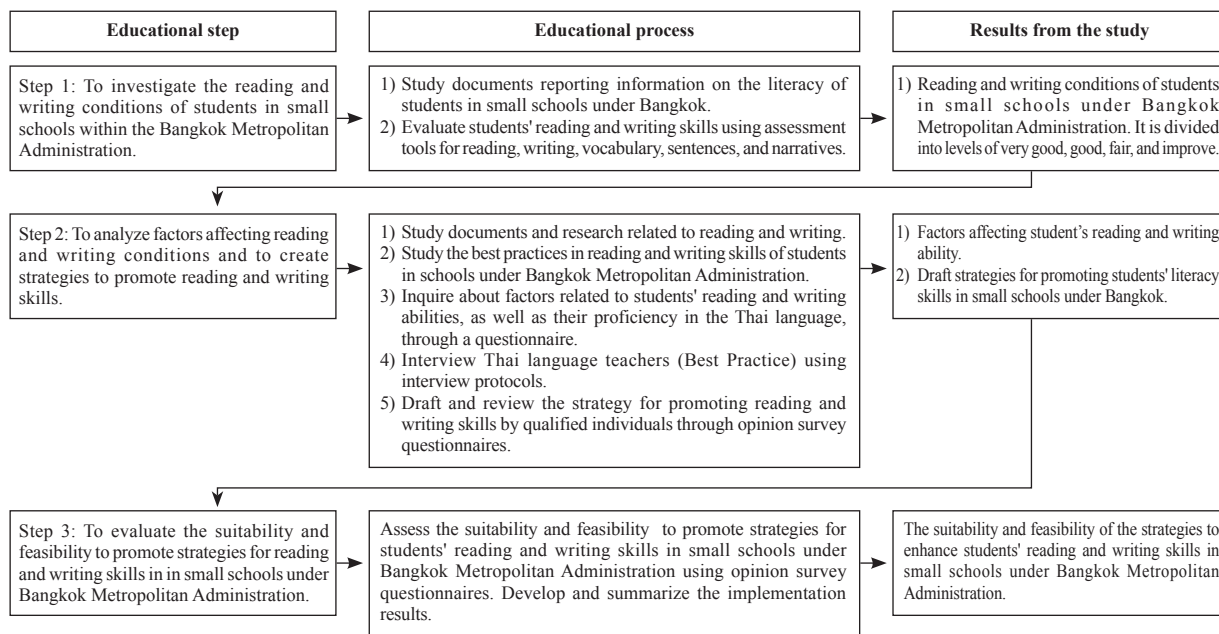


Figure 2 Flowchart for implementation

reading performance based on the NT test scores for the academic year 2021, were interviewed. A total of 5 teachers and 5 educational supervisors, who oversee the schools, participated in the study, making a total of 10 participants.

Draft strategies to promote skills for students' reading and writing ability in small schools under Bangkok Metropolitan Administration and nine experts examined the draft strategy focused on raising the level of literacy achievement in Thai language subjects.

Step 3: Evaluating the suitability and feasibility of the strategy to promote skills of students' reading and writing ability the opinions of educational supervisors and Thai language teachers in schools under Bangkok Metropolitan Administration were gathered as follows:

Population includes:

(1) In small-sized schools, there are 224 schools. Thai language teachers, totaling 530 people.

(2) Educational supervisors responsible for overseeing schools. 35 people.

Sample groups include:

(1) There is one Thai language teacher in each small-sized school, with a total of 140 students.

(2) Education supervisors responsible for overseeing schools: 30 people.

Research instrument:

(1) Assessment of reading, writing, words, sentences, stories in the Thai language subject.

(2) Interview form for Thai language teachers in schools with very good reading and writing results. (Best Practice) in schools under Bangkok Metropolitan Administration about factors of reading and writing in Thai language.

(3) Questionnaire on factors of reading and writing in Thai language in small schools under Bangkok Metropolitan Administration.

(4) Draft comments form for strategies to promote students' reading and writing ability in small schools under Bangkok Metropolitan Administration.

(5) Questionnaire for opinions regarding the appropriateness and feasibility of the draft strategies for promoting students' reading and writing ability in small schools under Bangkok Metropolitan Administration.

Creation and Assessment of Tool Quality

The researchers developed items for each variable, which were then reviewed by experts for content validity to find the Index of Congruence (IOC). Following this, a try-out test was conducted to determine the reliability of the entire questionnaire before using it for data collection.

## Data Collection and Data Analysis

The researchers gathered data from school supervisors and analyzed reading data by percentage. Additionally, they utilized questionnaires, calculating the mean ( $\bar{x}$ ) and standard deviation (S.D.). Interview results were analyzed by seeking common conclusions.

## Results

The research results are divided into 3 parts as follows.

Part 1 Results of the study of the reading and writing conditions of students in small schools under Bangkok.

**Table 1** The reading results level of students in small schools under Bangkok Metropolitan Administration.

School size	Number of schools		Student reading results			
	quantity	percentage	Very good level	Good level	fair level	Improved level
small size	224	51.26	11.64	30.40	37.65	20.31

Table 1 shows the findings that the number of small schools under Bangkok Metropolitan Administration. There was a total of 224 schools, accounting for 51.26 percent. The reading results of students were at a very good level. at 11.64 percent, good level at 30.40 percent, fair level at 37.65 percent and improvement level at 20.31 percent.

**Table 2** The writing performance level of students in small schools under Bangkok Metropolitan Administration.

School size	Number of schools		Student reading results			
	quantity	percentage	Very good level	Good level	fair level	Improved level
small size	224	51.26	8.21	25.20	40.34	26.25

Table 2 shows the findings that the number of small schools under Bangkok Metropolitan Administration. There was a total of 224 schools, accounting for 51.26 percent. The student's writing results was at a very good level at 8.21 percent, good level at 25.20 percent, fair level at 40.34 percent. and improvement level at 26.25 percent.

Part 2: Results of factor analysis and create strategies to promote skills reading and writing of students in small schools under Bangkok Metropolitan Administration.

2.1 Factors affecting literacy in Thai language subjects

**Table 3** The opinions about factors affecting reading and writing in Thai language subjects in small schools under Bangkok Metropolitan Administration

Factors affecting reading and writing in Thai language subject	Opinion level		Interpret results
	$\bar{x}$	SD	
1. Student factors			
1.1 Physical health of students	4.00	0.79	a lot
1.2 Students' intellectual abilities	4.60	0.95	the most
1.3 Student attendance and absence from class	4.65	0.35	the most
1.4 Relationships with classmates	3.69	0.48	a lot
Average	4.24	0.64	a lot
2. Teacher factors			
2.1 Using Active Learning teaching methods	4.68	0.44	the most
2.2 Using ICT to support reading and writing	4.86	0.65	the most
2.3 Personnel knowledge exchange using the PLC process	4.65	0.98	the most
2.4 Measuring and evaluating literacy according to the Office of Education policy	4.53	0.98	the most
Average	4.68	0.76	the most
3. School factors			
3.1 Setting the vision and academic policy	4.65	0.65	the most
3.2 Setting educational standards for educational institutions	4.35	0.52	a lot
3.3 Development of Thai language subject school curriculum	4.88	0.88	the most
3.4 Supervision, monitoring, and literacy development	4.95	0.68	the most
Average	4.71	0.68	the most
4. Family factors			
4.1 Family economic status	3.60	0.63	a lot
4.2 Family problems and relationships within the family	4.68	0.65	the most
4.3 Parents' attention	4.95	0.34	the most
Average	4.41	0.54	a lot
5. Environmental factors			
5.1 Organizing learning resources inside and outside the classroom	4.55	0.65	the most
5.2 Arrangement of learning facilities	4.32	0.58	a lot
5.3 Adjusting the school landscape to be conducive to learning	4.00	0.54	a lot
Average	4.29	0.59	a lot
Total average	4.46	0.64	a lot

## Analysis of Factors Affecting Reading and Writing

According to Table 3, the opinions of supervisors and Thai language teachers about the factors affecting reading and writing in Thai language in small schools under the Bangkok Metropolitan Administration were at a high level ( $\bar{x} = 4.46$ ,  $SD = 0.64$ ). When considering each factor individually, the factor with the highest mean value was the school factor ( $\bar{x} = 4.71$ ,  $SD = 0.68$ ). The item with the highest mean value within this factor was the development of the school curriculum in the Thai language subject group ( $\bar{x} = 4.88$ ,  $SD = 0.88$ ).



The next highest mean was for teacher factors, with the highest mean level ( $\bar{x}$  = 4.68, SD = 0.76). Within this factor, the use of ICT to support reading and writing had the highest mean ( $\bar{x}$  = 4.86, SD = 0.65). The factor with the lowest mean was student factors, which still had a high mean level ( $\bar{x}$  = 4.24, SD = 0.64), with the lowest mean item being relationships with classmates ( $\bar{x}$  = 3.69, SD = 0.48).

Results of Interviews with Thai Language Teachers and Educational Supervisors (Best Practice)

The results of interviews with Thai language teachers and educational supervisors who oversee schools with very good literacy results (Best Practice), arranged in order of importance, are as follows:

- 1. Analyze the Problem Situation: Identify causes and provide individualized data for students facing reading and writing difficulties at all grade levels. Establish clear responsibilities for developing strategies, methodologies, and projects to address these issues effectively.
- 2. Manage Thai Language Instruction: Enable students to practice listening, speaking, reading, writing, and critical thinking skills aligned with the development goals of each target student group, incorporating best

- practices to address reading and writing challenges.
  - 3. Coordinate with Parents and the Community: Collaborate sincerely to address students' reading and writing issues.
  - 4. Review Successes and Challenges: Continuously evaluate and develop reading and writing skills based on past experiences.
  - 5. Transmit Student Reading and Writing Data: Share data across all grade levels to ensure consistent monitoring and support.
- 2.2 Results of drafting strategies to promote students' skills in reading and writing ability in small schools under Bangkok Metropolitan Administration.
- Drafting the strategy was based on the results of interviews with Thai language teachers and educational supervisors who take care of the school which has a very good level of reading and writing results (Best Practice). The draft strategy consisted of the following:
- (1) Strategy to promote students' reading and writing ability in small schools under Bangkok Metropolitan Administration
  - (2) Strategies
  - (3) Goals

Table 4 The strategies and goals to promote reading and writing skills of students

Strategy	Strategies	Goals
1. Management that facilitates the development of reading and writing.	1.1 Educational institutions announce clear policies for reading and writing development.	1.1 There is a policy to develop reading and clear writing.
	1.2 Set the vision, mission aimed at developing reading and writing skills.	1.2 Have a vision and mission to develop reading and writing skills where possible.
	1.3 Develop school curriculums in the Thai language group regularly.	1.3 Thai language group curriculum. It is developed every academic year.
	1.4 Screen students for reading. Everyone's writing and improve the information system to be current and up to date with use.	1.4 There is regular screening of students.
	1.5 Exchange knowledge of teachers and personnel using the PLC process.	1.5 There is modern information. Can separate reading levels Individual student writing. PLC process is used to develop students' reading and writing skills.
	1.6 Supervise, monitor and monitor the development of reading and writing.	1.7 There is an internal supervision project that focuses on promoting reading and writing.
	1.7 There is a project and people responsible for directly solving students' reading and writing problems.	1.8 Have projects/activities that solves reading problems.
2. Development of learning management to develop reading and writing.	2.1 Teachers take information from assessments of students' reading and writing to create development and remediation plans that are appropriate to each student's problem situation.	2.1 Educational development plan emphasizes the promotion of reading development as well as writing having individual student remediation plans
	2.2 Teachers organize learning for development. Reading and writing according to actual conditions	2.2 There are activities to develop reading.
	2.3 Teachers use active learning teaching methods.	2.3 Teaching is done in an active learning style.
	2.4 Teachers organize teaching and learning for students to practice listening, speaking, reading, writing and thinking skills with teaching techniques that are consistent with the development of each target group of students.	2.4 Activities are organized to focus on listening, speaking, reading, writing and thinking skills for all students.
	2.5 Use measurement and evaluation according to actual conditions and determine There will be a written-answers in each test.	2.5 There are various evaluation measures. And there is a subjective test included in every exam.

**Table 4** (continued)

Strategy	Strategies	Goals
3. Development of technology using learning resources to promote reading and writing.	3.1 Use innovative media and local wisdom to develop reading and writing . 3.2 Have best practices (Best Practice) Solve the problem of not being able to read or write. 3.3 Create learning resources to promote reading and writing.	3.1 There is media, innovation and local wisdom. To promote reading and writing 3.2 There are good practices that serve as examples in solving reading and writing problems. 3.3 There are learning resources both inside and outside the classroom to promote reading and writing.
4. Cooperation in developing reading and writing skills.	4.1 Coordinate with parents to develop reading and writing. 4.2 Meeting to understand how to promote reading and writing skills at home 4.3 Coordinate agencies with external organization to screen individual students for reading and writing problems	4.1 Parents cooperate in developing reading and writing. 4.2 Parents help take care of homework and practice reading and writing. 4.3 External agencies and organizations take part in promoting the development of reading and writing of students.

Table 4 presents strategies to promote students' reading and writing ability in small schools under Bangkok Metropolitan Administration. It consists of 4 strategy, 18 strategies and 19 goals. Strategy 1 consists of 7 strategies and 8 goals. Strategy 2 consists of 5 strategies and 5 goals. Strategy 3 consists of 3 strategies and 3 goals. Strategy 4 consists of 3 strategies and 3 goals.

Part 3: Section 3: Assessment of the Suitability and Feasibility of the Strategy.

According to Table 4, the opinions of supervisors and Thai language teachers on the appropriateness of strategies to promote students' reading and writing skills in small schools under the Bangkok Metropolitan Administration were at a high level ( $\bar{x} = 4.77$ ,  $SD = 0.65$ ). When considering each strategy, the development of learning management to enhance reading and writing had the highest mean level of suitability ( $\bar{x} = 4.88$ ,  $SD = 0.86$ ). The second-highest was management that facilitates the development of reading and writing ( $\bar{x} = 4.76$ ,  $SD = 0.35$ ).

Regarding the feasibility of strategies to promote students' reading and writing skills in small schools under the Bangkok Metropolitan Administration, the overall level was high ( $\bar{x} = 4.81$ ,  $SD = 0.54$ ). When considering each strategy, management that facilitates

the development of reading and writing had the highest mean for feasibility ( $\bar{x} = 4.88$ ,  $SD = 0.44$ ), followed by the strategy of cooperation in developing reading and writing skills ( $\bar{x} = 4.85$ ,  $SD = 0.45$ ).

## Conclusion

### 1. Results of Reading and Writing Skills of Students in Small Schools under the Bangkok Metropolitan Administration

#### Reading Skills:

- Very good level: 11.64%
- Good level: 30.40%
- Fair level: 37.65%
- Needs improvement: 20.31%

#### Writing Skills:

- Very good level: 8.21%
- Good level: 25.20%
- Fair level: 40.34%
- Needs improvement: 26.25%

### 2. Factors Affecting Reading and Writing in Thai Language in Small Schools under the Bangkok Metropolitan Administration.

Factors affecting reading and writing were at a high level overall. The highest mean value was attributed to school factors, particularly the development of school curriculums in the Thai language group.

**Table 5** The level of opinion regarding the suitability and feasibility of the strategy

The strategy to promote students' reading and writing skills.	Suitability level		Interpret results	level of feasibility		Interpret results
	$\bar{x}$	SD		$\bar{x}$	SD	
1. Management that facilitates the development of reading and writing	4.76	0.35	Most	4.88	0.44	Most
2. Development of learning management to develop reading and writing	4.88	0.86	Most	4.76	0.65	Most
3. Development of technology use Learning resources to promote reading and writing.	4.69	0.94	Most	4.75	0.60	Most
4. Cooperation in developing reading and writing skills.	4.75	0.45	Most	4.85	0.45	Most
<b>Average</b>	<b>4.77</b>	<b>0.65</b>	<b>Most</b>	<b>4.81</b>	<b>0.54</b>	<b>Most</b>

Teacher factors had the second-highest mean, with the use of ICT to support reading and writing being the highest item within this factor. The lowest mean value was associated with student factors, specifically relationships with classmates.

### 3. Strategies to Promote Students' Reading and Writing Skills in Small Schools under the Bangkok Metropolitan Administration.

The strategy consists of four main components:

#### 1. Management that Facilitates the Development of Reading and Writing:

- Consists of 7 strategies and 8 goals.

#### 2. Development of Learning Management to Enhance Reading and Writing:

- Consists of 5 strategies and 5 goals.

#### 3. Development of Technology and Learning Resources to Promote Reading and Writing:

- Consists of 3 strategies and 3 goals.

#### 4. Cooperation in Developing Reading and Writing Skills:

- Consists of 3 strategies and 3 goals.

#### 4. Level of Suitability of the Strategies to Promote Students' Reading and Writing Skills

The strategies were rated at the highest level of suitability. The strategy for developing learning management to enhance reading and writing had the highest average level of suitability, followed by management strategies that facilitate the development of reading and writing.

Regarding the feasibility of these strategies, the highest level of feasibility was also noted. The management strategies conducive to the development of reading and writing had the highest average feasibility, followed by strategies for cooperation in developing reading and writing skills.

## Discussion

### 1. Status of students' reading and writing in small schools under Bangkok Metropolitan Administration.

Based on the study, it is revealed that the reading and writing proficiency levels of students in small schools under the jurisdiction of Bangkok Metropolitan Administration are predominantly at the functional and developmental levels, with over 50% falling into the categories of "adequate" and "needs improvement." This finding aligns with the national assessment report from the past three years (academic years 2020-2022), indicating that a majority of students scored below 50% on average (Department of Education, 2023). Urgent

interventions are necessary as this issue impacts personal development in both short and long terms, including quality of life, educational opportunities, social issue prevention, and psychological resilience (Sunthornroj, 2006). According to Carrell, Davine, and Eskey (1989); Anderson (1999) and Kamhi-Stein (2003), reading skills are essential and should be honed as reading plays a crucial role in education, work and even personal life.

2. The factors influencing reading and writing proficiency are highly significant. Upon considering individual factors, it is found that the factors with the highest average values, in descending order, are school factors, teacher factors, and student factors. Collaborative efforts between schools and teachers are pivotal in creating conducive learning environments and promoting the effective and sustainable development of students' reading and writing skills. This includes fostering environments that promote learning and literacy, understanding and support from teachers, providing feedback and follow-up from parents, as well as utilizing technology as a tool for literacy development. Additionally, Ratanaphinyowanit (2023) has developed teacher competencies in small-sized educational institutions to enhance students' reading and writing abilities. The initial problem identified is that students who struggle with reading proficiency often face challenges comprehending various subjects, leading to difficulties in understanding the material. consistent with Chobsri (2018). Study of factors affecting reading and writing skills of the third-grade students was conducted under the jurisdiction of the Ratchaburi Primary Educational Service Area Office 1 and found that factors affecting the ability to read and write overall was at the highest level. When considering each aspect by arranging the average values from highest to lowest, found that the teachers' factors, administrative factors and student factors were at the highest level.

As for family factors, the average level was at a high level. Additionally, Kheawtuein and Watcharasin (2021) studied factors affecting the assessment of reading, analytical thinking, and writing in basic education schools in Bangkok. Their analysis revealed that the factor with the greatest impact was understanding the principles and guidelines for measuring and evaluating reading, analytical thinking and writing.

Strategy for promoting students' literacy skills in small schools in Bangkok consisting of 4 strategies: 1) Management that facilitates the development of reading and writing. 2) Development of learning management to



develop reading and writing. 3) Development of technology use Learning resources to promote reading and writing. 4) Cooperation in developing reading and writing skills. The first strategy consists of 7 strategies and 8 goals. Strategy 2 consists of 5 strategies and 5 goals. Strategy 3 consists of 3 strategies and 3 goals. Strategy 4 consists of 3 strategies and 3 goals which has strategic planning by analyzing the environment and setting the direction of the organization Setting operational strategies, implementing strategies. It follows the concept of Certo and Peter (1991) and Chaimusik (2002). Moreover, Yokhai (2018) study of strategies for raising the level of literacy among students in small schools under the Phichit Primary Educational Service Area Office, Area 2, found that there were 6 strategies for improving students' reading and writing levels, 23 strategies, and 23 operational indicators that are consistent with this study.

The suitability of strategies to promote students' reading and writing skills in small schools under the Bangkok Metropolitan Administration was rated at the highest level. The strategy focusing on developing learning management for reading and writing achieved the highest mean level of suitability, followed by strategies facilitating the development of these skills.

The feasibility of these strategies was also assessed at the highest level, with management strategies conducive to reading and writing development scoring the highest, followed by strategies for cooperation in skill development.

These strategies were formulated with considerations based on Department of General Education (2001) and Maneelek (2002) concepts of strategic planning, emphasizing environmental analysis, stakeholder knowledge and continuous improvement guidelines. This approach aligns with Yokhai (2018) findings on effective literacy improvement strategies in small school settings. In conclusion, the formulation of strategies for reading and writing skills is crucial as it significantly impacts language development and effective learning across educational levels and in daily life.

## Suggestions

### 1. For Using Research Results

1.1 Schools should align their strategies and goals with policies guided by a clear vision and mission to promote the development of reading and writing skills. It is crucial to specify clear objectives and conduct continuous monitoring of developmental outcomes.

1.2 Studying factors that positively and negatively impact the development of reading and writing skills among students, teachers, schools, families, and environments is essential. Objectives should aim to promote these skills in alignment with identified contextual factors. Projects should designate responsible individuals to directly address students' reading and writing challenges, ensuring follow-up on the implementation of various activities aimed at actively promoting student development toward their goals.

1.3 Teachers should manage teaching and organize diverse activities to enhance students' reading and writing abilities. This includes facilitating knowledge exchange among teachers and staff, monitoring individual student progress, and collaborating closely with parents or communities to foster continuous student development.

### 2. Suggestions for Next Research

2.1 Consider developing a model based on lessons learned about methods for organizing teaching and learning to address literacy issues, drawing from experiences in organizing teaching and learning activities at model schools studied.

2.2 Study the relationship between learning styles and the resolution of individual students' literacy problems.

2.3 Investigate forms of cooperation with parents or communities in developing reading and writing skills.

2.4 Study the development of reading and writing skills through the use of various types of technological media or innovations.

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