

Research Title: Model of Reading behavior Promotion and Youth Readers  
Networking in Loei

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### **Abstract**

The objectives of this research were 1) to study the reading behaviors of the youth in Loei 2) to study the factors resulting in the reading behaviors of the youth at Loei 3) to study the model of support for reading behaviors in Loei 4) to evaluate the form of support for reading behaviors in Loei and 5) to create the network for the youth readers in Loei. The target groups are the youths from primary school, secondary school and University. The research instruments consisted of instruments for collecting qualitative data such as structured interview schedule, in-depth interview schedule, focus group interview guide and observation form. There are 3 levels of activities supporting for reading behaviors that are the activity of the primary school named "Handmade storytelling for reading communication", the activity of the secondary school named "The cheerful spies attending for reading" and the activity of the higher education named "One book one facebook". The instruments for collecting quantitative data are questionnaire, typological analysis, comparison, interpretation and inductive analysis. Quantitative data were analyzed by percentage, mean and standard deviation.

The research results found that :

1. The results of studying the reading behaviors of the youths including 3 levels in Loei were as follows:

1.1 The youths at primary schools mostly read the class books for examination. The reasons that they did not read were illiteracy and influent read. They rather took time for computer games. Their reading inspiration was their parents as the prototype of reading and providing books for them. The result recognition for reading stated that reading made smart learning, pass the exams and be useful while not reading made poor learning, illiteracy and easily be fooled.

1.2 The youths at secondary schools mostly read novels, cartoons and class books. The reasons for reading were for examination preparation and leisure. The reasons that did not read were not interesting books compared with

the moving, colorful and interesting internet. Their reading inspiration was friends and reading experience from schools. The result recognition for reading stated that reading provided knowledge, leisure and gaining living ideas while not reading made illiteracy, unable to think, low brain skills and lack of communication and living skills.

1.3 The youths at higher education level mostly read according to subjects books. The reasons for reading were for making more understanding and for examination. The reasons that they did not read were the expensive books and unqualified books, technology and online media influences, lack of childhood reading support and lack continuous promotion. Their reading inspiration was gaining higher level of learning results and life success. The result recognition for reading stated that reading provided self-improvement, cautious ideas, updating events, gaining experiences, language learning, future career channel, confidence and graceful personality. However, not reading made poor learning, illiteracy, unsociable, hard to understand, unable to think, lack of communication skills, unable to update events, narrow concepts and lack of living skills. This could affect the nation due to unqualified population.

2. The result of studying factors that caused the youth's reading behaviors in Loei found that the factors from their families, teachers, friends, sources for studying, sources of information technology, good reading multi-medias and kinds of books.

3. The model of supporting for reading behaviors in Loei stated that the significant points for providing ideas for its model development of all 3 levels while each level was different from each other due to their interests. This could make different supporting activities as follows.

3.1 At primary school level, the activity of "Handmade storytelling for reading communication" focused on creating reading communication that started with storytelling, painting, and exchanging learning among friends.

3.2 At secondary school level, the activity of "The cheerful spies attending for reading" focused on modern and interesting contents and quizzing activities.

3.3 At higher education level, the activity of "One book one Facebook" focused on reading for criticizing and giving opinions on loved books using Facebook that the youths were interested in and already used.

4. The evaluation results for the youths' reading behavior promotion in Loei were as follows:

4.1 The evaluation result for the primary school youths' reading behavior promotions found that the primary school youths were generally interested in reading with much level.

4.2 The evaluation result for the secondary school youths' reading behavior promotions found that the secondary school youths were generally interested in reading with much level.

4.3 The evaluation result for the university youths' reading behavior promotions found that their opinions and behaviors for reading had changed as following: 1. Increase reading experience 2. Get reading motivation 3. Learn the form of exchange through online society 4. Learn techniques and form for presenting interesting books as well as increase their ideas for designing at presenting interesting books 5. Possess the habit of reading.

5. The result of Youth Readers Networking in Loei was used in the form of camping based on learning for promoting several reading activities that encouraged all 3 level youths such as the primary school youths, secondary school youth and the university youths to take part in the activities. The seniors were the models and gave juniors advices so the juniors got the models and knowledge exchange throughout the camp from the seniors. This idea was brainstorming from researchers who were representatives from the 3 level youths and participating in planning for activities. Their project was named "New generation youths camp caring for reading" in order to comply with the contemporary events because a lot of state agencies campaigned for the youth reading and prepared the youths for ASEAN community.

5.1 Evaluation rating of the primary school project participants found that the primary school youths were satisfied with joining the project and applying the knowledge to use with much level in general.

5.2 Evaluation rating of the secondary school project participants found that the secondary school youths were satisfied with joining the project and applying the knowledge to use with much level in general.

5.3 Evaluation rating of the university project participants found that the higher education youths were satisfied with joining the project and applying the knowledge to use with much level in general.