

An Analysis of Stakeholders' Perspectives on Experiential Learning-Based Curriculum Design to Enhance Reading and Writing Competencies in Early Primary School Students

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Abstract. This study analyzes and explores stakeholder perspectives on designing an experiential learning-based curriculum to enhance reading and writing competencies among early primary students in a private school in Kalasin, Thailand. The researchers employed a phenomenological approach, collecting data through content analysis and focus group interviews with 75 participants from six stakeholder groups. They organized the findings into three dimensions. First, they identified problems such as students' difficulties with reading fluency and spelling, as well as low writing accuracy and confidence. Second, they observed contextual disparities in family support, teacher expertise, and access to learning resources. Third, they noted stakeholder needs, including more targeted literacy activities, regular progress tracking, and better school-home collaboration. The findings emphasize the importance of integrating experiential learning, modern educational tools, and community engagement to improve literacy outcomes.

Keywords: Experiential Learning; Literacy Development; Stakeholder Perspectives

1. INTRODUCTION

Providing education for early primary school students is a crucial foundation for developing reading and writing skills, which are essential cognitive competencies necessary for children's future growth. Education at this stage extends beyond language acquisition; it also nurtures communication, creativity, and practical problem-solving abilities—key competencies for success in today's society (Le & Tran, 2023; Nation et al., 2010). As a result, contemporary instructional approaches emphasize learner-centered pedagogy, particularly experiential learning, which has proven effective in fostering analytical thinking and writing skills among young learners (Dorland, 2024; Zhang & Quinn, 2020). Experiential learning enables students to connect theoretical knowledge with real-life contexts (Kartal et al., 2016) and promotes critical thinking—an essential competency in an era of rapid social and technological change (Roberts, 2018). Thus, early primary education is considered a "golden period" of learning that demands support through well-designed curricula and engaging learning strategies. Designing curricula that emphasize learner-centered instruction and integrate experiential learning can promote holistic skill development, leading to sustainable learning outcomes and strong literacy foundations (Connor et al., 2016; Marriott et al., 2015; Piasta, 2014). Although Thailand's national education policy promotes literacy development nationwide, significant disparities in educational achievement persist, particularly at the primary school level. Thai students' average literacy performance remains below both national and international benchmarks (Poulton & Mockler, 2023). The most recent PISA assessment reflects this gap, revealing that reading scores among Thai students continue to fall short of the OECD average—highlighting deficiencies in current instructional approaches that fail to meet learners' actual needs (Bigozzi et al., 2014; Lipponen et al., 2018). This situation points to the urgent need to improve curriculum design and

teaching practices to ensure greater contextual relevance and effectiveness (Reckermann & Ritter, 2022). A key limitation is the lack of meaningful involvement from stakeholders such as teachers, parents, and school administrators—despite their vital roles in supporting literacy development (Carter et al., 2014; Li & Siriphan, 2023). Research has shown that stakeholder engagement in curriculum design enhances the relevance and applicability of content in students' everyday lives (Zhang, 2021). Nonetheless, many challenges remain, especially in basic education settings. A persistent disconnect exists between top-down policy frameworks and the local needs of communities and schools (Hedges et al., 2011). Therefore, research that combines experiential learning with stakeholder participation in curriculum development is essential. This integrated approach has the potential to improve literacy outcomes and provide high-quality learning experiences that are responsive to students' real-world contexts (Li & Siriphan, 2023).

Previous research on experiential learning has demonstrated its effectiveness in enhancing students' reading and writing competencies, especially at the secondary and post-secondary levels (Morris, 2019; Waddell, 2021). However, there remains a significant research gap regarding the application of this approach in early primary education—particularly within Thailand's educational context (Le & Tran, 2023; Reckermann & Ritter, 2022). The importance of early literacy development is well-documented, as it lays the foundation for lifelong learning and social communication (Cizmeci & Ciprut, 2019; Geers & Sedey, 2011). Despite national efforts to improve literacy instruction, the integration of experiential learning principles in Thai primary education remains limited. Many studies that address literacy development in young learners still lack the depth of experiential approaches or fail to adapt such methods effectively (Baker et al., 2012; Syam et al., 2024). Moreover, research conducted at the higher education level does not sufficiently reflect the realities of teaching and learning in early primary settings (Canbulat, 2020; Roberts, 2018). Hence, there is a clear need for research that focuses on designing and implementing experiential learning-based curricula in primary schools. Doing so can bridge the gap between theory and practice, addressing the specific developmental needs of early learners in Thailand.

RESEARCH OBJECTIVE: To analyze and explore stakeholder perspectives on designing an experiential learning-based curriculum to enhance reading and writing competencies among early primary students in a private school in Kalasin, Thailand

RESEARCH QUESTIONS 1. What are the current challenges in developing reading and writing skills among Thai primary school students? 2. How do stakeholders (teachers, parents, and school administrators) perceive the integration of experiential learning into literacy instruction?

2. LITERATURE REVIEW

2.1 Experiential Learning and Early Literacy Development

Experiential learning has gained increasing recognition as a practical pedagogical approach for fostering core academic competencies, particularly in literacy. According to Kolb's Experiential Learning Theory, learning occurs through a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation (Baker et al., 2012; Morris, 2019). When applied to early primary education, experiential learning enables young learners to connect classroom content with real-world contexts, thereby deepening understanding and motivation (Dorland, 2024; Marriott et al., 2015). In language instruction, this approach promotes not only foundational reading and writing skills but also creativity, communication, and critical thinking (Zhang & Quinn, 2020; Le & Tran, 2023). Several studies underscore the importance of experiential learning in improving literacy outcomes. Kartal et al. (2016) emphasized that early exposure to hands-on and context-rich learning environments significantly enhances the development of reading and writing in young learners. Similarly, Piasta (2014) suggested that differentiated instruction, guided by formative assessment and delivered through experiential strategies, helps strengthen alphabet knowledge and decoding abilities. Despite its benefits, experiential learning remains underutilized in early literacy instruction in many educational systems, including Thailand's. Reckermann and Ritter (2022) noted that existing literacy curricula often lack essential engagement elements, failing to connect learning to students' lives. Integrating experiential principles into early-grade instruction can, therefore, help address this disconnection and make learning more meaningful.

2.2 Stakeholder Engagement in Curriculum Design

Another key factor in effective curriculum implementation is the active involvement of stakeholders, including teachers, parents, and school administrators. Stakeholders contribute valuable insights into students' contextual needs and can help shape curricula that are both relevant and sustainable (Carter et al., 2014; Zhang, 2021). Bidandi et al. (2022) and Al-Hazaima et al. (2021) demonstrated that stakeholder participation promotes greater alignment between curriculum goals and educational realities while also fostering trust and ownership in the reform process. In the Thai context, Li and Siriphan (2023) demonstrated that when teachers and community members are engaged in curriculum planning, the result is a more responsive and inclusive learning environment. Similarly, Lindsten et al. (2019) emphasized that internal (teachers, students) and external (parents, local community) stakeholders are crucial for validating and refining curriculum content and pedagogy. Nevertheless, the literature also highlights persistent challenges in bridging the gap between national policy mandates and local implementation. Hedges et al. (2011) criticized top-down curriculum reforms for overlooking local knowledge and learner diversity. This disconnect suggests the need for participatory curriculum development models that integrate stakeholder voices with research-based pedagogies such as experiential learning.

2.3 Research Gap

While the benefits of experiential learning and stakeholder involvement in curriculum design are well-documented, most existing research has focused on secondary or tertiary education settings (Waddell, 2021; Roberts, 2018). A significant gap remains in studies that explore how these concepts in early primary education, particularly in developing countries like Thailand. Moreover, current literature tends to treat experiential learning and stakeholder participation as separate domains rather than integrating them within a unified curriculum framework. As Le and Tran (2023) noted, there is limited empirical evidence regarding the implementation of experiential learning principles in Thai primary classrooms. Additionally, research addressing stakeholder perceptions in curriculum design remains sparse, particularly in private school settings where curricular flexibility enables innovation. This study seeks to address these gaps by analyzing stakeholder perspectives on the design of an experiential learning-based literacy curriculum for early primary students in a private school in Kalasin Province.

3. METHODOLOGY

3.1 Research Design

This study employed a qualitative research methodology based on the phenomenological approach to explore and analyze the lived experiences of key stakeholders, including parents, students, teachers, and educational experts. The objective was to gain a deeper understanding of the nature and context of the issues affecting primary school students' reading and writing skills (Errasti-Ibarrondo, Jordán, Díez-Del-Corral, & Arantzamendi, 2018; Rietmeijer & Veen, 2021). The phenomenological approach enabled the study to access individual perspectives and lived experiences that reflect the authentic realities of those involved in the education system (Alhazmi & Kaufmann, 2022).

3.2 Target Group

The study involved a total of 60 participants, categorized into six key stakeholder groups: 10 parents of Grade 1 students, 10 parents of Grade 2 students, and 10 parents of Grade 3 students; 10 students each from Grades 1, 2, and 3; four Thai language teachers; one representative from the Kalasin Provincial Education Office; one education supervisor; and nine members of the private school administrative committee. Participants were selected using purposive sampling, a method chosen to ensure that individuals with direct experience and relevance to the research topic were included. This sampling strategy enabled the collection of rich, meaningful, and contextually grounded data that aligned closely with the study's objectives.

The research protocol received approval from the Human Research Ethics Committee of Kalasin University (Certification No. HS-KSU 049/2567). Ethical procedures adhered strictly to internationally recognized standards. These included obtaining informed consent from all participants, maintaining the confidentiality and anonymity of their identities, and implementing secure data management practices.

All interview data were treated with utmost care to protect participant privacy and were stored and analyzed in accordance with ethical research guidelines.

3.3 Research Instruments

The main research instrument utilized in this study was a semi-structured interview guide, which was carefully adapted from the framework developed by McKenney and Reeves (2012). This guide was designed to elicit rich, detailed narratives from participants by allowing for flexibility in probing individual experiences while maintaining consistency across interviews. The interview questions were organized into three primary categories to comprehensively address the study's objectives. The problem-related category focused on identifying the nature, scope, and manifestation of the challenges encountered by students in acquiring reading and writing skills. This included inquiries into difficulties observed in classroom performance, common mistakes in reading and writing, and the perceptions of those challenges by various stakeholders. The context-related category explored the broader educational, social, and environmental factors that may influence students' literacy development. These questions examined issues such as classroom resources, teacher-student ratios, parental involvement, teaching methods, and socio-economic background—all elements that potentially contribute to the observed challenges. The needs-related category aimed to uncover the specific needs, expectations, and aspirations of each stakeholder group regarding the improvement of early literacy. Participants were invited to share suggestions, desired interventions, and support mechanisms they believed would be most beneficial for enhancing students' reading and writing skills. Each interview session lasted approximately one hour, which provided sufficient time for in-depth discussion and fostered a relaxed, conversational atmosphere conducive to open and honest communication. This approach enabled the researchers to gain nuanced insights into the lived experiences of participants and better understand the multifaceted nature of the literacy challenges faced by young learners.

3.4 Data Collection

Data collection was systematically conducted through individual interviews with each distinct stakeholder group to capture a broad spectrum of perspectives and ensure the richness and depth of the qualitative data (Yektyastuti et al., 2024). By interviewing parents, students, teachers, educational officials, and school administrators separately, the study aimed to prevent any potential influence or bias that might arise from group dynamics, thereby fostering candid and authentic responses. Throughout the interview process, researchers utilized audio recording devices to accurately capture participants' verbal responses, complemented by meticulous note-taking to document non-verbal cues, contextual observations, and initial analytic reflections. This dual method of data capture served to enhance the reliability and validity of the collected data. Following the interviews, all audio recordings were transcribed verbatim to produce detailed textual data, which formed the basis for thorough qualitative analysis. The transcription process was conducted with careful attention to accuracy, ensuring that participants' meanings and expressions were preserved to facilitate in-depth coding, thematic exploration, and interpretation. This comprehensive approach to data collection was designed to maintain methodological rigor and support the generation of trustworthy findings reflecting the authentic experiences and viewpoints of all involved stakeholders.

3.5 Data Analysis

The qualitative data collected in this study were systematically analyzed using a combined framework of thematic analysis and SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to identify internal and external factors influencing literacy development among early primary school students (Magta et al., 2024). This dual approach provided a comprehensive understanding of the educational environment, highlighting inherent strengths and weaknesses in curriculum and instruction, as well as external opportunities and threats related to community and policy contexts. Data analysis was conducted using ATLAS.ti software to facilitate efficient organization, coding, and retrieval of textual data. The process followed established qualitative protocols (Kakkori, 2020; Rahman et al., 2021) and included several key steps. First, all interviews were transcribed verbatim and categorized by participant roles (parents, teachers, students) and grade levels (Grades 1 to 3) to enable focused analysis. Next, an open coding process generated codes based on three dimensions: Problem-related, Context-related, and Needs-related. Codes such as "reading difficulties," "lack of learning materials," and "need for enrichment

activities” reflected participant experiences. Related codes were grouped into thematic clusters, facilitating the identification of patterns. Comparative analysis across stakeholder groups revealed both shared and divergent perspectives. Through iterative synthesis, these clusters were integrated into major themes, including Fundamental Skill Challenges, Learning Context Influences, and Developmental Needs. Finally, ATLAS.ti’s visualization tools supported clear representation of findings, enhancing both academic and practical understanding. This comprehensive analysis grounded results in lived experiences and offered actionable insights into literacy development in early primary education.

4. RESULTS AND DISCUSSION

Based on a comprehensive qualitative analysis of in-depth interviews with six key stakeholder groups—parents of Grade 1 to Grade 3 students, the students themselves, Thai language teachers, educational supervisors, a representative from the Kalasin Provincial Education Office, and private school administrators—this study identified critical factors affecting the development of reading and writing skills in early primary education. These factors were categorized within three primary dimensions adapted from McKenney and Reeves (2012): Problem-related, Context-related, and Needs-related. Additionally, a strategic SWOT analysis was applied to elucidate the strengths, weaknesses, opportunities, and threats influencing literacy outcomes in this population.

1. **Problem-related Dimension**, the findings highlight significant challenges in students’ reading and writing competencies, particularly among early primary grades. Most notably, Grade 1 students demonstrated substantial difficulties in basic word recognition and phonemic awareness, which are foundational to literacy acquisition. Although students in higher grades showed incremental improvement, they still faced considerable obstacles with spelling complex vocabulary and composing coherent sentences consistent with Thai orthographic rules. Notably, confidence issues surfaced as a prominent theme, with some students exhibiting anxiety or reluctance to engage in reading or writing activities publicly. Furthermore, reliance on adult support particularly from parents and teachers—was prevalent among younger students, indicating a gap in independent literacy practice.

2. **Context-related Dimension**, The socio educational context played a pivotal role in shaping literacy development. Families that actively engaged in literacy-promoting activities, such as reading storybooks and providing access to visual and digital learning resources, nurtured higher levels of student motivation and engagement. Conversely, many households faced resource constraints, lacking access to educational materials and literacy-enriching environments. At the institutional level, disparities emerged between schools with robust material and community support and those constrained by limited resources. The latter often struggled to implement consistent and effective literacy programs. Moreover, some teachers lacked updated pedagogical training, which negatively affected instructional quality and student motivation (Seman et al., 2023).

3. **Needs-related Dimension**, Stakeholders converged on several critical needs to enhance literacy outcomes. Parents and teachers emphasized the importance of diversified literacy enrichment activities, such as interactive word games, illustrated storybooks, and engaging worksheets tailored to young learners. Teachers expressed a pressing need for ongoing professional development focused on contemporary reading and writing instruction techniques, alongside greater access to technological learning tools. Parents highlighted the necessity of improved communication channels with schools to receive timely updates on student progress. Across all groups, there was a strong consensus on the importance of increased support mechanisms both within classrooms and at home to foster consistent literacy development (Company-Morales et al., 2024). These findings, summarized in Table 1, provide a nuanced understanding of the multi-dimensional factors influencing literacy development among early primary school students. The integrated SWOT analysis further clarifies the internal strengths and weaknesses as well as external opportunities and threats, guiding targeted interventions to enhance literacy education in the region.

Table 1: Strategic SWOT Analysis

Dimension	Key Issues
Strengths	<p>1. Consistent Student Progress Monitoring, the school implements a systematic approach to regularly monitor and communicate students' academic progress to parents. This ongoing feedback loop facilitates timely identification of learning challenges and enables collaborative interventions between educators and families, ultimately enhancing student learning outcomes through coordinated support strategies.</p> <p>2. Strong Teacher Support and Engaging Thai Language Activities, Teachers provide substantial instructional support and create an engaging learning environment by incorporating varied Thai language activities that resonate with students' interests. Such engagement promotes positive attitudes toward language learning and nurtures intrinsic motivation, which is essential for sustained literacy development.</p> <p>3. Integration of Media and Technology in Learning, the use of digital tools, including YouTube educational content, interactive games, and online exercises, broadens learning opportunities beyond traditional classroom methods. These technological resources accommodate diverse learning preferences, making literacy acquisition more accessible and stimulating for students with different learning styles.</p> <p>4. Parental Involvement in Home Learning Active parental participation, exemplified by reading stories and assisting with homework, fosters a supportive home literacy environment. This involvement encourages regular reading habits and reinforces skills learned at school, creating a cohesive and enriched learning experience that benefits children's overall literacy development.</p> <p>5. Grade-Appropriate Development in Reading and Writing Skills Many students demonstrate consistent, progressive improvements in reading and writing that align with their respective grade-level expectations. This progression suggests that the instructional methodologies employed effectively address learners' developmental stages and literacy needs, supporting sustained academic growth.</p> <p>Additional Strengths, The combined active support from both parents and teachers plays a crucial role in literacy development. Furthermore, some students exhibit high levels of internal motivation and enjoyment in learning the Thai language, which contributes positively to their engagement and academic success.</p>
Weaknesses	<p>1. Reading Fluency Challenges, A significant portion of students experience difficulty with reading fluency, particularly when confronted with complex vocabulary and intricate Thai orthographic rules, such as Maattraa Tua Sakod. These linguistic complexities contribute to slower reading rates and hinder overall comprehension.</p> <p>2. Frequent Spelling and Writing Errors: Many students demonstrate persistent challenges with spelling accuracy and frequently produce writing errors, indicating gaps in foundational literacy skills that require focused instructional attention.</p> <p>3. Irregular Reading Habits A notable number of students engage in reading activities primarily when mandated by homework assignments, reflecting a lack of habitual reading discipline and intrinsic motivation to read independently outside the classroom setting.</p> <p>4. Limited Parental Support and Home Learning Resources, some families are constrained by insufficient learning materials at home or by parents' limited availability to support their children's literacy development, which negatively impacts students' opportunities for additional practice and reinforcement beyond school hours.</p> <p>5. Insufficient Specialized Teaching Techniques, Certain educators lack training in specialized pedagogical strategies tailored to effectively teach reading and writing,</p>

Dimension	Key Issues
	<p>which restricts their capacity to address diverse student needs and remediate literacy difficulties.</p> <p>6. Inadequate Teaching Resources and Instructional Materials, several schools face shortages of essential instructional materials and modern teaching resources, limiting educators' ability to implement comprehensive and engaging literacy instruction, particularly in under-resourced settings.</p>
Opportunities	<p>1. Educational policies such as national reading promotion programs support the development of literacy skills.</p> <p>2. Educational technology can enhance learning, including applications for reading and writing practice.</p> <p>3. Community engagement can support reading-related activities like mobile library projects.</p> <p>4. Organizing reading competitions or offering rewards can motivate students to become more interested in reading.</p> <p>5. Developing online exercises and vocabulary games can help address learning difficulties effectively.</p> <p>Potential for creative learning initiatives such as games, Thai language camps, and ed-tech tools; opportunities to strengthen school community collaboration.</p>
Threats	<p>1. Excessive Use of Mobile Phones and Digital Games: The widespread and prolonged use of mobile phones and digital gaming among children significantly reduces the time dedicated to reading and writing practice. This diversion limits opportunities for literacy skill reinforcement and can negatively impact academic progress.</p> <p>2. Disparities in Instructional Quality Across Schools Variability in skill levels among students and teaching quality across different schools leads to uneven educational experiences. Such disparities restrict learning outcomes in less-resourced or lower-performing schools, exacerbating educational inequities.</p> <p>3. Competition from Online Media and Social Networks: The abundance of online entertainment platforms, including social media and streaming services, competes for children's attention. These alternative leisure activities often overshadow traditional literacy practices, diminishing children's motivation and time for reading.</p> <p>4. Parental Knowledge Gaps Regarding Literacy Support Some parents lack sufficient understanding of effective strategies to support their children's reading and writing development at home. This knowledge deficit impedes parental involvement in fostering literacy skills, which is critical for reinforcing classroom learning.</p> <p>5. Insufficient School Budgets and Resources Financial constraints within schools limit the capacity to develop comprehensive literacy curricula and to provide adequate instructional materials. This shortage hampers efforts to enhance reading and writing programs and undermines the quality of literacy education.</p> <p>Additional Considerations Excessive exposure to inappropriate digital content may further reduce children's interest and engagement in reading and writing activities. Moreover, resource disparities between private and public educational institutions contribute to inequitable access to quality literacy instruction, perpetuating gaps in academic achievement.</p>

The SWOT analysis conducted in this study illuminates both opportunities and challenges associated with the development of reading and writing skills among primary school students in Kalasin Province.

The identified strengths, notably active parental involvement, strong teacher support, and students' enthusiasm for Thai language activities, constitute a robust foundation for advancing literacy outcomes. These internal assets suggest a favourable environment where motivation and community engagement can be harnessed effectively. Conversely, the analysis reveals critical weaknesses that continue to impede progress. These include students' difficulties decoding complex vocabulary and orthographic patterns, limited availability of modern teaching resources, and a deficit in specialized training for teachers regarding contemporary literacy instruction. Such barriers underscore the need for targeted interventions to elevate instructional quality and student engagement. Emerging opportunities present promising avenues for improvement. National educational policies advocating literacy enhancement, the integration of digital technologies, and the potential for partnerships with local communities offer significant leverage to innovate literacy teaching. By adopting creative, engaging pedagogical approaches, educators can better address diverse learner needs and foster deeper literacy skills. Nonetheless, persistent threats must be acknowledged and strategically managed. The pervasive influence of digital distractions, such as mobile devices and social media, competes with traditional reading activities, reducing students' focus and practice time. Socioeconomic disparities across schools further exacerbate inequities in resource allocation and educational quality. Additionally, many parents lack sufficient knowledge to effectively support their children's literacy development at home, limiting the reinforcement of learning outside the classroom. To overcome these challenges and capitalize on existing strengths, it is imperative to design and implement a Thai language curriculum tailored to the unique context of Kalasin Province. This curriculum should emphasize differentiated instruction, multimodal learning materials including digital and experiential resources—and the integration of local cultural contexts to enhance relevance and engagement. Strengthening communication channels between parents and schools and ensuring continuous professional development for teachers are equally vital components for sustainable literacy advancement. In summary, elevating Thai literacy among early primary students demands a comprehensive, context-sensitive approach that mobilizes the collective efforts of educators, families, and policymakers. By strategically aligning curriculum design with internal strengths and external opportunities while simultaneously addressing identified weaknesses and mitigating potential threats a sustainable and inclusive learning environment can be cultivated. Such an environment effectively nurtures foundational reading and writing competencies that are essential for students' lifelong academic success, as illustrated in Figure 1.

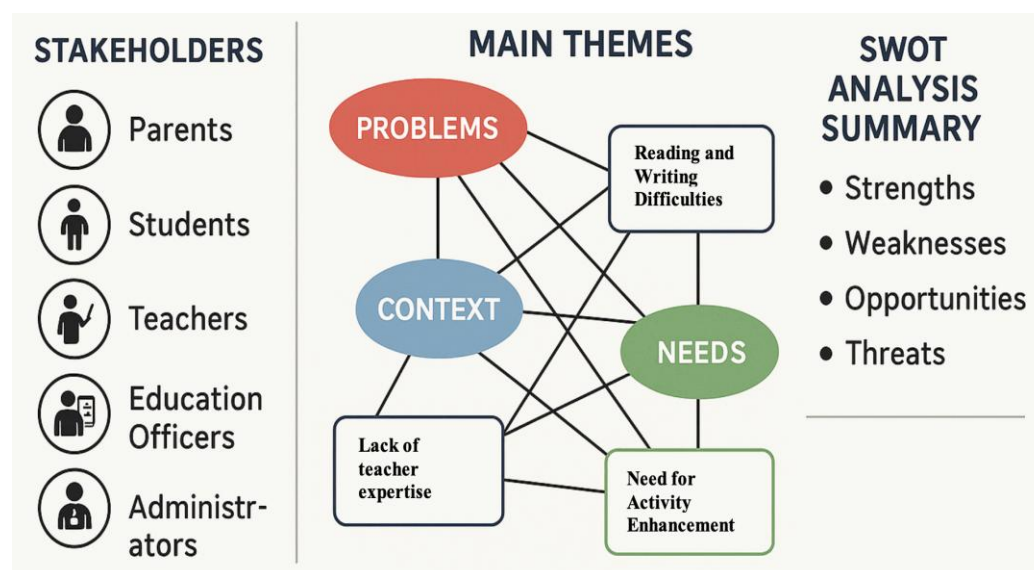


Figure 1: Key Themes Derived from Stakeholder Interviews and SWOT Analysis

The findings from the stakeholder interviews reveal the multifaceted challenges elementary students face in developing their reading and writing skills within the Thai educational system. Addressing this critical area is essential for establishing a solid foundation that supports students' future academic success. The analysis identifies distinct themes related to problems, contextual factors, and needs across different stakeholder groups, underscoring the interconnected nature of these issues. Problem-related Findings, many students experience considerable difficulties with reading fluency and writing, particularly when confronted with complex vocabulary. Parents frequently reported reliance on external support for reading and writing practice, signaling a need for enhanced instructional methods within the classroom. The inconsistency of reading habits among early-grade students highlights a significant gap in foundational literacy skills, which are vital for advancing literacy development (Inayah et al., 2024). Student confidence varies widely; those who struggle with difficult words often exhibit anxiety during reading tasks, emphasizing the necessity of supportive interventions from both teachers and parents (Romeo & Ryan, 2023). Additionally, although Grade 3 students demonstrate some improvement in reading ability, substantial gaps remain in spelling accuracy and decoding complex terms. This discrepancy signals the importance of targeted interventions and consistent practice to promote higher proficiency levels across all grades (Inayah et al., 2024). Context-related Insights, the interviews reveal diverse levels of parental involvement in students' educational experiences. Many parents expressed a strong desire to actively engage in their children's learning by assisting with homework and reading aloud, a critical factor in reinforcing skills taught at school (Kaewpanya et al., 2025). However, access to learning resources varies greatly among families, with some lacking adequate materials, thus limiting opportunities for practice outside the classroom. Schools equipped with appropriate learning tools and resources tend to foster a more effective and motivating learning environment (Listiani, 2025). Notably, disparities in educational resources among schools have tangible implications for student outcomes. Schools that promote strong community ties and parental engagement create more conducive environments for skill development. The disconnect between home engagement and school expectations highlights the need for collaborative efforts to improve literacy outcomes (Winangun & Darmawan, 2019). Needs Related Observations, Stakeholders consistently emphasized the urgent need for improved curriculum offerings that prioritize reading and writing skills. The demand for additional activities, educational games, and illustrated books reflects a strong desire for engaging instructional materials that resonate with students (Hidayat & Mariah, 2025). Moreover, parents called for more structured communication from teachers regarding their children's academic progress, underscoring an area where schools can enhance collaboration with families. Regular progress updates would empower parents and actively involve them in their children's literacy development (GÜNER & Aslan, 2023). There is also a pronounced need for professional development focused on effective reading and writing instructional strategies. Teachers reported challenges in addressing the diverse needs of students within classrooms, compounded by pressures to meet standardized curriculum requirements. Providing targeted training opportunities is critical to equip educators with the skills necessary to improve literacy instruction (Yin & Rong-hua, 2022).

Implications for Curriculum Design, the insights derived from this study underscore the necessity of developing a tailored literacy curriculum that effectively addresses the diverse needs of students across grade levels. Key recommended strategies include: 1) Individualized Instruction: Implementing differentiated instructional approaches that align with students' varying reading abilities to ensure each learner receives appropriate and targeted support (Lewis, 2024). 2) Engaging Learning Resources: Incorporating multimedia and interactive technologies to cultivate enthusiasm for reading and writing while accommodating diverse learning styles (Chaiya & Bowman, 2021). 3) Enhanced Parent-Teacher Collaboration: Establishing structured and consistent communication channels between parents and teachers to facilitate ongoing feedback on student progress and challenges (Kraijitmate et al., 2019). 4) Professional Development for Educators: Offering continuous training opportunities for educators in the latest literacy instructional methodologies and resource utilization to strengthen their teaching efficacy (Forutanian, 2021) and 5) Community Engagement Initiatives: Developing community-based programs that actively involve parents and local organizations in literacy promotion activities, thereby reinforcing students' reading and writing skills through meaningful real-world experiences (Koroh & Nalle, 2024).

In summary, stakeholders including parents, students, teachers, and administrators demonstrate a shared commitment to advancing literacy development among elementary students in Thailand. The multifaceted challenges identified in this study, such as resource limitations and inconsistencies in instructional support, highlight the urgent need for a comprehensive curriculum design approach. Such an approach must emphasize collaboration, responsiveness to learner needs, and strategic resource allocation. Addressing these areas through coordinated efforts is vital to improving literacy outcomes and supporting students' broader educational trajectories.

5. CONCLUSION

This study highlights the critical importance of broadening the scope of literacy education through the active collaboration of multiple stakeholders, including parents, teachers, school administrators, and community members. The findings reveal that reading and writing development among early primary students in Kalasin Province is influenced by a complex interplay of factors related to student abilities, learning environments, and instructional practices. Addressing these challenges requires a coordinated effort that bridges home and school contexts and fosters meaningful engagement among all parties involved. Central to this collaborative approach is the recognition that literacy curriculum reform must be responsive to the diverse and evolving needs of learners. The study demonstrates that many students continue to face difficulties with reading fluency, spelling, and writing coherence, particularly when confronted with complex vocabulary and orthographic rules specific to the Thai language. These challenges are compounded by variability in resource availability, parental involvement, and teacher preparedness. Therefore, curriculum design must prioritize differentiated instruction that meets students where they are developmentally, while integrating engaging and culturally relevant materials that stimulate motivation and sustained interest. Moreover, the role of parents as partners in literacy development emerges as essential. Active parental involvement, supported by regular and structured communication from schools, enhances students' learning experiences by reinforcing skills outside the classroom. Professional development for teachers is equally crucial to equip educators with contemporary pedagogical strategies tailored to the unique linguistic and cognitive demands of early literacy acquisition. Finally, leveraging community resources and technology can provide additional support structures, creating a holistic literacy ecosystem. By fostering such multi-level collaboration, education stakeholders can build a sustainable foundation for literacy that empowers students not only to succeed academically but also to thrive as lifelong learners. Ultimately, the study affirms that strengthening literacy education through inclusive, context-sensitive approaches is indispensable for preparing students to meet the academic and societal challenges of the future.

6. LIMITATIONS

This study uses qualitative data from a limited number of stakeholders in a specific provincial context. While the insights are rich, further research with broader sampling and quantitative measures would strengthen generalizability.

7. RECOMMENDATIONS

Based on the findings of this study, several key recommendations are proposed to enhance literacy development among early primary students in Kalasin Province: 1) **Develop a Specialized Thai Literacy Curriculum:** Design and implement a curriculum tailored specifically for early-grade learners that integrates insights and feedback from diverse stakeholders, including teachers, parents, and educational administrators. This curriculum should emphasize differentiated instruction and incorporate culturally relevant materials to address the varied literacy needs of students. 2) **Increase Investment in Teacher Training:** Allocate resources to provide ongoing professional development focused on contemporary literacy teaching methodologies. Training programs should equip educators with effective strategies for teaching reading and writing, with particular attention to the complexities of Thai orthography and language acquisition. 3) **Expand Access to Learning Materials:** Ensure equitable distribution and availability of both digital and physical literacy resources across schools. Enhancing access to multimedia tools, illustrated books, and interactive learning technologies will support diverse learning styles and foster

greater student engagement. 4) Foster Structured Parental Involvement: Develop and promote programs that encourage meaningful parental participation in literacy activities at home. Establish regular, systematic communication channels between schools and families to provide timely updates on student progress, thereby strengthening the home-school connection and reinforcing learning outcomes. 5) Advocate for Policy and Budgetary Support: Encourage policymakers to prioritize literacy education by securing adequate funding and resources. Emphasis should be placed on reducing disparities in educational materials and support across schools to ensure all students have equal opportunities to develop foundational reading and writing skills. Implementing these recommendations requires a coordinated effort among educators, administrators, policymakers, and community stakeholders. Such collaborative action will contribute to creating a more equitable and effective literacy education system that supports the long-term academic success of all learners.

8. ETHICS STATEMENTS

The studies involving human participants were reviewed and approved by the Ethics Committee of Kalasin University (Approval No: HS KSU 049/2567). The participants provided their written informed consent to participate in this study.

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