A CORRELATIONAL-COMPARATIVE STUDY OF SELF-COMPASSION AND ENGLISH ACADEMIC ACHIEVEMENT ACCORDING TO GENDER OF GRADE 10 STUDENTS AT CHAKKAM KHANATHON SCHOOL IN LAMPHUN PROVINCE, THAILAND

John Andrew Maccabi

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
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in Curriculum and Instruction
Graduate School of Education
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Field of Study: CURRICULUM AND INSTRUCTIONS

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ABSTRACT

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Name: JOHN ANDREW MACCABI

Thesis Title: A CORRELATIONAL-COMPARATIVE STUDY OF SELF-COMPASSION AND ENGLISH ACADEMIC ACHIEVEMENT OF GRADE 10 STUDENTS AT CHAKKAM KHANATHON SCHOOL IN LAMPHUN PROVINCE, THAILAND

Thesis Advisor: ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

The purpose of this study was as follows: 1. To identify the level of self-compassion and the level English academic achievement of grade 10 students using mean and standard deviation. 2. To determine the relationship between grade 10 students’ self-compassion and students’ English academic achievement using Person Product Moment Correlation. 3. To compare grade 10 students’ self-compassion according to gender using 2-tailed t-test. 4. To compare grade 10 students’ English academic achievement according to gender using 2-tailed t-test. However, the main purpose of this study was to determine whether there is a significant relationship between grade 10 students’ self-compassion and students’ English academic achievement.

The sample of this study purposively selected 384 former grade 9 Chakkam Khanathon School male and female students out of a total of 594 grade 10 Chakkam Khanathon School students from Lamphun Province, Thailand.
This study used students’ grade 9 national English Ordinary National Educational Test (O-NET) to determine students’ English academic achievement. To determine students’ level of self-compassion the Self-Compassion Scale Short Form (SCS-SF) was used. The SCS-SF was comprised of 12 items rated on a Likert scale. Students were directed to self-report their grade 9 English O-NET scores as well as their gender at the time of filling out the SCS-SF.

The findings of the study were as follows: 1. The level of grade 10 students’ self-compassion was moderate and the level of grade 10 students’ English academic achievement was adequately fair. 2. There was no significant relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School in Lamphun Province. 3. There was no significant difference between grade 10 students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province. 4. There was no significant difference between grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province.

Recommendations for English teachers and for future research are also provided in this study.

Field of Study: Curriculum and Instruction

Graduate School of Education

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Student’s signature .....................

Advisor’s signature .....................
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CHAPTER I

INTRODUCTION

This chapter presents a brief of the study that describes the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definition of terms, and significance of the study.

Background of the Study

The Thai education system has long been teacher-centered. Consequently, Thai teachers place an emphasis on rote learning or memorization as opposed to the higher thinking skills. Accordingly, the learning process in Thailand almost always emphasizes the lower cognitive skills or convergent thinking skills of remembering and understanding while de-emphasizing the higher thinking processes related to the divergent thinking skills of applying, analyzing, evaluating, and creating as Thamraksa (2011) found.

Not surprisingly, an education system that emphasizes rote-learning rather than requiring significant creativity on the part of the teacher and student is fraught with problems as Thamraksa (2011) so poignantly pointed out when she noted that Thai students become passive and dependent learners, who lack the higher cognitive skills of thinking critically or creatively. Likewise, Yu & Kim (2010) also found that the teacher-centered orientation is inadequate for developing students' creative, higher cognitive dimensions and student interaction.

However, research by Henry found that most teachers in schools do not promote higher levels of thinking and prefer low-level skills and knowledge as cited
by Lasley, Matczynski, and Rowley (2002). Even, though the study was done by Henry half a century ago teachers today still utilize low-level objectives and convergent questions.

What’s more, to compound the problem further, teacher-centered practices are central to Thai society and not just to Thai education since hierarchy is a central value to Thai society (Thamraksa, 2011). As Ramnath (2010) similarly notes, Thai students’ respect for the Guru or Kru is quintessentially eastern and translates into a cultural inhibition to ask questions in the class out of a sense of respect for the teacher who is seen as the fountain of flawless knowledge. Therefore both the hierarchical pattern of society and the ensuing submission to authority lends itself effortlessly to the teacher being the righteous guru and the student the passive recipient that absorbs the information transferred by the teacher (Thamraksa, 2011).

Not surprisingly, studies in Thailand show that the majority of teachers are skeptical of the benefits of student-centered learning. Invariably, most teachers prefer to use the traditional teaching mode, whereby the teacher distributes information and gives directions, followed by predictable student responses. In addition, the ubiquitous use of standardized assessment in Thailand (such as the Ordinary National Educational Test (O-NET) for grades 6, 9 and 12) further makes the present model contra to supporting students’ creative and critical thinking or divergent thinking knowledge and skills. The overall result of the education system in Thailand is that there exists few opportunities for students to use and develop their higher cognitive skills and apply their respective individual styles to the learning process as Thamraksa (2011) discovered.

The inability to apply higher thinking skills may be one reason why a study that covered mathematics, reading and science as undertaken by the Programme
for International Student Assessment (PISA) indicated large percentages of Thai students with low performance in all three subjects. The study that included all 34 Organisation for Economic Co-operation and Development (OECD) member countries and 31 partner countries evaluated the knowledge and skills of 15-year olds from around the world. Disappointingly, Thailand came 50th in mathematics, 48th in science, and 47th in reading out of a total of 65 participating countries as reported by Vanichseni, S. and Associates (2012).

The PISA results are also a very good predictor of both participation in post-secondary education and future success as surveyed by the Programme for International Student Assessment (OECD). In fact, studies have shown that Thailand’s enrollment in tertiary education, regardless of age, and expressed as a percentage of the total population following on from secondary school leaving was 51% in 2013 as reported by The World Bank. When comparing enrollment in tertiary education with other countries in Southeast Asia percentages range from the lowest with Myanmar at 13% in 2012 to the highest with Malaysia at 37% in 2012 (The World Bank, 2015) Thailand fared well.

However, when comparing Thailand with the OECD countries, Thailand does not fare as well. For instance, the Republic of Korea showed 98% enrollment in 2013, Japan 61% enrollment in 2012, United Kingdom 60% enrollment in 2013, and the United States 89% enrollment in 2013 (The World Bank, 2015). Furthermore, Thailand’s enrollment in tertiary education is further sullied when taking in consideration the changes by the Thai government in 2005 to increase the number of universities by changing former teacher colleges and polytechniques (Ratchapat and Ratchamonnkol) to tertiary degree-granting status.
Evidently, the narrowness and forceful nature of the Thai education system hinders students’ potential to learn and to develop skills in the higher cognitive domain. What is also clear is that Thai educators are either unable or unwilling or both to implement a student-centered approach in the classrooms which is otherwise creating large percentages of students that show low performances compared to both the OECD member countries and its partner countries.

To elaborate, the Thai model of education as aforementioned is rigidly hierarchical and subsequently teacher-centered whereby teachers do not: connect new learning to prior learning; stimulate interest and relevancy; provide student choice and control; adapt to individual developmental differences or provide a caring and supportive environment. In contrast to the Thai education model, studies have shown that both personal and social development (the degree that individuals internalize and organize values, attitudes and feelings) strongly affect the behavior, cognitive engagement; and the level of academic achievement of students as Presley, Gaskins, Solic and Collins (2006) found.

Furthermore, a positive school climate that supports personal and social development has also been associated with fewer behavioral and emotional problems for students as shown by Kuperminc, Leadbeater, Emmons, and Blatt (1997). Importantly, researchers recognize that for every cognitive behavior there is an affective counterpart and consequently a cognitive approach is as much concerned with affection as it is with cognition. Thus, the learning process can be understood as an internal process of responding to one's environment which has as much to do with the affective domain of skills as it does with the cognitive domain of skills of the learner. In other words the affective domain plays an important role in the domain of cognitive performance (Valkenberg and Holden 2004).
Therefore, when students’ personal and social development (including: students’ gender, students’ ages, students’ prior knowledge, students’ interests, students’ learning styles, students’ affective level of development, students’ cognitive level of development) is not incorporated into the learning process (by connecting new learning to prior learning; stimulating interest and relevance; providing student choice and control; adapting to individual developmental differences and providing a caring and supportive environment) and instead focuses predominantly on academic achievement especially the lower cognitive skills in the case of the Thai education. As a result, students’ learning and development is hindered at the cost of affective and the higher cognitive skills and knowledge.

In addition to the challenges of school, teen students have their own personal challenges related to the changes and growth in respect to their biology and chemistry such as, gender, pressure in a relationship, eating disorders, constant need to look good to name just a few. Also, unlike other times in the history of the world, the present time has its own unique changes, challenges and uncertainties, which if anyone is susceptible and sensitive to it is teenagers.

Nevertheless, despite the limitations inherent in the Thai curriculum and its implementation, as well as, students’ personal shortcomings, difficult times or general suffering (emotional pain) because the human condition is imperfect and that experiencing life difficulties is inevitable, students may nonetheless be engaged in the learning process and their personal and social development fostered through the implementation of self-compassion with few if any negative consequences as Neff (2011) has found.

According to Neff (2011), self-compassion allows people to learn, change and grow in ways that are healthy by not ignoring or being in confrontation
with one’s humanity (frailties, weaknesses, frustrations, losses, mistakes). Rather, having self-compassion allows a person to respect and accept their humanness and difficult times rather than denying or fighting against it which only increases suffering (emotional pain) in the form of stress, frustration and self-criticism.

When a person is able to accept their humanity with sympathy and kindness, greater emotional equanimity is experienced as opposed to punishing oneself by either being self-critical or by just ignoring the pain (Neff, 2011). In short, self-compassion is a balanced approach to negative emotions and negative situations by neither suppressing nor exaggerating feelings and thereby allowing for a balanced approach to both life and to the learning process.

In summary, it would be of great benefit to the students, teachers and to Chakkam Khanathon School to ascertain whether students’ self-compassion is related to students’ English academic achievement when taking into consideration both students’ personal but also academic weaknesses and imperfections. In addition to comparing students’ level of self-compassion and level of English academic achievement according to gender where other studies including the one reported by Yarnell, Stafford, Neff, Reilly, Knox, and Mullarkey (2015), which found a slightly higher average self-compassion in males than females, as well as, the study performed by Abdullahi & Bichi, 2015; Karthigeyan & Nirmala, 2012 which found English language achievement among female students learning English as a second language higher than male students.

Statement of the Problem

Students experience limitations, difficulties and sufferings (emotional pain) as a result of being students, but they also experience limitations, difficulties
and sufferings as a consequence of being teenagers and also just because of being human.

In addition, Thai high school students within the government sector study under a system that shows very little interest or concern for students' higher level of skills in the cognitive domain nor are students' learning styles or interests given much weight in the process of learning Thamraksa (2011).

Chakkam Khanathon School is a government high school in Northern Thailand. At Chakkam Khanathon School male and female students are required to study English grammar with a Thai English teacher twice a week or two hours a week. Students are also required to study the skills of listening and speaking and to a lesser degree reading and writing with a native English speaker once a week or 1 hour per week. The only exception to the general English program at Chakkam Khanathon School is if the students are majoring in English and will consequently study four hours with a native English speaker as opposed to the standard one hour.

Teachers at Chakkam Khanathon School had witnessed what they perceived to be foreign language classroom anxiety, including students showing a lack of concentration, apathy, tardiness, absence from class, as well as, physical symptoms including depression and nausea.

The main focus of the study set out to discover whether students who reported having a high level of self-compassion would also report having a high level of English academic achievement. In addition to ascertaining whether students’ level of self-compassion and students’ level of English academic achievement would be significantly different according to gender.

It was hoped that if high self-compassion scores were found to be positively related to high English academic achievement scores, that self-compassion
exercises could have been implemented into students’ daily routine to reduce the anxiety of students, to increase students’ attention, concentration and focus and finally to increase students’ English academic achievement scores.

**Research Questions**

The following questions are the concerns of this study:

1. **What is the level of self-compassion of grade 10 students at Chakkam Khanathon School in Lamphun Province?**

2. **What is the level of the English academic achievement of grade 10 students at Chakkam Khanathon School in Lamphun Province?**

3. **What is the relationship between grade 10 students’ self-compassion and student’s English academic achievement at Chakkam Khanathon School in Lamphun Province?**

4. **Is there any significant difference between grade 10 students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province?**

5. **Is there any significant difference between grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province?**

**Research Objectives**

Accordingly, the research objectives are:

1. To identify the level of self-compassion of grade 10 students at Chakkam Khanathon School in Lamphun Province.
2. To identify the level of the English academic achievement of grade 10 students at Chakkam Khanathon School in Lamphun Province.

3. To determine the relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School in Lamphun Province.

4. To compare grade 10 students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province.

5. To compare grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province.

**Research Hypotheses**

The research hypotheses for this study are:

1. There is a significant relationship between grade 10 students’ self-compassion and English academic achievement at Chakkam Khanathon School in Lamphun Province at the level of 0.05.

2. There is a significant difference between grade 10 students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province at the level of 0.05.

3. There is a significant difference between grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province at the level of 0.05.
Theoretical Framework

This study was conducted based upon two theories: self-compassion and standardized assessment.

Based on Dr. Kristin Neff’s (Associate Professor in the Educational Psychology Department, University of Texas) work, self-compassion is to have compassion for oneself as opposed to ignoring, judging, criticizing or fighting against oneself when there is failure, difficulty or personal imperfections.

According to the theory of self-compassion if teenage students among others, were able to extend to themselves compassion in times of perceived inadequacy, failure, or in times of general suffering (emotional pain) students would have greater emotional well-being, contentment, and positive mind states of happiness and optimism (Neff, 2011).

Therefore, by having self-compassion, teenage students’ learning, change, and growth could take place in ways that would be healthier because change would be based on understanding rather than misunderstanding, be free from feelings of worthlessness and imperfection or at the other end of the scale a sense of self-worth (in the form of self-esteem, self-confidence or self-efficacy) that is contingent (Neff, 2011).

As aforementioned, study pressure is a challenge that teenagers face and part and parcel of studying is assessment. Standardized assessment, which according to Gallagher (2003) Horace Mann conceived of in the mid 1800’s is one important and often over-used way students are assessed. In one of its aspects, standardized assessment gives students the same test under the same conditions (such as test duration and evaluation criteria) with the aim of comparing students in respect to the same knowledge and skills that have been taught to all students. As such, standardized
assessment has become an accepted and useful tool for evaluating student achievement.

However, standardized assessment does not support all students’ styles of learning and the fact that Thailand uses high-stakes standardized tests such as the Ordinary National Educational Test (O-NET) for grades 9 and 12 students only adds to the difficulty and study pressure teenage students already experience (Thamraksa, 2011).

Nevertheless, students can choose self-compassion and mindfulness as important means to help them develop emotional resilience and wellbeing. In addition, since self-compassion lowers anxiety and increases concentration among other benefits, self-compassion stands as an effective means for students to approach academic study and challenges (Neff, 2011).

**Conceptual Framework**

The researcher wanted to determine the level of grade 10 male and grade 10 female students’ self-compassion and grade 10 male and grade 10 female students’ English academic achievement.

The researcher wanted to further ascertain whether students’ level of self-compassion would reflect a higher level of English academic achievement compared to students who reported having a lower level of self-compassion.

In addition, the researcher wanted to compare students’ level of self-compassion according to gender and to compare students’ level of English academic achievement according to gender.

The researcher utilized the self-compassion short form questionnaire to measure students’ level of self-compassion as constructed by Raes, F., Pommier, E.,
Neff, K.D., & Van Gucht., D. (2011). In addition, the same students’ self-reported grade 9 English O-NET tests were used to determine students’ level of English academic achievement. Students sat their English O-NET test in the previous year in March 2015, while the self-compassion questionnaire was filled-out in the second and third weeks of February 2016.

The variables for this study were students’ self-compassion, students’ English academic achievement and finally students’ gender.

The following figure illustrates the conceptual framework of the study:

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**Figure 1: Conceptual Framework of this Study**
Scope of the Study

This study began in the first week of February 2016 and was completed in the third week of February 2016. This study was conducted to determine the correlation and comparison of self-compassion (self-kindness, common humanity and mindfulness) and English academic achievement of grade 10 students (male and female).

The sample for this study was purposively selected based on 384 students out of a total of 594 grade 10 students who attended grade 9 at Chakkam Khanathon School in the 2014-2015 school year.

However, because this study was confined to a single class level, at a single high school and within a single nation, in a single year, a number of important limitations need to be noted regarding the present study.

The limitations of the study not considered nor controlled for other than students' level of self-compassion include such variables as students’ Intelligence Quotient, students’ national and regional culture, students public school education, language aptitude, language knowledge or ability (achievement), interest in language, quality of student-teacher relationship, quality of academic instruction, students’ prior knowledge and even whether students’ future career goals include the need for learning English. Lastly, this study relied on standardized test scores as a measure of student learning study as opposed to other forms of performance-based learning outcomes to assess students. Since standardized tests have been criticized due to their failure to accurately assess students’ knowledge and skills, it must also be accepted that students’ English O-NET scores be recognized as another limitation of this study.
Definitions of Terms

English Academic Achievement

English academic achievement for the purpose of this study is derived from students’ English Ordinary National Educational Test (O-NET) that was given to the sample grade 10 students at the end of studying grade 9 in the 2014-2015 school year.

The English O-NET test consists of multiple choice questions with three or more response options and open-ended questions requiring short constructed responses. Student performance is reported by average score. The minimum requirement to meet the national standard is 50 out of 100, or 50%. The test booklets are scored and verified through automatic controls. The United Nations Educational, Scientific and Cultural Organization (UNESCO), (2015).

Chakkam Khanathon School

Chakkam Khanathon School refers to a co-educational (male and female) government high school in Lamphun Province, Northern Thailand. The school’s student population ranges from grade 7 to grade 12 and consists of approximately 3,311 students. The government high school is a co-education school that exists for the main purpose of serving the nation by providing a general curriculum to prepare students for the future as professionally skilled individuals and responsible citizens of the world.
**Self-Compassion**

Self-compassion is about having compassion for self as opposed to ignoring, judging, criticizing or fighting against self when there is failure, difficulty or when there is the noticing of personal imperfections.

Self-compassion is measured by three elements: mindfulness (as opposed to over-identification), common humanity (as opposed to feeling isolated), and self-kindness (as opposed to self-judgment).

1. Firstly, self-compassion is about noticing that suffering is occurring.
2. Secondly, when there is self-compassion there is a realization that suffering, loss, failure, mistakes, imperfection and limitation is a part of the human condition.
3. Thirdly, self-compassion is feeling moved by one’s suffering to give kindness and understanding instead of judging one’s-self and then feeling motivated to reduce the suffering.

For this study, students’ level of self-compassion was measured by the Self-Compassion Scale-Short Form (SCS-SF) which is a 12 point scale based on a 5 point Likert scale. The SCS-SF measured: mindfulness (and its inverse over-identified), common humanity (and its inverse isolation), and finally self-kindness (and its inverse self-judgment) (see Tables 8 and 9).

**Significance of the Study**

It is the intention of this study to ascertain whether high levels of self-compassion correspond to high levels of English academic achievement of grade 10 students at Chakkam Khanathon School.
It is the opinion of the researcher that if self-compassion was found to increase students’ English academic achievement that the results could be passed on to the school’s administration and teachers.

In addition, it would be the suggestion of the researcher that the administration and teachers of the Chakkam Khanathon School then consider methods that support the increase of students’ self-compassion should a significant relationship between the level of self-compassion and level of English academic achievement be found. For example, self-compassion exercises could be implemented into students’ curriculum to support students’ overall academic achievement, as well as, students’ general mental and emotional well-being.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the theory and research literature which
served as the theoretical foundation of this study that aimed to investigate the
relationship between students’ self-compassion and students’ English academic
achievement of grade 10 students at Chakkam Khanathon School.

This chapter provides information on the following:

- The concept of self-compassion
- Theories that incorporate self-compassion
- Previous studies on self-compassion
- Standardized assessment theory
- Government test
- The Education system of Thailand
- Chakkam Khanathon School

The Concept of Self-Compassion

The criteria for determining the degree to which a student has acquired
self-compassion is based on the work of Kristin Neff (Neff, 2011) on self-
compassion. Self-compassion according to Neff, is about having compassion for one’s
self in instances of perceived inadequacy, failure, or general suffering as opposed to
ignoring, judging, criticizing or fighting against oneself when there is failure,
difficulty or when there is the noticing of personal imperfections as demonstrated by
As defined by Neff (2011), self-compassion is composed of three main components: self-kindness, common humanity, and mindfulness.

1. Firstly, self-compassion is about recognizing and clearly seeing that suffering is occurring.

2. Secondly, when there is self-compassion there is the realization that suffering, loss, failure, mistakes, imperfection and limitation is part of the shared human experience.

3. Thirdly, self-compassion is feeling moved by one’s suffering to give kindness and understanding when failure occurs or mistakes are made instead of judging oneself and which is then followed by feeling motivated to reduce the suffering.

By having self-compassion, personal learning, change, and growth can take place in ways that are healthier for the individual in respect to the cognitive, affective and the psychomotor domains of learning and development because change is based on understanding rather than misunderstanding, such as from feelings of worthlessness and imperfection or at the other end of the scale a sense of self-worth in the form of either self-esteem, self-confidence or self-efficacy that are contingent (Neff, 2011).

In contrast to self-compassion, self-esteem (how positively we think of ourselves) has shown to have its benefits. For example, people who have high self-esteem are generally cheerful, happy people who report having lots of friends and are motivated in their life. On the other hand people who have low self-esteem report being lonely, depressed, and anxious as shown by Neff (2011).

Similar to self-esteem but not identical is self-confidence. While self-esteem is how we positively think about ourselves self-confidence is how we feel
about our abilities which invariably changes depending on the task and situation at hand (Neff, 2011).

It is worth noting that self-efficacy (the belief in our abilities) is directly related to our ability to achieve our dreams. While self-efficacy has its benefits including strong mental beliefs such beliefs are prone to be undermined by self-criticism and may actually do more to hinder than to help our ability to do our best (Neff, 2011).

Though the concepts of self-esteem and self-confidence differ, they both equally share a term that psychologists refer to as contingent self-worth. Contingent self-worth is our sense of self-esteem or self-confidence that depends on success or failure, on approval or disapproval. Similarly, in the manner that our self-worth is contingent when we choose to gain self-worth via either self-esteem or self-confidence, self-efficacy likewise is susceptible to the peaks and valleys of experience and ourselves that is ever changing, impermanent, good and bad, strong and weak. By obtaining our sense of self-worth in ways that are contingent is to invite self-criticism, self-doubt and great emotional pain, sense of hopelessness, insecurity and anxiety that harsh judgment brings (Neff, 2011).

In contrast to the self-worth that is gained either through self-esteem, self-confidence or even self-efficacy the sense of self-worth that is gained by way of self-compassion is not obtained by either judgments or evaluations on our successes or failures of our character or abilities but instead as found by Neff (2011), from the acknowledgement that our true value lies in the core experience of being conscious beings that feel and perceive.

So unlike self-esteem, self-confidence and self-efficacy that either requires us to see ourselves as perfect or as better than others or are prone to harsh
criticism self-compassion provides the same benefits as self-esteem, self-confidence or self-efficacy but without any of the drawbacks as aforementioned (Neff, 2011).

Finally, the research that Neff and her colleagues have done in the area of self-compassion has also shown it to be a powerful tool to achieve emotional well-being, contentment, and positive mind states of happiness and optimism. By giving ourselves unconditional kindness and comfort in times of difficulty while embracing unequivocally the human condition we can avoid the destructive patterns of fear, negativity, and isolation (Neff, 2011).

**Theories that Incorporate Self-Compassion**

How students learn and acquire self-compassion comes by way of culture in the form of the main care giver as suggested by the American developmental psychologist and psychoanalyst Erik Erikson's and his eight stages of psychosocial development as theorized by Erikson (Roweton, 1995 and Erikson 1993, originally published in 1950).

According to Erikson the most fundamental stage of life is the first stage of psychosocial development (see Table 1) which is termed Basic Trust versus Basic Mistrust and covers the period of infancy from ages 0 to 2. It is at this stage, that a baby develops basic trust or basic mistrust and it is dependent not only on nurturing but on the quality of the maternal relationship. Should a child fail to develop basic trust, the baby will be fearful and this fear will be carried through later in life with a general consensus that the world is inconsistent, unpredictable, hopeless, and eventually doomed to failure as Erikson (1950) reported.

What Erikson’s findings show is that if the child does not receive a sense of trust from the mother, the child will also not have trust in self or in the world. To
extrapolate from Erikson’s theory of psychosocial development, if no kindness is adequately given to the child the individual once grown up will not have the necessary skills to impart self-kindness. Without self-kindness which is one of three elements of self-compassion, there can be no self-compassion as Neff (2011) found.

Table 1

Erik Erikson’s 8 Stages of Psychosocial Development

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Psycho Social Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant – 18 months</td>
<td>Trust vs. Mistrust</td>
</tr>
<tr>
<td>18 months – 3 years</td>
<td>Autonomy vs. Shame &amp; Doubt</td>
</tr>
<tr>
<td>3 years – 5 years</td>
<td>Initiative vs. Guilt</td>
</tr>
<tr>
<td>5 years – 13 years</td>
<td>Industry vs. Inferiority</td>
</tr>
<tr>
<td>13 years – 21 years</td>
<td>Identity vs. Role Confusion</td>
</tr>
<tr>
<td>21 years – 39 years</td>
<td>Intimacy vs. Isolation</td>
</tr>
<tr>
<td>40 years – 65 years</td>
<td>Generativity vs. Stagnation</td>
</tr>
<tr>
<td>65 years and older</td>
<td>Ego Integrity vs. Despair</td>
</tr>
</tbody>
</table>


Previous Studies on Self-Compassion

Psychology’s interest and regard for self-esteem as the measurement of positive mental health is at present losing its appeal. Researchers, while acknowledging the benefits of self-esteem including: people feeling cheerful, happy and being motivated in their lives, are conceding that the data is also showing a much
more somber reality. In fact, as people try to obtain and keep a sense of high self-esteem it is all too easy become prey to: narcissism, self-absorption, self-righteous anger, prejudice, and discrimination to name but a few as Neff (2011) has found. As a result, psychologists and researchers are now looking at alternative concepts that people may acquire in order to foster a sense of self-worth that does not at the same time undermine their psychological and emotional health.

The research into the psychological, social and even financial benefits of self-compassion or at the very least having components of what composes self-compassion (self-kindness, common humanity, and mindfulness) is quickly changing how we value and trust ourselves. For example, in Daniel Goleman’s book *Emotional Intelligence* (1995), Goleman shows that people who are able to monitor their emotions or are in other words are mindful (taking a balanced approach to negative emotions so that feelings are neither suppressed nor exaggerated (Neff, 2011) can make wiser choices to skillfully guide their thinking and actions.

In one study, researchers measured cortisol levels and heart rate variability among a group of people trained to have more self-compassion. Cortisol is a stress hormone while heart rate variability indicates how able a person can adapt effectively to stress. The results suggested that people who are less self-critical and hence more self-compassionate, have a better ability to gauge their emotions and were able to better deal with the difficulties that life gives as Neff (2011) has reported.

In another test on 42 adolescent boys residing in a camp for juvenile delinquents, participants were given an eight-week meditation program that included progressive relaxation, concentration techniques, and mindfulness meditation in addition to an eight-week video/discussion group condition. The findings showed a
significant reduction in anxiety and an increase in internal locus of control so that people believe they can control their lives which Flinton (1998) has noted.

Other studies relating to self-compassion and students show similar positive results. One such study done on 119 high school graduates set out to determine students’ level of self-compassion (mindfulness, common humanity, and self-kindness) and what effects it had on their ability to deal with difficult situations. The findings by Terry, Leary and Mehta showed that participants, who had a greater capacity to treat themselves more gently, recognize that their situation is not specific to them and that other people feel the same, could face their feelings with greater equanimity compared to participants who had a lesser capacity to treat themselves gently (Terry, Leary and Mehta, 2012). Overall, students with a higher capacity to give themselves compassion were less self-critical, less prone to depression and more satisfied with their social lives. In summary, it was found that students who had more self-compassion or elements that compose self-compassion had better psychological and emotional coping skills when facing and dealing with the stresses of student life.

Self-compassion is been seen and interpreted as an alternative to self-worth and self-confidence which are contingent because of their dependency on an ever changing and imperfect world. Furthermore, research is showing that individuals who have more self-compassion are more capable to deal with difficult situations with less stress, less criticality and with greater emotional balance.

The pressures and challenges facing teenagers are great and varied not the least of which is being a student. However, there are healthier, happier and more balanced ways of dealing with life situations than via self-esteem and self-confidence of which self-compassion is becoming a leading means to fulfill those ends.
Standardized Assessment Theory

Standardized assessment has its beginnings in the mid 1800’s. According to Gallagher (2003) Horace Mann conceived of the idea and commenced using exams in Boston schools to ascertain the quality of teaching and learning in urban schools, to monitor the quality of instruction, and compare schools and teachers within each school in an objective manner.

Standardized assessment in one of its aspects gives students the same test under the same conditions such as test duration and evaluation criteria with the aim of comparing students in respect to the same knowledge and skills that have been taught to all students. As such it has become an accepted and useful tool for evaluating student achievement.

However, standardized assessment is not without its critics. Many contend that standardized assessment can if overused and misused do a great disservice to teaching and learning by narrowly defining the curriculum including limiting instruction in terms of how and what is taught. As such critics point out that when used incorrectly such assessment can push students to leave school, make teachers leave the profession, thwart student engagement and undermine school climate (FairTest, 2012).

The Ordinary National Educational Test

The Ordinary National Educational Test (O-NET) and more specifically the English O-NET test from the 2014-2015 school year is the basis for students’ English academic achievement in this study.

The O-NET is administered annually by the National Institute of Educational Testing Service to grade 6 (ISCED 1), grade 9 (ISCED 2) and grade 12
(ISCED 3) in February or March at the end of the second semester (end of the school year). The final score which determines promotion to the next grade is based on the O-NET score and the score obtained on school-based assessments held during the academic year. The O-NET contributes 20% and the school-based assessments contribute 80% of the final score as reported by The United Nations Educational, Scientific and Cultural Organization (UNESCO), (2015).

As documented by UNESCO (2015) the O-NET serves the following purposes:

- student selection to higher education programs or admission into specific courses or tracks
- designing individualized instructional plans
- supporting teachers (training, relevant materials, etc.)
- school or educator accountability
- promoting competition among schools
- sub-national level monitoring of learning outcomes
- monitoring education quality levels
- planning education policy reforms

The O-NET is a written examination, administered face to face and delivered through paper-pencil tests. All test-takers are presented with the same cognitive booklets or tests, which are aligned with the Basic Education Core Curriculum UNESCO (2015).

As stated by UNESCO (2015) the Ordinary National Educational Test comprises eight subjects administered in Thai. The subjects are the same for grade 6, grade 9 and grade 12; however, the duration of each test varies across grades. The subjects are listed below:
- Foreign Language (including English)
- Mathematics
- Science
- Social Studies
- Thai Language
- Arts
- Health study and Physical Education
- Occupation and Technology

In grade 9, all tests have a duration of 90 minutes, except for Arts (40 minutes), Health study and Physical Education (40 minutes) and Occupation and Technology (40 minutes) UNESCO (2015).

Table 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Areas and Skills Accessed</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Language for communication</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>Language and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and other subject groups relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language, community and work relationship</td>
<td></td>
</tr>
</tbody>
</table>

The test items consist of multiple choice questions with three or more response options and open-ended questions requiring short constructed responses. The minimum requirement to meet the national standard is 50 out of 100, or 50%. The test booklets are scored and verified through automatic controls UNESCO (2015).

The Education System of Thailand

Research by Henry first found that most teachers in schools do not promote higher levels of thinking and prefer low-level skills and. Even, though this study was done half a century ago teachers today still utilize low-level objectives and convergent questions as reported by Lasley, Matczynski, and Rowley (2002).

Similarly, the Thai education system appears only to support Lasley, Matczynski, and Rowley findings when considering Thailand’s present use and emphasis on assessment processes like standardized testing (such as the Ordinary National Educational Test) that utilize multiple choice questions for assessing students’ knowledge and skills rather than implementing open-response items which require higher order analysis and writing. In addition to the Thai education systems ubiquitous use of traditional teacher-centered methods of focusing on rote learning and memorization (with minimum emphasis on the higher order thinking knowledge and skills) as opposed to student-centered and task-based approaches to learning.

The overall outcome for Thai students is that the Thai education system affords few opportunities for students to use and develop their respective individual styles to the learning process, as well as, what according to Bloom, Englehart, Furst, Hill, and Krathwohl (1956) are the more complex cognitive knowledge and skills.

Bloom’s taxonomy of the cognitive domain, thinking skills and knowledge can be classified into a hierarchy of six thinking levels—from the simplest
form of thinking to the most complex as shown by Bloom, Englehart, Furst, Hill, and Krathwohl (1956). The six thinking levels can be further divided into two styles of thinking with are:

- Convergent thinking - lower level thinking processes

- Divergent thinking - higher level thinking processes

Furthermore, Bloom’s taxonomy of the cognitive domain has since been revised by Krathwohl (2002) see Table 2. Table 2 distinguishes between the different kinds of thinking skills (of which there are six) and also the different levels of thinking skills (of which there are two).

The cognitive domain of thinking skills as set out by Krathwohl from the lowest to the highest are:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

As aforementioned, the Thai education system traditionally emphasizes the convergent thinking skills of remembering and understanding which is partly due to the traditional teacher-centered methods and assessment processes like standardized testing. Teacher-centered or teacher-direct orientation has long been the focus of education in Thailand because the purpose of education lies on the role of the teacher to command and that the role of the student is to obey as Thamraksa (2011) reported. In fact, student-centered learning has only become of interest among
educators only recently when the Thai National Education Act 1999 made it the key concept in the reform of education.

However, the existence of large class sizes in Thailand does not promote effective teaching when considering that for effective teaching to occur research-based conclusions show that academic achievement increases with smaller class sizes, with maximum benefits when the teacher-student ratio approaches 1 to 4 as Presley, Gaskins, Solic and Collins (2006) found. This is particularly relevant when considering that the average class size at the lower secondary level in OECD countries is 23 students (Organisation for Economic Co-operation and Development [OECD], 2012). In stark contrast, the average class size at the lower secondary level in Thailand is 34 students. Moreover, it was this researcher’s firsthand experience in the Thai education system of observing some government schools in the higher secondary level with class sizes sometimes numbering over 50 students.

For the aforementioned reasons, Thai teachers generally cannot and do not support students’ higher order thinking skills of applying, analyzing, evaluating, and creating since such learning objectives are out of reach under the current conditions presently afforded Thai teachers and to whatever extent because of Thai teachers themselves as Thamraksa (2011) found.

However, in Thailand’s favor, unlike other Asian nations such as the Republic of Korea, Taiwan, or Vietnam which have strong Confucian ethics and hence have a strong belief in self-criticism as a motivating force, Thailand is a strong Buddhist country and as such Thais are much more self-compassionate as Neff (2011) found.

Moreover, research has also shown that people who have more self-compassion have more emotional intelligence, and are therefore better to maintain
emotional balance during the lows and highs of life’s experiences while at the same time enhancing well-being. In other words, self-compassionate people have better emotional coping skills with which they can use to deal with life’s difficulties with greater equanimity, with greater wisdom and clarity, and with fewer negative emotions – such as fear, irritability, hostility, or distress (Neff, 2011).

Table 3

Revised Version of Bloom’s Taxonomy in the Cognitive Domain as Revised by Anderson and Krathwohl

<table>
<thead>
<tr>
<th>Higher Levels of Thinking Skills (Divergent Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
</tr>
<tr>
<td>generate, plan, produce, construct, design, combine, develop</td>
</tr>
<tr>
<td>Evaluating</td>
</tr>
<tr>
<td>check, critique, judge, monitor, test assess appraise, evaluate</td>
</tr>
<tr>
<td>Analyzing</td>
</tr>
<tr>
<td>differentiate, distinguish, organize, attribute, select, analyze</td>
</tr>
<tr>
<td>Applying</td>
</tr>
<tr>
<td>apply, execute, implement, use, solve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lower Levels of Thinking Skills (Convergent Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
</tr>
<tr>
<td>exemplify, classify, infer, summarize, compare, paraphrase</td>
</tr>
<tr>
<td>Remembering</td>
</tr>
<tr>
<td>recall, recognize, identify, define, list</td>
</tr>
</tbody>
</table>

Chakkam Khanathon School

Established in 1904, Chakkam Khanathon School is a secondary school located in the center of Lamphun City, in Lamphun Province, Northern Thailand. It is one of the two largest secondary schools in the province with the other being Suanboonyopatham Lamphun School.

Chakkam Khanathon School received its name from the last prince of the last ruler of Lanna – Prince Chakkam. Prince Chakkam donated the land to the school for the school to be an all-boys school. Prince Chakkam’s dream for the school to be a leading educational institute in Lamphun province has come true as the school today is renowned for its high academic achievement and fostering the ethnicity of Thai culture. The school’s student population is approximately 3,311 students ranging from grade 7 to grade 12.

Chakkam Khanathon School provides to all students (as do all government high schools) two English programs. The main English program is taught by a native Thai teacher and focuses on students’ English grammar, reading and writing skills for preparing students for the English O-NET for the main purpose of serving student selection to higher education programs or admission into specific courses or tracks. The second program which is facilitated by a native English speaker who has most often been university educated but is usually not a teacher by profession supports students’ learning in the English skills of listening and speaking.

Students study with the native Thai English teacher 2 times a week with a class lasting 1 hour. On the other hand, students will study with the native speaker of English 1 time a week also for 1 hour per class. In the 2015-2016 school year, there were a total of 594 students that studied grade 10 at Chakkam Khanathon School (259 males and 335 females).
CHAPTER III

RESEARCH METHODOLOGY

This chapter introduces the research methodology used for this study and how it has guided research design, population and sample, instruments to be used, data collection and data analysis.

Research Design

The study employed a quantitative approach that included both descriptive and inferential statistics.

The researcher determined the level of grade 10 students’ self-compassion at Chakkam Khanathon School by way of a questionnaire which was translated into Thai by Mrs. Rattanaporn Punpeng an English teacher with a master’s degree in Education. The translated questionnaire was validated by Mrs. Supin Bootdee an English teacher with a master’s degree in teaching, Arisa Namwongprom who has a master’s degree in education and Mr. Nikom Tolongtong an English teacher with a master’s degree in Education. Students’ level of English academic achievement utilized students’ English O-NET scores from their previous year of study in the 2014-2015.

The aim of the research was two-fold. The first research objective was to determine the level of grade 10 male and grade 10 female students’ self-compassion in addition to students’ level of English academic achievement. The second research objective was to discover if there would be any significant difference in grade 10 male
and grade 10 female students’ English academic achievement as determined by
students’ level of self-compassion.

**Population**

This study surveyed grade 10 students (male and female) at Chakkam Khanathon School. The total population of grade 10 students which composes the 14 classes from grade 10/1 to 10/14 was 594 students, including 259 male students and 335 female students in the 2015-2016, see Table 5. However, not all grade 10 students studied at Chakkam Khanathon School in grade 9 from which the students’ English O-NET test scores are derived.

As a direct consequence of the students’ O-NET and school-based assessments in grade 9, students either continue to study the general program of studies or take up vocational education if scores are appraised unsatisfactory for the student to continue studying the general program. In addition, based on students’ grade 9 test scores, students may continue at their present school or continue their studies at a different school.

Table 4

*The Number of grade 10 High School Students at Chakkam Khanathon School for the Fourteen Classes*

<table>
<thead>
<tr>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>42</td>
<td>42</td>
<td>39</td>
<td>44</td>
<td>40</td>
<td>42</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>30</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>594</td>
</tr>
</tbody>
</table>
Sample

This study surveyed grade 10 students (male and female) at Chakkam Khanathon School. The sample for the study were all grade 10 students at Chakkam Khanathon School who also studied at the school in grade 9.

The sample consisted of 167 male students and 217 female students which together made a total of 384 grade 10 students, see Table 6. A census study of the population of students could not be made since not all grade 10 students studying at Chakkam Khanathon School studied grade 9 at the school in the previous year. Hence the researcher chose purposive sampling to obtain the sample for this survey.

Table 5

<table>
<thead>
<tr>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>12</td>
<td>25</td>
<td>33</td>
<td>27</td>
<td>33</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>37</td>
<td>40</td>
<td>18</td>
<td>34</td>
<td>40</td>
<td>17</td>
<td>594</td>
</tr>
</tbody>
</table>

Research Instrument

In total, three research instruments were used in this study. First, to determine students’ level of self-compassion the Self-Compassion Scale – Short form (SCS-SF) was utilized Raes, F., Pommier, E., Neff, K.D., & Van Gucht., D. (2011). Furthermore, since the sample population was Thai and the SCS-SF was written in English the second research instrument was a Thai translation of the SCS-SF. Lastly, to ascertain students’ level of English academic achievement, the study used students’
grade 9 English Ordinary National Educational Test from their 2014-2015 year of study.

**Self-Compassion Questionnaire**

The instrument that was used for the students to report their level of self-compassion was the Self-Compassion Scale – Short Form (SCS-SF) and was constructed by Raes, F., Pommier, E., Neff, K.D., & Van Gucht., D. (2011), (see Appendix A).

The 6 subscale, 12 item self-compassion scale is rated on a Likert scale from 1 (almost never) to 5 (almost always) with the total score derived by adding the means of each subscale together. The 6 subscales measure an individual's level of self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification. The SCS-SF is appropriate for ages 14 and up (as long as individuals have at least an 8th grade reading level).

However, for the purpose of this study the short version of the SCS was used for the specific reason to shorten the amount of time required for students to answer the items and thereby lessening any inconvenience to both students’ and teachers’ intended lessons’ objectives.

As the mean of the self-compassion scores tend to be around 3.0 on the 1-5 Likert scale, Neff suggests interpreting the overall score accordingly. As a rough guide, a score of 12.00-30.00 indicates low self-compassion, 30.01-42.00 indicates moderate self-compassion, and 42.01-60.00 indicates high self-compassion, see Table 7.
Table 6

The Score Ranges for the Levels of Self-Compassion

<table>
<thead>
<tr>
<th>Self-Compassion Scores</th>
<th>Description</th>
<th>Level of Self-Compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.00 – 30.00</td>
<td>Low Self-Compassion</td>
<td>Low</td>
</tr>
<tr>
<td>30.01 – 42.00</td>
<td>Some Self-Compassion</td>
<td>Moderate</td>
</tr>
<tr>
<td>42.01 – 60.00</td>
<td>High Self-Compassion</td>
<td>High</td>
</tr>
</tbody>
</table>

The range of scores are derived from the 12 item questionnaire that is composed of 3 subscale items: self-kindness, common humanity and mindfulness, and the 3 negative subscale items: self-judgment, isolation and over-identified, (see Table 9).

The three negative subscales (isolation, self-judgment, and over-identified) were worded negatively in the questionnaire, for example, *When I fail at something important to me I become consumed by feelings of inadequacy.* So that higher scores for the negative subscales: self-judgment, isolation, and over-identification indicate less self-compassion, while lower scores on these dimensions are indicative of more self-compassion. Therefore, it was necessary to reverse score the negative subscale items before calculating the subscale means in total. For example, for the negative subscale items and corresponding questions, a score of 1 was reversed scored to be a 5, a score of 2 was reversed scored to be a 4, a score of 3 remained the same, a score of 4 was reversed scored to be a 2, and a score of 5 was reversed scored to be a 1.
Table 7

*Positive and Negative Subscales and Corresponding Items of the Self-Compassion Questionnaire*

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Corresponding Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Kindness</td>
<td>Items 2 and 6</td>
</tr>
<tr>
<td>Common Humanity</td>
<td>Items 5 and 10</td>
</tr>
<tr>
<td>Mindfulness</td>
<td>Items 3 and 7</td>
</tr>
<tr>
<td>Self-Judgment*</td>
<td>Items 11 and 12</td>
</tr>
<tr>
<td>Isolation*</td>
<td>Items 4 and 8</td>
</tr>
<tr>
<td>Over-Identified*</td>
<td>Items 1 and 9</td>
</tr>
</tbody>
</table>

*Items which are reversed coded.


**Validity of the SCS-SF**

Based on the long scale, developed by Neff, K.D. (2003) at Texas University, Austin, the SCS-SF is reliable and has a near-perfect correlation with the long scale when examining total scores since it has the same factorial structure as the Self-Compassion Scale (SCS) as Neff, K. D. (2003) reported.

The constructed validity of the SCS-SF was shown by Raes, F., Pommier, E., Neff, K. D., & Gucht, D. V. (2011) who constructed and validated a short-form version of the Self-Compassion Scale (SCS). Two Dutch samples were used to construct and cross-validate the factorial structure of a 12 item Self-Compassion Scale-Short form (SCS-SF). The SCS-SF was then validated in a third, English sample. The SCS-SF demonstrated adequate internal consistency (Cronbach’s alpha
$\geq 0.86$ in all samples) and a near-perfect correlation with the long form SCS ($r \geq 0.97$
all samples).

**Reliability of the SCS-SF**

The Self-Compassion Scale – Short Form has been used in other studies to
determine the level of participant’s self-compassion. In studies using the Self-
Compassion Scale researchers have reported a reliability ranging from 0.70 to 0.90
Neff (2003).

Since the SCS–SF is in English but the participants in this study were Thai,
the self-compassion SCS–SF was translated into Thai (see Appendix B). Hence, the
accuracy of the data was dependent upon the accuracy of the translators (see
Appendix C).

**The Ordinary National Educational Test**

The English Ordinary National Educational Test (O-NET) from
students’ 2014-2015 academic school year was used to measure students’ English
academic achievement.

The test items consist of multiple choice questions with three or more
response options and open-ended questions requiring short constructed responses. The
minimum requirement to meet the national standard is 50 out of 100, or 50%.
The O-NET contributes 20 % and the school-based assessments contribute 80% of the
final score as reported by The United Nations Educational, Scientific and Cultural
Validity of the English Ordinary National Educational Test

In determining the score and level of English academic achievement of grade 10 students, the following standard as shown in Table 4 was used as set out by The National Institute of Educational Testing Service (NIETS) of Thailand. According to NIETS’s experienced and well-trained officers (including specialists in examination administration, test development, and research) maintain and monitor the standards of national educational measurement and evaluation including tests analysis of O-NET tests for the third level (secondary grades 1-3).

Table 8

*Standard for the Levels of English Academic Achievement of Students as used by NIETS for O-NET Results*

<table>
<thead>
<tr>
<th>English O-NET Scores</th>
<th>Level of Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.01-100.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>80.01-90.00</td>
<td>Very Good</td>
</tr>
<tr>
<td>70.01-80.00</td>
<td>Good</td>
</tr>
<tr>
<td>50.01-70.00</td>
<td>Fair</td>
</tr>
<tr>
<td>30.01-50.00</td>
<td>Adequately Fair</td>
</tr>
<tr>
<td>20.01-30.00</td>
<td>Adequate</td>
</tr>
<tr>
<td>10.01-20.00</td>
<td>Fail</td>
</tr>
<tr>
<td>0.01-10.00</td>
<td>Abjectly Fail</td>
</tr>
</tbody>
</table>
Reliability of the English Ordinary National Educational Test

While students’ English O-NET test booklets which consists of multiple choice questions with three or more response options are scored and verified through automatic controls the grade 10 sample studies for this study self-reported their grade 9 English O-NET scores. Therefore while the instrument used to measure the level of students’ English achievement level was valid and reliable the accuracy of the data was dependent upon the accuracy of students’ self-report of their English O-NET scores.

Collection of Data

The collection of data by the researcher was obtained by the following procedures:

1. The researcher conducted a personal visit to Chakkam Khanathon School to ask permission from the school principal and school vice principal for this research study to be done in their school with which they agreed.

2. The director of Chakkam Khanathon School was then given a Request for Collecting Data form which was filled out and then passed on to the researcher’s department of study at his place of study.

3. The department of study at the researcher’s university thereupon sent a letter providing the authority and authenticity of the researcher’s request to collect data at the school.

4. Having received consent by the director of Chakkam Khanathon School the researcher returned to the school with 384 questionnaires
for them to be administered to all the sample students by the head of Chakkam Khanathon School’s English department.

5. In addition to the questionnaire, students were also directed to give their gender and English academic achievement scores which had been completed as of March of the previous school year in 2015.

6. The questionnaire was administered by the head of the English Department at Chakkam Khanathon School along with the class teachers with whom the students happened to be studying with at the time.

7. The questionnaires were administered at the beginning of the first week of February 2016 and were completed by the end of the second week of February 2016 with a return rate of 100%.

Data Analysis

The following statistical methods were used to realize the research objectives:

1. To identify the level of self-compassion of grade 10 students at Chakkam Khanathon School, mean and standard deviation were used on the self-compassion questionnaire scores completed by the grade 10 male and grade 10 female sample students.

2. To identify the level of the English academic achievement of grade 10 students at Chakkam Khanathon School, mean and standard deviation were used on the English academic achievement scores completed by the grade 10 male and grade 10 female sample students in grade 9 in the 2014-2015 school year.
3. To determine the relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School, Pearson Product Moment Correlation was used between the mean of grade 10 students’ self-compassion questionnaire scores and the mean of students’ English academic achievement scores.

4. To compare grade 10 students’ self-compassion according to gender at Chakkam Khanathon School, 2-tailed t-test was used between the mean of male students’ self-compassion questionnaire scores and the mean of female students’ self-compassion questionnaire scores.

5. To compare grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School, 2-tailed t-test was used between the mean of male students’ English academic achievement scores and the mean of female students’ English academic achievement scores.
# Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the level of self-compassion of grade 10 students at Chakkam Khanathon School in Lamphun Province</td>
<td>Grade 10 students at Chakkam Khanathon School (167 male students and 217 female students)</td>
<td>Self-compassion questionnaire</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>2. To identify the level of the English academic achievement of grade 10 students at Chakkam Khanathon School in Lamphun Province</td>
<td>Grade 10 students at Chakkam Khanathon School (167 male students and 217 female students)</td>
<td>English O-NET test</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>3. To determine the relationship between grade 10 students' self-compassion and students' English academic achievement at Chakkam Khanathon School in Lamphun Province</td>
<td>Grade 10 students at Chakkam Khanathon School (167 male students and 217 female students)</td>
<td>Self-compassion questionnaire and English O-NET test</td>
<td>Pearson Product Moment Correlation</td>
</tr>
<tr>
<td>4. To compare grade 10 students' self-compassion according to gender at Chakkam Khanathon School in Lamphun Province</td>
<td>Grade 10 students at Chakkam Khanathon School (167 male students and 217 female students)</td>
<td>Self-compassion questionnaire and grade 10 students at Chakkam Khanathon School</td>
<td>2-tailed t-test</td>
</tr>
<tr>
<td>5. To compare grade 10 students' English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province</td>
<td>Grade 10 students at Chakkam Khanathon School (167 male students and 217 female students)</td>
<td>English O-NET test and grade 10 students at Chakkam Khanathon School</td>
<td>2-tailed t-test</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the study results and relates them to each research objective.

Findings of the Research

The data regarding grade 10 boys and grade 10 girls at Chakkam Khanathon School in Lamphun Province is as follows:

- Findings for Research Objective 1 – shows the mean score of self-compassion for grade 10 male and grade 10 female students.

- Findings for Research Objective 2 - shows the mean score of English academic achievement for grade 10 male and grade 10 female students.

- Findings for Research Objective 3 - shows the relationship between grade 10 students’ self-compassion and students’ English academic achievement.

- Findings for Research Objective 4 – shows if there is any significant difference between grade 10 students self-compassion according to gender.

- Findings for Research Objective 5 – shows if there is any significant difference between grade 10 students’ English academic achievement according to gender.
Research Findings for Objective 1

The research objective 1 for this study is: To identify the level of self-compassion of grade 10 students at Chakkam Khanathon School in Lamphun Province.

Participants were asked to rate a number of statements related to self-compassion using a 5-point Likert scale, with responses ranging from almost always (5) to almost never (1). Self-compassion variables included: self-kindness, common humanity, mindfulness, self-judgment, isolation, and over-identified.

Table 9

*The Mean and Standard Deviation of Self-Compassion of Grade 10 Male and Grade 10 Female Students*

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Mean of Self-Compassion</th>
<th>Standard Deviation</th>
<th>Level of Compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>384</td>
<td>40.43</td>
<td>5.16</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

From Table 9, the mean of self-compassion of grade 10 boy and grade 10 girl students was 40.43. A mean level of 40.43 indicated that there is a moderate level of self-compassion for grade 10 male and grade 10 female students at Chakkam Khanathon School.

Research Findings for Objective 2

The research objective 2 for this study is: To identify the level of the English academic achievement of grade 10 male and grade 10 female students at Chakkam Khanathon School in Lamphun Province.
Participants were asked to give their English academic achievement scores from grade 9 at the same time the participants answered the 12 item self-compassion questionnaire.

Table 10

The Mean and Standard Deviation of English Academic Achievement of Grade 10 Male and Grade 10 Female Students

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Mean of English Academic Achievement</th>
<th>Standard Deviation</th>
<th>Level of English Academic Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>384</td>
<td>44.87</td>
<td>15.78</td>
<td>Adequately Fair</td>
</tr>
</tbody>
</table>

From Table 10, the mean of English academic achievement of grade 10 boy and grade 10 girl students was 44.87. A mean level of 44.87 indicated that students’ level of English was adequately fair according to the standards as set out by NIETS for O-NET Results.

Research Findings for Objective 3

The research objective 3 for this study is: To determine the relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School in Lamphun Province.

The Pearson Product Moment Correlation using grade 10 male and grade 10 female students’ self-compassion and students’ English Academic scores was used to find the objective.
Table 11

*Pearson Product Moment Correlation of Self-Compassion and English Academic Achievement of Grade 10 Male and Grade 10 Female Students (n=384)*

<table>
<thead>
<tr>
<th>Self-Compassion and English Academic Achievement of Grade 10 Male and Female Students</th>
<th>Pearson Product Moment Correlation</th>
<th>Significance 2-tailed t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0.031</td>
<td>.551</td>
<td></td>
</tr>
</tbody>
</table>

From Table 11, Pearson Product Moment Correlation of self-compassion and English academic achievement of grade 10 male and grade 10 female students is -0.031 at the significance level of .551 which is bigger than 0.05. Therefore, there is no significant relationship between self-compassion and English academic achievement of grade 10 male and grade 10 female students. Pearson Product Moment Correlation for self-compassion and English academic achievement.

The research hypothesis 1 for this study is: There is a significant relationship between grade 10 students’ self-compassion and grade 10 students’ English academic achievement at Chakkam Khanathon School in Lamphun Province at the level of 0.05. The hypothesis was rejected (p=.551). Therefore, there is no significant relationship between students’ self-compassion and students’ English academic achievement.

**Research Findings for Objective 4**

The research objective 4 for this study is: To compare grade 10 students self-compassion according to gender at Chakkam Khanathon School in Lamphun Province.

The t-test using grade 10 male and grade 10 female students’ gender and students’ self-compassion scores were used to find the objective.
Table 12

The t-Test of Gender and Self-Compassion of Grade 10 Male and Grade 10 Female Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>T Value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40.09</td>
<td>5.08</td>
<td>-1.12</td>
<td>0.026</td>
</tr>
<tr>
<td>Female</td>
<td>40.69</td>
<td>5.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 12, the t-test value between self-compassion scores and gender of grade 10 male and grade 10 female students is -1.12 at the significance level of .26 which is greater than 0.05. Therefore, there is no significant difference in the level of self-compassion according to gender of grade 10 male and grade 10 female students at Chakkam Khanathon School.

The research hypothesis 2 for this study is: There is a significant difference between grade 10 male students’ self-compassion and grade 10 female students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province at the level of 0.05. The hypothesis was rejected (p = .26). Therefore, there is no significant difference between students’ self-compassion according to gender.

Research Findings for Objective 5

The research objective 5 for this study is: To compare grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province.

The t-test using grade 10 male and grade 10 female students’ gender and students’ English academic achievement scores were used to find the objective.
Table 13

**The t-Test of Gender and English Academic Achievement of Grade 10 Male and Grade 10 Female Students**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>T Value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46.62</td>
<td>18.16</td>
<td>1.91</td>
<td>0.07</td>
</tr>
<tr>
<td>Female</td>
<td>43.51</td>
<td>13.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 13, the t-test value between English academic achievement scores and gender of grade 10 male and grade 10 female students is 1.91 at the significance level of .07 which is greater than 0.05. Therefore, there is no significant difference in the level of self-compassion according to gender of grade 10 male and grade 10 female students at Chakkam Khanathon School.

The research hypothesis 3 for this study is: There is a significant difference between grade 10 male students' English academic achievement and grade 10 female students' English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province at the level of 0.05. The hypothesis was rejected (p = .07). Therefore, there is no significant difference between students' English academic achievement according to gender.
### Summary of the Hypotheses Testing

<table>
<thead>
<tr>
<th>Research Hypotheses</th>
<th>Statistical Analysis</th>
<th>Level of Significance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a significant relationship between grade 10 students’ self-compassion and grade 10 students’ English academic achievement at Chakkam Khanathon School in Lamphun Province at the level of 0.05.</td>
<td>Pearson Product Moment Correlation</td>
<td>.551</td>
<td>No significant relationship</td>
</tr>
<tr>
<td>2. There is a significant difference between grade 10 students’ self-compassion according to gender at Chakkam Khanathon School in Lamphun Province at the level of 0.05.</td>
<td>2-tailed t-test</td>
<td>.26</td>
<td>No significant difference</td>
</tr>
<tr>
<td>3. There is a significant difference between grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School Lamphun Province at the level of 0.05.</td>
<td>2-tailed t-test</td>
<td>.07</td>
<td>No significant difference</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter includes a summary of the study, conclusions drawn from the study, a discussion on the findings of the study and recommendations regarding self-compassion and English academic achievement.

Summary of the Study

This research examined relationships between self-compassion and English academic achievement, gender and self-compassion, and gender and English academic achievement of grade 10 male and female students at Chakkam Khanathon School in Lamphun Province, Thailand. However, the main purpose of this study was to determine the relationship between students’ self-compassion and students’ English academic achievement.

The research objectives for this study were:

1. To identify the level of self-compassion of grade 10 students at Chakkam Khanathon School in Lamphun Province.

2. To identify the level of the English academic achievement of grade 10 students at Chakkam Khanathon School in Lamphun Province.

3. To determine the relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School in Lamphun Province.
4. To determine if there is any significant difference between grade 10 students' self-compassion according to gender at Chakkam Khanathon School in Lamphun Province.

5. To determine if there is any significant difference between grade 10 students' English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province.

The research design took the form of a quantitative study. The sample for the study was 167 grade 10 male and 217 grade 10 female students, for a total sample of 384 students. The students responded to a 12 item questionnaire on a Likert-scale regarding self-compassion. Students’ self-compassion scores were then compared to their English academic achievement scores which took the form of students’ national English standardized test scores from the previous year.

The analysis included descriptive statistics, which were used to indicate overall trends in self-compassion, and inferential statistics, which provided insights into the relationships between self-compassion and English academic achievement, gender and self-compassion, and gender and English academic achievement.

**Results of the Study**

1. The level of self-compassion of grade 10 male and grade 10 female students self-compassion at Chakkam Khanathon School in Lamphun Province was moderate.

2. The level of English academic achievement of grade 10 male and grade 10 female students self-compassion at Chakkam Kharathon School in Lamphun Province was adequately fair.
3. There was no significant relationship between grade 10 students’ self-compassion and students’ English academic achievement at Chakkam Khanathon School in Lamphun Province.

4. There was no significant difference between grade 10 students self-compassion according to gender at Chakkam Khanathon School in Lamphun Province.

5. There was no significant difference between grade 10 students’ English academic achievement according to gender at Chakkam Khanathon School in Lamphun Province.

**Conclusion**

This section draws conclusions from the result of the study.

**Level of Self-Compassion of Grade 10 Students**

The first research objective was to identify the students’ level of self-compassion. Students’ level of self-compassion was found to be moderate, indicating that students have some degree of self-compassion, but that there is significant room for improvement.

**Level of Self-Compassion of Grade 10 Students**

The second research objective was to identify the students' level of English academic achievement. Students’ level of English academic achievement was found to be adequately fair; indicating that students have some degree of English academic achievement, but like students’ level of self-compassion there is also significant room for improvement.
Relationship between Self-Compassion and English Academic Achievement among Grade 10 Students

The third objective was to determine the relationship between self-compassion and English academic achievement among students. A statistical analysis of the relationship between self-compassion scores and English academic achievement scores indicated that self-compassion overall does not predict English language achievement for these students, and that two aspects of self-compassion, self-kindness and mindfulness, are actually inversely related to English language achievement, while over-identification, a variable negatively related to self-compassion, is positively associated with English academic achievement. However, these relationships are quite weak, and therefore likely to have little effect.

The following conclusion was drawn from the findings from the study of the relationship between self-compassion and English academic achievement among grade 10 students: There is no significant relationship between students' self-compassion and students' English academic achievement. Therefore, grade 10 students’ self-compassion level does not effect students’ English Academic achievement scores.

Difference between Self-Compassion of Grade 10 Students according to Gender

The fourth objective of this study was to determine whether there are statistically significant differences in self-compassion among students according to gender. A statistical analysis of the difference between gender and self-compassion scores indicated that there are no gender differences in self-compassion overall. However, slight differences were found for two of the self-compassion variables, with male students receiving a slightly higher score, on average, for common humanity,
which is positively related to self-compassion, and female students receiving a slightly higher average score for self-judgment, which is negatively related to self-compassion.

The following conclusion was drawn from the findings from the study of the difference between gender and self-compassion of grade 10 students: There is no significant difference between students’ self-compassion according to gender. Therefore, gender differences do not affect grade 10 students’ self-compassion levels.

**Difference between English Academic Achievement of Grade 10 Students according to Gender**

The fifth objective was to determine whether there is a statistically significant difference between students’ English academic achievement according to gender. The findings indicate that there are no significant differences in English academic achievement according to gender.

The following conclusion was drawn from the findings from the study of the difference between English academic achievement of grade 10 students according to gender: There is no significant difference between students’ English academic achievement according to gender. Therefore, gender differences do not affect grade 10 students English Academic achievement scores.

**Discussion**

Firstly, each conclusion is discussed. Next, the implications based on the findings of this study are discussed. Finally, recommendations based on the findings of this study are discussed.
There is No Significant Relationship between Students’ Self-Compassion and Students’ English Academic Achievement

The results of this study stand in contrast to the findings of past studies regarding self-compassion, and are unexpected based on the results of prior research showing the benefits of self-compassion.

This research found no statistically significant relationship between English academic achievement for self-compassion, but several of the variables related to self-compassion were found to predict standardized test scores, including self-kindness, mindfulness, and over-identified. However, the relationships for the first two variables were actually negative, and the third variable, which is negatively related to self-compassion, was found to have a positive influence. Moreover, all of these relationships were weak in that their significance level was greater than 0.05. These findings are not what one would expect based on the results of prior studies.

For example, according to Goleman (1995), research has shown that people who are mindful tend to be better at guiding their thinking and actions, and Flinton (1998) reported on a study of adolescent boys attending a camp for juvenile delinquents who experienced significant reductions in anxiety and greater feelings of internal control after engaging in a meditation program that included a mindfulness component. Also, Neff (2011) reported on various studies indicating that those who are more self-compassionate are better able to regulate their emotions and deal with challenges, and they have lower levels of the stress hormone cortisol.

Similarly, in another study, Terry et al. (2012) found that among high school graduates, those with higher scores on measures of self-compassion treated themselves more gently, recognized that their difficult situations were part of the human condition, and were able to face their feelings with equanimity, and as a result,
they were less self-critical, less likely to suffer from depression, and more likely to express satisfaction with their social lives. From the findings of past research, it would be expected that self-compassion would be positively related to English academic achievement.

Therefore, the findings of this study suggest that self-compassion is not related to English academic achievement, and that some aspects of self-compassion may actually have a slightly negative effect on achievement.

While more research would be required to determine why the findings of this research diverged from what would be expected based on the results of past studies there are however a number of possibilities why the findings diverged from what would be expected. For instance, students with greater self-compassion may place a greater value on things other than academic achievement, such as happiness, meaning, and connection with others, or they may not be inclined to pressure themselves into working as hard to achieve English language proficiency. It is also possible that different measures used to assess aspects of self-compassion and academic achievement may contribute to the divergent findings with regard to this relationship. In addition, other factors may affect the relationship between self-compassion and academic achievement including aspects of culture and educational strategy. In particular, teaching methods and assessments that are more student-centered or based on higher-order thinking might yield different results with regard to English academic achievement. However, further studies would be needed to explore these possibilities.

In conclusion, the results of this study diverge from the findings of past studies regarding the benefits of self-compassion and the expectation therefore that self-compassion would also benefit students’ English academic achievement.
Nevertheless, the results of this study are however surprisingly expected and consistent with Thamraksa’s reported findings on the Thai education system. In particular, Thamraksa (2011) found, that the Thai education system emphasizes rote learning and almost always emphasizes the convergent thinking skills of remembering and understanding with a teacher-centered orientation that creates passive and dependent learners of which standardized testing is an integral part.

Consequently, the Thai education system may therefore account to whatever degree for the moderate level scores for students’ self-compassion on the self-compassion questionnaire which requires independent thinking and higher thinking skills to answer such as reflection; in addition to students’ English academic achievement scores which also achieved only an adequately fair level.

There is No Significant Difference between Students’ Self-Compassion according to Gender

This research found no differences in self-compassion according to gender. As mentioned earlier, these results stand in contrast to those of a recent meta-analysis conducted by Yarnell, Stafford, Neff, Reilly, Knox, and Mullarkey (2015), which found slightly higher average of self-compassion in males than females.

It should be noted that although self-compassion did not vary overall by gender, there were gender differences in two self-compassion variables, common humanity and self-judgment, with boys scoring slightly higher for common humanity, which is positively related to self-compassion and girls scoring slightly higher for self-judgment, which is negatively related to self-compassion. However, more research would be required to determine the reasons for these differences.
Furthermore, gender differences in both English academic achievement and self-compassion may vary from one culture or school system to the next. The fact that research conducted in other nations has found gender differences, while this study did not (with the exceptions of slight differences in common humanity and self-judgment) suggests that factors unique to the Thai culture or the Thai school system may play a pivotal role in reducing gender differences in levels of both self-compassion, as well as, English academic achievement in students.

Moreover, the fact that there was no significant difference between self-compassion scores according to gender or English academic achievement scores according to gender can likewise be made sense of in light of Thamraksa’s findings that the Thai education system does not lend itself to students’ individual styles of learning which as reported by past studies are partly gender related. However, further research would be required to determine the relationship between the Thai education system which is creating what Thamraksa (2011) describes as passive recipients who lack the skills to think analytically, critically and reflectively and Thai students’ gender.

There is No Significant Difference between Students’ English Academic Achievement according to Gender

This research also found no significant differences between students’ English academic achievement according to gender. As previously indicated these findings stand in contrast to the findings of other researchers that did find there are gender differences in English language achievement among students learning English as a second language (Abdullahi & Bichi, 2015; Karthigeyer & Nirmala, 2012).
The divergent findings may be the result of the small sample of this study. Other factors that may have caused the divergent findings may include the cultural differences between the participants of the various studies, the level of students’ intelligence quotient in the various studies, the form of assessment the various sample students were assessed by, and the way the Thai school system teaches English compared to the approaches used by schools in other nations.

Moreover, the greater implication of the divergent findings of this study suggests that gender differences may result more from environmental factors than from biological ones. However, this could only be determined by conducting a multinational research that would enable cross-cultural comparisons. Therefore as aforementioned, it is possible that the participants in this study or the school system that provides their education differ in critical ways from other students or school systems, and that these differences influenced the findings of this study.

Recommendations

Recommendations for Teachers of English as a Second Language

The findings of this research also have a number of implications for those involved in educational management and teaching within Chakkam Khanathon School. First, although self-compassion does not appear to contribute to scores on standardized tests, it provides a number of benefits in terms of emotional coping and challenge management that make it a useful trait to cultivate in students.

Incidentally, given that most aspects of self-compassion are not related to standardized test scores and those that do predict these scores to some extent show a negative association, it is possible that self-compassion has an adverse effect on
English academic achievement. On the other hand, it is also possible that self-compassion contributes to learning in ways not indicated by standardized test scores.

Nonetheless, the implementation of self-compassion exercises in classes may have its own inherent challenges since self-compassion (mindfulness, common-humanity, and self-kindness) requires thinking skills higher than the Thai education system emphasizes which according to Thamraksa (2011) creates students who merely listen, memorize, and absorb the information that is transferred by the righteous guru teacher.

Lastly, and most importantly, if the results of this study can be attributed to the teacher-centered orientation of education and to the hierarchical pattern of society in Thailand as Thamraksa (2011) has shown, teachers would do well therefore to move towards a more student-centered classroom wherein the teacher is no longer the authority and expert who possesses all knowledge to teacher as facilitator who instead supports students to become active participants in the learning process rather than been passive recipients of knowledge.

**Recommendations for Future Research**

This study had several limitations that could be addressed by future research. First, it was confined to a single high school within a single nation. Therefore, it did not provide insights into the contributions that cultural and school-level factors may have made to self-compassion, academic achievement, and gender differences. To determine whether culture and school system factors play a role in outcomes related to self-compassion, academic achievement, and gender differences would require conducting a similar study on a much larger scale, including multiple nations so that cross-national and school system comparisons could be made.
Another limitation of this research was the reliance on standardized test scores as a measure of student learning. Standardized tests have been criticized as a means to assess learning outcomes due to their failure to promote higher-order thinking processes such as critical thinking, analysis, application, and creativity (Thamraksa, 2011), and other methods of assessment may provide better insights into the degree to which students' have achieved English language proficiency. Therefore, test scores may not necessarily indicate whether students can use language effectively in every situation and apply it to higher-order thinking processes.

Therefore, it would be useful to conduct a study using other forms of performance-based learning outcome assessment, such as the ability to converse fluently in English, the application of the English language to critical thinking exercises, or success in using English within real-world contexts (such as workplaces). However, it would be more difficult to develop quantitative, objective, comparable measures for performance-based assessments, so conducting such a study would be challenging.
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*Education indicators in focus: How does class size vary around the world?*


APPENDICES
APPENDIX A

Self-Compassion Questionnaire

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES
What is your gender?  Boy ☐ Girl ☐

What was your government test score? ☐

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

<table>
<thead>
<tr>
<th>Almost never</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Almost always</th>
<th>5</th>
</tr>
</thead>
</table>

1. When I fail at something important to me, I become consumed by feelings of inadequacy.

2. I try to be understanding and patient towards those aspects of my personality I don’t like.

3. When something painful happens, I try to take a balanced view of the situation.

4. When I’m feeling down, I tend to feel like most other people are probably happier than I am.

5. I try to see my failings as part of the human condition.

6. When I’m going through a very hard time, I give myself the caring and tenderness I need.

7. When something upsets me, I try to keep my emotions in balance.

8. When I fail at something that’s important to me, I tend to feel alone in my failure.

9. When I’m feeling down, I tend to obsess and fixate on everything that’s wrong.

10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.

11. I’m disapproving and judgmental about my own flaws and inadequacies.

12. I’m intolerant and impatient towards those aspects of my personality I don’t like.
APPENDIX B

Self-Compassion Questionnaire Thai Translation

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES
เพศ □ ชาย □ หญิง
คุณได้คะแนน O-NET เท่าไหร่ □

โปรดอ่านข้อความแล้วเลือกให้ละเอียดก่อนที่จะตอบ ทางด้านข้ามของแต่ละรายการ โปรดแสดงให้เห็นว่าคุณมีพฤติกรรมในลักษณะต่างกันว่าบ่อยแค่ไหน โดยใช้ประโยชน์ต่อไป:

<table>
<thead>
<tr>
<th>แนวจะไม่เคย</th>
<th>แนวจะเป็นประจำ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1. เมื่อฉันสัมผัสเห็นในบางสิ่งบางอย่างที่สำคัญเกี่ยวกับธุรการเป็นคนที่เหมือนไม่กับความรู้สึกตัดสิน

2. ธุรกายที่จะข้าข้าและอดทนต่อประเด็นตัดนักบุคคลภาพของฉัน ที่ล่าไม่ชอบ

3. เมื่อมีบางสิ่งที่เริ่มปรากฏตับขันในพยายามที่จะใช้ทรัพยากรในแบบเดิมในสถานการณ์นั้น

4. ธุรกายนั้นจะรู้สึกเหมือนกับอะไร คนอื่นๆ ส่วนใหญ่จะมีความสุขมากกว่าฉัน

5. ธุรกายที่จะเห็นความสัมผัสของฉันเป็นส่วนหนึ่งของฉัน

6. เมื่อฉันกำลังจะตัดสินใจว่าจะทำคุณภาพมากกว่า ฉันจะให้การตัดสินใจของและความอ่อนโยนที่สิ่งดังกล่าว

7. เมื่อบางสิ่งที่ทำให้ฉันอารมณ์เสีย ฉันพยายามที่จะควบคุมอารมณ์ของฉันไว้

8. เมื่อฉันสัมผัสเห็นในบางสิ่งบางอย่างที่สำคัญเกี่ยวกับธุรการฉันจะรู้สึกโดดเดี่ยวในความสัมผัสของฉัน

9. เมื่อฉันกำลังรู้สึกแอ้ ฉันมักจะเหมือนกันและอ่อนนุ่มอยู่กับทุกอย่างที่ผิด

10. เมื่อฉันรู้สึกตัดสินใจบางอย่างฉันพยายามที่จะเดินทางทิ้งความรู้สึกตัดสินนั้นได้รับการเบิกปันจากคนส่วนใหญ่

11. ฉันไม่เห็นด้วย และความคิดเสียเกี่ยวกับข้อต่างๆและข้อกงพร่องของสิ่งนั้นเอง

12. ฉันขอได้และ ไม่มีความอดกลั้นต่อประเด็นธุรภาพของฉันที่ล่าไม่ชอบ
APPENDIX C

Name, Degree and Teaching Position of Translators
Names, Degree and Teaching Position of Translators

1. Miss Rattanaporn Punpeung, master degree in Education, Thai English teacher.

2. Mrs. Supin Bootdee, master degree in Education, Thai English teacher.

3. Miss Arisa Namwongprom, master degree in Education, Thai English teacher.