

**THE EFFECTIVENESS OF ACADEMIC RESILIENCE
MODULES (ARM) IN ENHANCING ACADEMIC
RESILIENCE AND ACADEMIC ACHIEVEMENT
AMONG STUDENTS AT RISK IN THREE
SOUTHERNMOST PROVINCES OF THAILAND**

by

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In the name of ALLAH the most generous and merciful, all praise to Him the sustainer of the Heaven and Earth and all within it. Who said “for each one are successive [angels] before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it, and there is not for them besides Him any patron.”

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LIST OF ABBREVIATIONS

ARM	Academic Resilience Modules
AR	Academic Resilience
AA	Academic Achievement

**KEBERKESANAN DALAM MODUL KEBINGKASAN AKADEMIK (ARM)
BAGI MEMPERTINGKATKAN KEBINGKASAN AKADEMIK DAN
PENCAPAIAN AKADEMIK DALAM KALANGAN PELAJAR YANG
BERADA DALAM KEADAAN BAHAYA DI TIGA DAERAH PALING
SELATAN DI THAILAND**

ABSTRAK

Ketidakstabilan politik dan ekonomi di tiga daerah paling selatan di Thailand, mendedahkan pelajar kepada persekitaran pengajian yang kurang memuaskan. Secara amnya mereka berhadapan dengan situasi yang pelbagai dan sukar untuk belajar Bahasa English di situasi tertentu. Oleh yang demikian, sokongn amat diperlukan dalam kondisi pengajian dengan modul yang memberi manfaat kepada kualiti psikologi dan akademik dalam berhadapan dengan persaingan dan kesukaran. Tesis ini bertujuan untuk mereka bentuk Modul Kebingkisan Akademik (ARM) bagi mempromosikan kebingkisan dan pencapaian akademik para pelajar yang berada dalam keadaan berisiko di tiga daerah paling selatan di Thailand. Secara khususnya, kajian ini memberi tumpuan kepada cara untuk meningkatkan kebingkisan akademik dan pencapaian akademik dalam subjek Bahasa Inggeris bagi pelajar-pelajar tahun pertama di sekolah menengah. Kesesuaian pelaksanaan ARM berdasarkan tindak balas guru dan pelajar turut dinilai. Data untuk kajian diperolehi melalui penggunaan kajian soal selidik kebingkisan akademik, ujian pencapaian akademik, temu bual berstruktur dan senarai semak pemerhatian. Bukti dapatan kajian ini menunjukkan terdapat perbezaan yang signifikan dalam skor purata pelajar dalam kumpulan eksperimen dan kumpulan kawalan. Keputusan kajian mendedahkan kepentingan dan keberkesanan ARM dalam memudahkan kebingkisan akademik dan pencapaian

akademik pelajar-pelajar tahun pertama di sekolah menengah. Oleh itu, kajian merumuskan bahawa ARM berupaya untuk meningkatkan kebingkisan akademik pelajar yang berada dalam keadaan bahaya di tiga daerah paling selatan di Thailand. Tambahan lagi, analisis data daripada temu bual telah mengesahkan kesesuaian ARM dalam aspek kandungan dan kurikulum. Akhirnya, tanggungjawab guru dalam pelaksanaan ARM dapat diketengahkan. Berdasarkan dapatan kajian, kajian ini telah berjaya menemukan beberapa cadangan asas. Akhir sekali, peranan dan tanggungjawab guru adalah induk untuk memastikan keberkesanan pelaksanaan modul dan kejayaan pelajar. Keseluruhan kajian ini, menunjukkan pedagogi yang berstruktur dan sistematik boleh berfungsi sebagai alatan asas dalam pemupukan dan penambahbaikan daya tahan pelajar yang berada dalam keadaan yang membimbangkan.

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ACHIEVEMENT AMONG STUDENTS AT RISK IN THREE
SOUTHERNMOST PROVINCES OF THAILAND**

ABSTRACT

The political and economical instability in three southernmost provinces of Thailand has exposed students to at risk learning environment. These students face diversity and hardship in learning English in this particular situation. Therefore, there is a need to support their learning condition with a module that improves both their academic and psychological quality to deal with such challenges and difficulties. This thesis seeks to design **Academic Resilience Module (ARM)** aimed at promoting academic resilience and academic achievement of students at risk in three Southernmost Provinces of Thailand. Specifically, it focused on the way to improve the academic resilience and academic achievement in English subject of first year secondary school students. The suitability of the ARM implementation was evaluated among teachers and students. The data for this study were collected through the use of academic resilience questionnaire, academic achievement test, semi-structured interview and observation checklist. Evidence obtained from the study shows that there is a significant difference in the mean scores of students in the experimental and control groups. The results reveal the importance and the effectiveness of ARM in their academic resilience and academic achievement. Hence, it is concluded that the ARM has the capacity to improve the academic resilience of the students at risk in three Southernmost Provinces of Thailand. Furthermore, analysis of the data extracted from the interview has confirmed the suitability of the ARM in terms of its

content and curriculum. Finally, it was observed that teachers' roles and responsibilities are central to the success of the module implementation and students achievement. Overall finding indicated that a structured and systematic pedagogy could serves as fundamental tool in nurturing and enhancement of at risk students' academic resilience.

CHAPTER ONE

INTRODUCTION

1.1.Introduction

In an ideal situation, students are strengthened and driven to attain their capabilities as well as equipped to successfully deal with academic stresses, pressures and difficulties in the school situation (Martin, 2002). Thus, several scholars and researchers have given much attention to students' drives and energies, albeit much emphasis has not been placed on their capacities to deal with difficulties and pressures. Particularly in Thailand although much attention has been given to students' motivation but the ways to enhance students' academic resilience have not been thoroughly explored. Therefore, this fundamental issue provides some conceptual perspectives to scholars and educators who unearth new intervention pathways. Essentially, academic resilience could provide energy and motivation to effective learning and working with a view to achieving one's potentials, though it may not be able to adequately address all academic impediments, extreme stresses and pressures. The absence of some degree of resilience could reduce the motivation of students in the presence of these challenges.

The concept of academic resilience enables us to consider some vital questions. For instance, why are some students hindered by difficulties, stresses, pressures and low performance whereas others recover and move on? What is responsible for the inability of some students to break away from downward spiral of under-achievement while others are very proactive in responding and breaking the low performance and downward spiral? Why is it that some students crumble when they are under school pressures whereas others have the vigor to undertake the

difficulties before them? Academic resilience researches seeks to facilitate high students' academic achievement regardless of the existence of risk factors which often cause poor academic achievement (Morales & Trotman 2004). Although resilience construct was not originally applied to positive educational achievements (but to positive mental health outcomes regardless of psychological stressors), but it was later applied on academic success (Garmenzy, 1991; Morales & Trotman, 2004).

In the context of this study, academic resilience is the ability to signify successfully deal with academic drawbacks, risk factors and challenges that are typical of ordinary academic life (Martin & Marsh, 2008). Specifically, academic resilience refers to a phenomenon characterized by desirable outcomes irrespective of grave adaptation or development threats in academics. Since the 1970s, researchers have given more attention to academic resilience because of the number of dropouts in schools and colleges (Masten, 2001). In the investigation of academic resilience among low income/first generation students, empirical studies identified positive factors which allowed students to "beat the odds" and succeed in spite of the negative factors surrounding them. Such factors are individual, institutional, family and socio-environmental (Arellano & Padilla, 1996).

Knowledge of the factors associated with academic resilience provides a theoretical and empirical base to study academic resilience due to its dynamic developmental process which involves all forms of protective factors, individual, family, institutional or socio-environmental. Thus, students who are academically resilient have the abilities to change challenging situations into a source of motivation via the maintenance of personal high expectations and aspirations, being goal-oriented, having good problem-solving skills, and being socially competent

(Wang & Gordon, 1994). Notably important is that academic resilience is a trait that pertains to a specific aspect of life (academic/scholarly). In theory therefore, even people who are resilient in terms of life in general, may find difficulty succeeding in college because they lack this very institutional sort of resilience.

Empirical studies have indicated that low income or first-generation resilient students have the abilities and likelihood to work hard, do greater homework, less likely to come to class late, skip class, or be involved in trouble in class compared to their non-resilient peers (Finn & Rock, 1997). Thus, Wolin and Wolin (1993) identified other academic resilience characteristics as insight, independence, creativity, humour and initiative. In short, academic resilience is influenced by a variety of protective factors which hold the key to better graduation rates in colleges for all students, and is especially important for low-income or first-generation students (Masten, 1994).

Academic achievement refers to the level of education accomplished by students based on standardized test scores. According to Coleman et al. (1966), "the factors that correlate most strongly with differences in academic achievement are socioeconomic class and family background of students". They emphasized the importance of family background on achievement, and this importance does not reduce over the schooling years. They also demonstrated the relatively small variations in school to- school regarding curriculum, staff and school facilities on achievement. It seems that as students grow older, the needs and desires that influence their academic achievement evolve and differ as they pass through the various levels of school. For younger students, an important factor is the provision of a climate of more continuity where they experience the support of their environment.

However, as students get older the issue of environmental support from the school remained important, but the creation of an organized and set environment of independence appeared to be essential. As students approach the last level of their pre-college academic ladder, self-confidence has the strongest impact on their academic achievement. Students feel positive in their skills, but still seek to have resources available to them to provide assistance when needed.

Thus, some educational researchers suggest that a disparity in basic academic skills seem to contribute to the complexity of the achievement gap debate. Numerous studies have found academic achievement to be directly influenced by motivational orientation (Jowkar Bahram et al., 2014). Academic achievement has been found to be related to an individual's level of exposure to violence (General, 2001). However, there are inconsistencies in the findings related to the effects of exposure to violence on academic achievement. These inconsistencies could be attributed to differences in sampling and methodologies of the studies. Some studies suggested that exposure to violence affects academic performance, and it is mediated by psychological distress and parental monitoring (General, 2001). Moreover, previous studies have linked violence experiences to increased levels of hopelessness (General, 2001) although there has been limited research demonstrating hopelessness as a factor that directly relate to academic achievement. Hence, educators and scholars have emphasized the importance of personal resilience in success in life, and demonstrated that resilience is vital for substantial achievements which are capable of changing the world.

Thus, previous researches on academic resilience have highlighted several factors responsible for students' poor academic attainment in remote areas of developing countries. Such factors include; poverty, health, lack of transportation,

and some other social amenities (Coggins et al., 2000). Therefore, researches are currently on-going in the field of educational resilience on how to determine the support that should be provided to students who are experiencing life difficulties so that their level of academic achievement will improve. The academic failure experienced by student at risk can drastically be reduced by improving their resilience.

Consequently, Thailand has shown much interest in finding a solution to the problem. Therefore, a lot of researches have been conducted on how to balance or equalize the gap between academically successful students and students at risk of failure. One of the key areas which needs to be investigated and improved is the academic resilience (Banatao, 2011). In Thailand, the government is facing a problem of how to attain and maintain high quality education system, especially among the students in the three southernmost provinces of Thailand who have complicated problems that caused their academic failures (O'Malley, 2011). Hence, Bernard (1991) reported that students could perform well in academic environment if their resilience is significantly improved which in turn will reduce the risk of failure. In order to improve the academic excellence of students at risk, this current study develops Academic Resilience Module (ARM).

1.2. Background of Study

According to (Phoenix, 2009)), resilience could be considered as the capability of a strained body to recover its size and shape after the deformation caused especially by compressive stress. It is the quality that makes people to come back stronger than ever after they were knocked down in life. From psychological perspective, optimism and positive attitude enhance individual's resilience because the individuals are

enabled to control their emotions as well as see failure as a sort of supportive feedback. Thus, individuals who possess such outlook have the capacities to change and successfully proceed in life (Bernard 1995). Thus, (Foster, 2013) observed that the precise definition of the concept of resilience remains problematic even though the concept is not new. Hence, several researchers have highlighted some specific factors which are related to resilience namely, hope, self-esteem, trusting relationships, encouragement of autonomy, and emotional support from outside the family. Others include a sense of being lovable, responsible risk taking, unconditional love for someone, belief in God and morality as well as school achievement (Cassen et al., 2009). However, there is inadequate insight into the dynamic interaction of these factors, their expression, their roles in diverse contexts, and the individual line of reasoning (Grotberg E, 1995).

Basically, students who have resilience possess the capabilities to translate challenging situations into a source of motivation by upholding high aspirations and expectations and, being goal-oriented, possessing desirable problem-solving skills and social competency (Grotberg, 1997). Moreover, Williams (2003) stated that the most widely accepted explanations for the current achievement gap in students are poverty, academic coursework, pedagogical practices, peer pressure and student attendance. Others include mobility rates, equity related issues, parenting attitudes toward the learner and the learning process, and preconceived notions of students and educators. The study added that teacher expectation, technology, test bias and genetic factors could also contribute to the achievement gap among students.

Lawrence (2003) indicated that the manner in which the information on achievement gap is presented suggests that students at-risk have failed the system, as

against the system failing them. The study implied that students at-risk are left with the impression that they have some sort of inherent deficit. Students who are taught about standards, assessments and accountability ponder who among them is not meeting the standards, who needs to be tested, who is failing, and who is responsible. The study suggested that this approach seems to place blame on the victims of years of educational neglect as opposed to focusing on solutions.

Although evidences suggest that the frequency with which students use self-regulatory strategy could predict their academic achievement, but much researches have not been conducted to ascertain the way these strategies influence students' academic resilience. Academic resilience enables students to be inclined to pursue demanding and long learning experiences, including university education. Notwithstanding the recognition of the necessity of academic resilience, the scientific insight into its fundamental dynamics have remained elusive. Nonetheless, recent studies have indicated that academic resilience does not only involve naive optimism, but it entails realism, regarding the challenging of learning tasks and suitably developed skills in order to cope with these tasks (Zimmerman, 2003). Hence, students' self-regulatory strategies should improve their educational and career choices (Nota & Soresi, 2000).

The Southern Thailand especially Narathiwat, Pattani, Yala provinces as well as some parts of Songkhla have witnessed some violence in recent times. The total population of the area (Narathiwat, Pattani and Yala provinces) is about 1.8 million persons, out of which nearly 80% are Malay Muslims. Majority of the people speak the Patani Malay dialect, otherwise known as Yawi in Thai. Over 65% of Muslim population in Thailand are from Patani region. Despite the arrangement of the

communities along ethnic lines, the cultures of the Thai Buddhist and Malay Muslim have been basically accommodative to each other, albeit the situation has changed in recent times. Thus, Figure 1 shows the map of the three Southernmost Provinces of Narathiwat, Pattani and Yala.



Figure 1. Three Southernmost Provinces of Narathiwat, Pattani and Yala

Therefore, academic achievement in the three southern provinces of Narathiwat, Pattani and Yala is poor compared to the rest of the country (Trakulphadetkrai et al., 2011). These provinces also have low provincial products compared to other provinces of the country (Chompucot, 2011). However, the issue of poor and low quality of education significantly resulted to high unemployment rate, and there is the tendency for jobless people to be misled and involved in violence. Basically, most of the crimes are committed by teenagers who are jobless, careless and helpless from those areas. Hence, Table 1 illustrates primary school level 6 education results in Thai Language, Mathematics, Sciences and English

language (in percentage points). Similarly, Table 2 shows secondary school level 3 education results in Thai Language, Mathematics, Sciences and English language (in percentage points).

Table 1.1 Primary School level 6 Education Results (percentage points) in Thailand in 2011

Areas	Thai Language	Mathematics	Sciences	English
National	38.85	35.88	38.67	31.75
Bangkok	41.6	41.33	43.75	39.1
Central	38.42	35.54	38.59	30.69
Eastern	39.02	36.75	40.06	32.68
Northern	39.05	34.77	38.68	29.98
Northern East	38.16	35.67	37.8	31.73
West	37.95	34.33	37.97	29.17
South	37.63	34.23	37.19	30.1
Pattani	33.04	23.71	27.72	24.15
Yala Area	36.39	30.54	34.52	30.8
Narathiwat	32.97	24.61	28.28	25.2

Source: Nation Institute of Education Testing Service ,2011

Table 1.2 Secondary School level 3 Education Result (percentage points) in Thailand 2011

Areas	Thai Language	Mathematics	Sciences	English
National	35.35	26.05	29.16	22.54
Bangkok	40.36	30.43	32.61	29.76
Central	35.76	25.61	28.8	21.76
Eastern	36.81	26.27	30.01	23.13
Northern	35.98	25.5	29.64	22.13
Northern East	33.51	25.58	28.62	21.8
West	35.79	25.27	28.95	20.88
South	34.29	25.1	27.89	20.92
Pattani	26.73	22.04	22.53	16.19
Yala	29.72	23.57	24.95	20.63
Narathiwat	27.69	21.8	22.92	17.08

Source: Nation Institute of Education Testing Service, 2011

It can be observed from the results in Tables 1 and 2 that the three southernmost provinces of Pattani, Narathiwat and Yala are the areas where English language, as a tool of study in 21st Century, was underutilized. It can be seen that Pattani, Narathiwat and Yala have the lowest percentage in English academic achievements as (24.15 & 16.19), (30.8 & 20.63) and (25.2 & 17.08) respectively, compared to other provinces in Thailand. This could be due to the living situation in the region that includes lack of awareness, insufficient infrastructures and

inadequacy of qualified teachers. As a result, the young generation involve themselves in violence as a means of survival.

Another factor is the use of Thai language as a medium to teach English which is not their mother tongue (Wiriyachitra, 2002). Globally, English Language is considered as one of the prominent languages because of its use in communication and learning (Dörnyei, 2003). As an international language, English is fundamental in the technological breakthrough and reformation of education envisioned by the new Thai Constitution. These represent key determinants for the improvements in teaching and learning of English language in Thailand throughout this decade (Wiriyachitra, 2002).

Like many developing countries, English language has a fundamental role to play in Thailand. This is because the adoption of new technology and the internet have brought about crucial transition in the areas of science, education, business and technological progress which require English language proficiency (Wiriyachitra, 2002). Unfortunately, the teaching of English language in Thailand up-to-date has not been able to equip Thais and prepare them for the dynamic world. Hence, Thailand could fall behind other countries in the competitive world of education, science, business, and technology if there is no improvement in the teaching and learning of English. Nonetheless, (Wiriyachitra, 2002) observed the presence of some issues regarding the importance and problem of teaching of English language in Thailand.

The present National Curriculum of Thailand considers foreign language as one of the eight core subjects in basic education which should be offered in schools, and Thai students should pass it before they are allowed to graduate from each level

(Academic Affairs Department, 2002). Hence, as a foreign language, many schools offer English as the major language effective from Grade 1 to 12. Thus, the curriculum provides opportunity to schools to design their English curriculum with a view to responding to the desires to utilize English language in the local community. The four major goals set by the National Curriculum regarding the way schools should conduct the instruction of foreign language in their curriculum include: (i) Language for communication (ii) Language and culture (iii) Language and other content subjects (iv) Language and local and world communities. Littlewood (1981) noted that these goals mirror the notions of Communicative Language Teaching Approach because they focus on the promotion of learners' capabilities to utilize the foreign language they learnt for communication. In Thailand, the notion of teaching English for the purpose of communication is considered new to most of the teachers despite the existence of such ideas in the earlier national curriculums for over two decades. The manner of conducting English classes in Thailand centres on the traditional method where emphasis is placed on sentence structure and grammar instruction drills instead of the communicative technique which focuses on practicing English for the purpose of communication.

Wang and Gordon (1994) posited that students who have high personal traits namely goal-setting, internal motivation and self-determination exhibit academic resilience even if they do not have supports from family and school. Hence, students who possess low level of these personal traits could succeed academically especially if they receive support from families or schools. The authors further added that students who have analogous personal traits as well as supports from family and school could have better academic performance if they reside in rural or suburban areas rather than in urban areas. A plausible reason for this could be the additional

risks connected with living in urban communities namely greater mobility and higher crime rates. Consequently, this finding is fundamental to the conception of this study. Hence academic resilience is hypothesized in this study as academic achievement irrespective of the risk factors related to minority status, poverty and urban living.

However, it was believed that resilience can be one of the psychological traits that will enable students at risk to achieve higher academic qualification (Condly, 2006). It was also reported by Sanders and Fortinsky (2011) that resilience in academic context (academic resilience) encourages the students at risk toward achieving positive results. Therefore, it can be suggested that improving academic resilience among students through the use of certain classroom strategies and qualified teachers in the three southernmost provinces in Thailand could yield a positive outcome in their academic achievement (Rojanapanich, 2010).

Based on the literature, it appears that students at risk could get improvement in academic resilience that will promote academic achievement. Because of the certain disadvantages of learning environment together with instantly of enhancing political situation where this research focuses, it could be inferred that students who live there are at risk. There is a need to provide them with an appropriate modules or some learning support with strategies that can promote academic resilience. Therefore, it is necessary to have some module that would promote academic resilience in order to get success in academic achievement.

1.3. Statement of the Problem

Violence and uncertainty are some of the factors that affect academic achievement in three southern province of Thailand. These have resulted in the burning of schools and shooting of teachers which consequently led to shutting down of school activities

by teachers association (Melvin, 2007). The academic achievement of upper-secondary Thai students who are near the border provinces is 15 per cent lower than the national average, and this discrepancy is transferred to other proficiencies such as analytical skills and Mathematics. This statistic is particularly worrisome due to the fact that about 40 per cent of young individuals would have left school at this age. The skills of the students are not considered in these results, and the situation could be worse when consideration is given to students' skills. Thus, the low achievement of the students could be attributed to several factors such as their perceptions that schooling may not produce concrete benefits regarding jobs and wages, conflict-related irregular school schedules as well as language differences.

Thus, it becomes necessary to investigate the reason why the level of academic achievement has remains low for a long time. One of the reasons often reported in the literature is the large numbers of individuals who live in adversity. Moreover, Gandara (2008) posited that the low level of academic achievement of students is not only as a result of the inflow of many lowly educated immigrants into public school system, but it is the outcomes of conditions which the students in this country encountered. Although differences in language could be a hindering factor for some students, but the author argued that it might not be as precarious as education quality provided to the students in schools that have low neighborhoods. Gandara, Rumberger, Maxwell-Jolly and Callahan (2003) reported that learners of English Language get substandard education in seven diverse dimensions relative to other low income or poor students. These are substandard curriculum, inadequacy of time to cover academic material, low facilities, segregation from peers as well as the use of unsuitable assessment instruments in ascertaining their improvements. Moreover, one of the fundamental educational inequities which the students

encountered is the unpreparedness of the teachers to tackle their needs. The authors reported that the students used in their sample (Latino students) are mainly located in poor-quality and inner-city urban schools. They documented that schools that have large students' population are habitually situated in the inner-city, with outdated facilities high turnover of teacher, prevalent rate of dropout as well as several minority students (Arias, 1986). Consequently, there is a high tendency that the students would be in schools that have non-certified or inexperienced teachers (Lee, 2004; U.S. Department of Education, 2003). Therefore, private and public schools that have the largest proportions of minority and few students who are proficient in English are susceptible to employing inexperienced teachers compared to schools that have lesser proportions of minority limited English proficient students. This situation is similar to the population of students in in three southernmost provinces of Thailand which have majority of individuals who cannot speak Thai as native speaker, and have less teachers who are proficient in English language

Furthermore, the security situation makes it difficult to retain good quality teaching staffs and teaching environment. This has greatly affected the smooth flow of education and deprived the students of normal schooling. Also, the level of academic achievement has been reduced to the minimum, especially in Islamic private schools which are gaining popularity in the three southernmost provinces (Chompucot, 2011). As a result of unstable condition that leads to the low academic achievement in these three aforementioned provinces, it certainly affects the students' lives and their future ambition in general. A good provincial academic record was reported to be low when compared to other provinces in the country, even with other southern province (Trakulphadetkrai et al., 2011). Unemployment and crimes are the products of poor education quality and illiteracy (Melvin, 2007).

These problems have now become a national concern because of the rapid increase in violence and criminal activities as well as the perception that education remains the backbone of development in any society.

1.4. Objectives of the study

This study aims to produce an effective program to improve the academic resilience of students at risk in three southernmost provinces in Thailand. In order to achieve the overall objective, the following specific objectives are to be achieved:

1. To develop a module that could be used for improving academic resilience and academic achievement among students at risk in the three southernmost provinces in Thailand.
2. To improve academic resilience among students at risk within these three southernmost province of Thailand.
3. To improve the academic achievement in English subject among students at risk within these three southernmost province of Thailand.
4. To assess the suitability of the modules in promoting academic resilience and academic achievement based on the teacher and students' feedback.
5. To examine the responsibilities of English teacher and students on the implementation of modules.

1.5. Research Question

The study formulates the following research questions in order to address the aforementioned research problems:

1. Is there any significant mean difference in the academic resilience of students who are taught through developed ARM and those being taught via the conventional method in three southern provinces in Thailand?
2. Is there any significant mean difference in academic achievement of students who are taught through the developed modules and those being taught using the conventional method in three southern province of Thailand?
3. Are the developed ARM suitable in promoting academic resilience and academic achievement, based on the teacher and students' feedback?
4. What are the responsibilities of English teachers and students in the implementation of these modules?

1.6. Significance of the Research

This study seeks to develop effective modules in order to assess and improve academic resilience among students in the three southernmost provinces in Thailand. The improvement of the academic resilience is expected to improve the academic achievements among the students. This study is significant for the students and education stakeholders in the region because it is evident that the academic achievement, especially in English subject is being jeopardized by the situation dominating the region.

Hence, the findings of this study are expected to enlighten the educational stakeholders in order to adopt the most conducive atmosphere for the teachers to teach English to the students in the three southernmost provinces in Thailand. Furthermore, similar program for other subjects such as mathematics and sciences can also be developed following the path of the development of this program. The significance of such program in many academic subjects is important as it could

improve both academic resilience and academic achievement. Although the unstable situation in the region might not completely undergo changes, but the students can be encouraged to perform academically well.

Practically, capitalization of the acquired knowledge is expected to minimize potential negative influence of the lack of resilience among the students in the region, which eventually affects their academic achievements. It is eventually expected that maintaining appropriate resilience among students in the region would potentially improve their academic achievements.

1.7. Limitation of this Study

This study aims to examine the effects of ARM on academic resilience and academic achievement of students at risk in three southernmost provinces of Thailand. These three southernmost provinces of Thailand always have violence and very difficult to control. Since the population of the study is drawn from this region, data collection could be a serious challenge because of frequent closure of schools due to violence. Also, language barrier could also pose serious challenges because most of the people who live in three southernmost provinces are predominantly Muslim and they speak Malayu as native language. Sometimes, the students could find it difficult to easily understand the instructions of the teacher prior to the commencement of the class.

Thus, every research study has inherent specific ethical issues which should be addressed by qualitative researchers (Gay, Mills, & Airasian, 2009). One vital characteristic of qualitative research is the interactions that take place between the researcher and the participants, and such interactions are capable of influencing data collection. Hence, one crucial ethical issue to be taken into consideration in qualitative research remains the association that occurs between the researcher and

participants (Gay et al., 2009). Therefore, one part of this current study is qualitative, and it deals with the establishment of suitable relationship with every participant in order to enable them share their experiences and perceptions of the modules.

This research focuses on the three southernmost provinces of Thailand that have frequent occurrences of problems and violence that adversely affect school and students in those areas. Hence, this study develops modules which is integrated into Thai curriculum that is capable of promoting academic resilience among students at risk. However, the results of this study may differ in other part of Thailand that do not have any violence.

1.8. Scope of the Study

This study focuses on the effects of ARM on academic resilience and academic achievement of students at risk in three southernmost provinces of Thailand. These three southernmost provinces of Thailand always have problems and violence which have adverse effects on students who study in these provinces. Hence, these students could be adjudged as living in risk situation. These three southernmost provinces of Thailand are Pattani, Narathiwat and Yala. The ARM was developed on English language because it is one of the most influential languages in the world due its application in learning and communication. Thus, like in many developing countries, English language plays a fundamental role in Thailand. This is because technological advancement and internet adoption have caused key transition in the areas of education, business, science and technological development which require sufficient English language proficiency.

The present National Curriculum of Thailand considers foreign language as one of the eight core subjects in basic education which should be offered in schools,

and Thai students should pass it before they are allowed to graduate from each level (Academic Affairs Department, 2002). Hence, as a foreign language, many schools offer English as the major language effective from Grade 1 to 12. Moreover, English language recorded the lowest score in Level 3 national examinations in 2011 compared to other subjects.

1.9. Organization of the Study

This study is divided into six chapters. The first chapter presents the introduction, statement of problem, research objectives, research questions, significance and limitation of the study as well as definition of terms. Chapter two contains literature review, theoretical framework and conceptual framework. The research methodology is presented in chapter three, while chapter four highlights the process of development of ARM. Chapter five presents data analysis and results, while Chapter six contains the conclusion and recommendations.

1.10. Definition of terms

This section conceptually and operationally defines the key concepts and terms utilized in this present study. The conceptual definitions are presented according to their respective founders, whereas the operational definitions are based on the specific usage of the concepts in this study.

1.10.1. Conceptual definitions

Academic Resilience: This refers to the capability to successfully deal with hindrances, pressure or stress in an academic situation. Put differently, academic resilience connotes the achievement of good educational results by students despite adversity. Thus, the promotion of academic resilience in schools entails deliberate

planning and comprehensive practice which encompasses the entire school community with a view to assisting vulnerable students to perform greater than their situations might have predicted (Martin, 2002)

Academic achievement: This is also known as academic performance, and it refers to the educational outcome, the degree of attainment of educational goals by students, teachers or institutions. Thus, continuous assessment or examination is usually used to measure academic achievement, albeit there is no universal consensus on the best way to measure it or the facets which are the most vital procedural knowledge namely facts, knowledge or skills (Struyven et al., 2003). But according to Crow and Crow (1969), academic achievement refers to the degree to which a student profits from instructions in a specific area of learning. In other words, achievement mirrors the degree to which a learner has acquired knowledge and skill.

At Risk Students: This is a term used to describe a student that needs temporary or ongoing intervention so as to attain academic success. Basically, students at-risk are sometimes known as at-risk youth because they are also adolescents who have low likelihood of successfully transforming into adulthood in order to attain economic self-sufficiency. The main features of at-risk students include behavioural or emotional problems, displaying lack of interest for academic work, truancy and showing a disconnection from the school setting and low academic performance, (Osher et al., 2003). Thus, because the students in three southernmost provinces in Thailand are exposed to violence and negative social situations, they could be described as students at risk.

Module: Module refer to educational endeavour, lessons and activities than can be used to enhancing individual's abilities in a short period of time (Clawar,1991).

Modules is defined as a set of instructions, statements or accurate plan that prepares and organizes the educational situation for limited period of times with certain objectives planning and evaluation.

1.10.2 Operational definitions

Academic Resilience: this refers to positive adaptation or the ability to maintain or regain mental health, despite experiencing adversity. Simply, it can be defined as a process of recovering from adversity and stress that continue to affect the performance of the student (Luthar et al., 2000)

Academic Achievement: this is defined as the performance of the students in completing the test in English subject after being treated. This achievement has been affected by many factors as discussed above, and the factors can be reduced to improve the academic standard of the students via the developed module.

At Risk Students: this is study to describe a student that needs temporary or ongoing intervention so as to attain academic success. The main features of at-risk students include behavioural or emotional problems, displaying lack of interest for academic work, truancy and showing a disconnection from the school setting and low academic performance, (Osher et al., 2003). Because of students in three southernmost provinces in Thailand are exposed to violence and negative social situations, they could be described as students at risk. Their circumstances cause them to have low or poor academic achievements particularly in English language.

ARM in this particular study **ARM** stands for: **AR** is for academic resilience.

M is for module,

the module which is generated to get academic achievement through improvement in academic resilience. It was integrated into the Thai curriculum on English language with the aim of promoting academic resilience in the three southernmost provinces in Thailand.

1.11. Conclusion

This chapter discusses the background of the research, statement of the problem, the research questions and objectives. It also presents the significance, scope, limitations and organization of the study before giving operational definitions to the concepts and terms used in the study. The next chapter focuses on the related theories, literature review as well as the presentation of conceptual and theoretical framework of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents the literature review in this study. Firstly, it commences with the presentation of the concept, theory and factors of resilience. Secondly, it also examines the concept and determinants of academic achievement. Thirdly, it discusses the issues and studies regarding the practice of students at risk. Finally, it presents the relevant theories concerning each variable, reviews some related literature and presents the conceptual and theoretical frameworks of this study.

2.2 Resilience

According to Masten et al. (2009), resilience is important because it is the human capacity responsible for their development in general. Therefore, improving it is very necessary for every society to have for the adversities of life. With resilience, children can have triumph over trauma, but without it, trauma (adversity) would not succeed. Resilience is generally defined as the ability to succeed in a context of adverse circumstances or obstacles (Madera, 2009)

The concept of resilience is not new, although defining it precisely remains a problem. Resilience has long been studied at the individual level and particularly in the childhood psychology literature in response to high-risk conditions (Luthar et al., 2000). Moreover, Fuller (2002) summarized this context from the work of others when he stated that a resilient person does three things when faced with disaster: faces down the reality with a more pessimistic perspective than optimistic one, searches for meaning for themselves and others, and is able to improvise or use

bricolage under certain circumstances. Yet, much work still remains to reconcile the construct and understanding of its applications and implications for scientific discovery (Madera, 2009).

Luthar et al. (2000) described resilience as the successful adjustment or finest developmental outcome in spite of environmental challenges or difficulty following extensive struggle. Hegney et al. (2007) defined resilience as the capacity to rise again after adversity. Mahdi et al. (2014) also stated that resilience is the possession of selective powers to assist individuals prevail over challenges and difficult situations. Zautra (2009) posited that resilience has two parts; the first part is aptitude (recovery) of any individual to deal with difficulty and recovery after negative results. The second part describes resilience as the (sustainability) that means the individual's perseverance to achieve his/her goals and strive to succeed despite challenges and the ability to adapt or adjust successfully when faced with adversity.

Apart from its relationship with traumatic events in the forms of disasters, resilience was also studied in organizational settings. It was reported to be related to stability as a goal and vividness to achieve it (Rerup, 2009), adaptability to change and uncertainty (Lengnick-Hall et al., 2011), and reaction to the declining resources (Aragon-Correa & Sharma, 2003). It is a necessary complimenting factor to efficiency in order to create an economically sustainable organization (Bunse et al., 2011). However, it was suggested that organizational resilience is yet to be measured to any great extent in the literature given the dearth of empirical work exploring resilience in organization theory, many avenues are opened for future research in resilience (Ungar & Liebenberg, 2008).