

Contribution of Academic Self-Management to the School Performance of Grade 6 Prathom Pupils of Din Daeng District, Bangkok, Thailand

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ABSTRACT

This study examined the academic self-management and school performance of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand. Using a quantitative descriptive-correlational design, total enumeration sampling was employed among pupils enrolled in the Bangkok Metropolitan Administration's English Program. Data were collected through a structured questionnaire administered via Google Forms and analyzed using frequency counts, percentages, means, Spearman Rho correlation, and Chi-square tests. The hypothesis, tested at the 0.05 level of significance, assumed no significant relationship between academic self-management and school performance across selected profile variables. Findings revealed that most respondents were 12-year-old males from low-income families, with English proficiency and parents who had attained bachelor's degrees. Academic self-management was found to significantly influence school performance, highlighting its critical role in learners' academic success. A moderate relationship was observed between academic self-management and English proficiency, while other profile variables showed no significant association. Based on these findings, the study recommends the implementation of targeted interventions such as time management workshops, goal-setting activities, and organizational skills training. Schools may also strengthen parental involvement and provide financial assistance programs to support learners' diverse needs. Furthermore, integrating English language enrichment with academic self-management strategies is encouraged to enhance both academic performance and language proficiency.

Keywords: - Academic Self-Management; School Performance; Grade 6 Prathom Pupils; English Program Education; Bangkok Thailand Education

INTRODUCTION

Academic excellence is influenced by multiple factors, with academic self-management emerging as a key determinant of students' performance. This study focuses on Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand, examining how their academic self-management relates to school achievement. Understanding this relationship is essential for educators, policymakers, and parents, as it supports the development of targeted strategies to improve learning outcomes within this specific context (Zimmerman, 2002).

Globally, academic self-management has been widely recognized as a significant contributor to academic success. Studies indicate that students who effectively regulate their learning behaviors—such as time management, goal setting, and self-monitoring—tend to

achieve better academic outcomes (Hattie, 2009; Trautwein et al., 2006). However, although extensive literature exists on this topic, there is limited research specifically on Grade 6 Prathom pupils in Din Daeng District, highlighting a gap this study aims to address (Pashler et al., 2008).

Din Daeng District presents a unique educational environment shaped by socio-economic diversity and cultural influences. These contextual factors may significantly affect students' academic self-management and performance. Variables such as family background, access to resources, and cultural expectations can either facilitate or hinder students' ability to manage their academic responsibilities effectively. Therefore, examining these contextual dynamics is crucial for designing interventions that are responsive to the needs of this learner group (OECD, 2017; Sirikulchayanon, 2015).

The study is anchored on established theories of learning and academic achievement, particularly Bandura's Social Cognitive Theory and Zimmerman's Self-Regulated Learning Theory. These frameworks emphasize the role of personal agency, motivation, and behavioral regulation in shaping academic success (Bandura, 1986; Zimmerman, 2002). By applying these theories, the research provides a structured lens for analyzing how academic self-management interacts with performance outcomes among Grade 6 pupils.

A key objective of the research is to identify specific areas where students may need support in managing their academic tasks. This includes understanding challenges related to motivation, discipline, and resource utilization. The findings are expected to inform the development of targeted educational interventions that enhance students' self-management skills, ultimately improving their academic performance. Such interventions may include structured study programs, teacher-guided strategies, and parental involvement initiatives (Cooper, 2010).

Furthermore, the study contributes to both local and global educational discourse by providing empirical evidence from a specific demographic that has been underrepresented in previous research. While global studies provide general insights, localized research like this offers more precise and actionable findings that can directly influence policy and practice within the district. It also enables comparison of findings across contexts, enriching the broader understanding of academic self-management (Trautwein et al., 2006).

Ultimately, the research aims to establish a clear relationship between academic self-management and school performance among Grade 6 Prathom pupils. By doing so, it provides a foundation for evidence-based decision-making and policy formulation. The anticipated outcome is a set of recommendations that will guide educators and stakeholders in implementing strategies that foster effective self-management skills, thereby enhancing students' academic success and overall educational experience (Hattie, 2009; Zimmerman, 2002).

Statement of the Problem

This study determined the academic self-management and school performance of Grade 6 Prathom pupils of Din Daeng District, Bangkok, Thailand. Specifically, it answered the following questions:

1. What is the profile of Grade 6 Prathom pupils?
2. What is the level of contribution of academic self-management to the school performance of Grade 6 Prathom pupils?
3. What are the problems encountered by Grade 6 pupils in exercising academic self-management?
4. Is there a significant relationship between the level of contribution of academic self-management to the school performance of Grade 6 Prathom pupils and their profile variables?
5. What action plan can be proposed based on the results and findings of the study?

Scope and Delimitations

This study examined the academic self-management and school performance of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand. It included pupils enrolled under the Bangkok Metropolitan Administration's English Program regardless of demographic characteristics, while excluding learners outside the specified grade level and location, thereby limiting generalizability.

Review of Related Literatures

Academic self-management has been widely recognized as a critical factor influencing students' academic success across different educational contexts. It encompasses a range of behaviors such as time management, goal setting, self-regulation, and the utilization of effective learning strategies. Contemporary research indicates that students who actively manage their learning tend to achieve higher academic performance than those who do not. In this regard, academic self-management is not merely a supportive skill but a fundamental determinant of academic achievement (Zimmerman, 2015).

Time management is one of the most significant components of academic self-management. Studies have shown that students who effectively allocate their time to studying, assignments, and other academic responsibilities achieve better academic outcomes. Effective time management allows students to balance academic and personal commitments, reducing stress and enhancing productivity (Broadbent, 2017). Furthermore, structured study schedules and consistent routines have been found to improve retention and comprehension, thereby contributing to better academic performance.

Another important dimension is active engagement and collaboration in the learning process. Active learning strategies, including group discussions, peer collaboration, and participatory classroom activities, have been shown to significantly enhance student understanding and retention of knowledge. According to Fredricks et al. (2016), student engagement is directly linked to academic achievement, as it fosters deeper cognitive

processing and motivation. Collaborative learning environments also encourage the exchange of ideas, critical thinking, and problem-solving skills, which are essential for academic success.

Learning techniques and resource utilization also play a crucial role in academic self-management. Students who employ diverse study strategies, such as note-taking, summarizing, and using visual aids, are more likely to retain information effectively. The integration of digital tools and online resources has further expanded the range of learning strategies available to students, enabling more flexible and personalized learning experiences (OECD, 2017). Effective resource utilization not only enhances comprehension but also promotes independent learning and self-directed study habits.

Personal development and well-being are equally important in shaping academic performance. Emotional stability, resilience, and a positive mindset contribute significantly to students' ability to manage academic challenges. Research indicates that students with high levels of emotional intelligence and well-being are better equipped to cope with academic stress and maintain consistent performance (Suldo et al., 2015). Additionally, developing life skills such as self-discipline and perseverance is essential for sustaining long-term academic success.

Assessment and exam preparedness constitute another critical aspect of academic self-management. Effective preparation strategies, including regular review, practice testing, and self-assessment, have been found to enhance students' confidence and performance in examinations. Retrieval practice and spaced learning are particularly effective techniques that improve long-term retention and understanding (Dunlosky et al., 2015). Students who actively engage in these strategies are more likely to achieve higher academic outcomes.

Parental involvement and home environment also influence academic self-management. Supportive family environments that encourage learning and provide necessary resources contribute to the development of positive study habits. Parents who actively engage in their children's education help reinforce the importance of academic self-management, thereby enhancing students' motivation and performance (Hill & Tyson, 2015).

Cultural and socio-economic factors further shape students' academic self-management behaviors. Cultural values, beliefs, and expectations regarding education influence how students approach learning and academic responsibilities. Socio-economic status affects access to educational resources, which in turn impacts students' ability to develop effective self-management skills (OECD, 2017). These factors highlight the need for context-specific interventions that address the unique challenges faced by different student populations.

Overall, the literature consistently emphasizes that academic self-management is a multifaceted construct that significantly influences school performance. It involves a combination of cognitive, behavioral, and emotional factors that interact to shape students' learning experiences. By understanding these dimensions, educators and policymakers can develop targeted interventions to enhance students' academic outcomes and overall educational experiences.

Theoretical Framework

This study is anchored on Social Cognitive Theory (SCT) and Ecological Systems Theory (EST), which provide a comprehensive understanding of the factors influencing

academic self-management and school performance. Social Cognitive Theory, proposed by Bandura, emphasizes the role of observational learning, self-efficacy, and reciprocal determinism in shaping behavior. In this study, students develop academic self-management by observing and imitating the behaviors of teachers, parents, and peers. Self-efficacy plays a crucial role, as students who believe in their ability to succeed are more likely to engage in effective learning strategies and persist in academic tasks (Bandura, 2018).

Ecological Systems Theory, developed by Bronfenbrenner, complements SCT by emphasizing the influence of environmental factors on individual behavior. The theory identifies multiple levels of influence, including the microsystem (family, school), mesosystem (interactions between environments), exosystem (indirect influences such as policies), and macrosystem (cultural values). These interconnected systems shape students' academic self-management and school performance by influencing their access to resources, support systems, and learning environments (Bronfenbrenner & Morris, 2016).

The integration of SCT and EST provides a holistic framework for understanding how personal, behavioral, and environmental factors interact to influence academic outcomes. While SCT focuses on individual learning processes and self-regulation, EST highlights the broader context in which these processes occur. Together, these theories explain how students develop, maintain, and apply academic self-management skills in different contexts.

Additionally, Self-Determination Theory (SDT) further supports this framework by emphasizing the importance of intrinsic motivation, autonomy, and competence in learning. Students who feel autonomous and competent are more likely to engage in self-regulated learning behaviors, leading to improved academic performance (Ryan & Deci, 2017). These theoretical perspectives collectively provide a strong foundation for analyzing the relationship between academic self-management and school performance.

Conceptual Framework

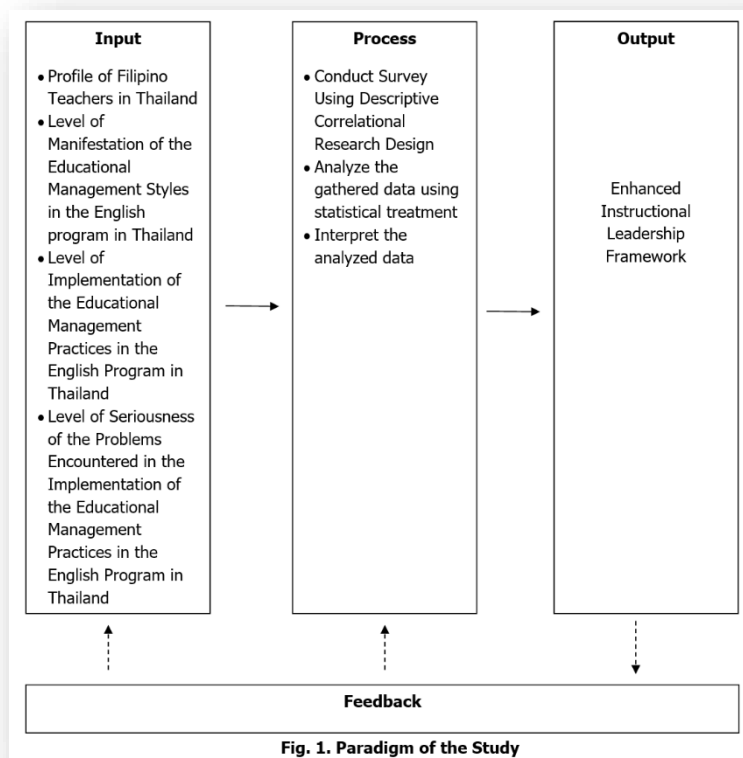
The conceptual framework of the study illustrates the relationship between academic self-management and school performance, considering the influence of demographic variables and contextual factors. The framework is structured into inputs, processes, and outputs, providing a systematic approach to understanding the study variables.

As illustrated in the paradigm of the study, the input component includes the demographic profile of Grade 6 Prathom pupils, such as age, sex, family income, English proficiency, number of siblings, and parents' educational attainment. These variables provide a contextual background that may influence students' academic self-management and performance.

The process component focuses on the different dimensions of academic self-management, including time management and organization, active engagement and collaboration, learning techniques and resource utilization, personal development and well-being, and assessment and exam preparedness. These dimensions represent the key behaviors and strategies that students employ to manage their academic responsibilities. The framework assumes that effective implementation of these dimensions leads to improved learning outcomes.

The output component represents the school's performance in terms of pupils' academic

achievement, measured by indicators such as grades and assessment results. The framework posits that higher levels of academic self-management contribute to better school performance. Additionally, the study examines the relationship between academic self-management and demographic variables to determine whether these factors significantly influence academic outcomes.



A feedback mechanism is incorporated into the framework to allow continuous improvement of academic self-management practices. Insights from the analysis can inform the development of targeted interventions, such as action plans and support programs, to enhance students' academic performance. This cyclical process ensures that strategies remain responsive to students' evolving needs and challenges.

Overall, the conceptual framework provides a comprehensive model for analyzing the interplay between student characteristics, academic self-management behaviors, and school performance. It serves as a guide for data collection, analysis, and interpretation, ultimately contributing to the development of evidence-based educational interventions.

METHODOLOGY

This study employed a structured quantitative approach to examine the contribution of academic self-management to school performance among Grade 6 Prathom pupils. It followed a systematic process of data collection, analysis, and interpretation to ensure the reliability and validity of findings, guided by established research principles and ethical standards.

Research Design

The study utilized a quantitative descriptive-correlational research design to examine the relationship between academic self-management and school performance. This design was

appropriate because it allowed the researcher to describe existing conditions and determine the degree of association among variables without manipulating them. Descriptive statistics were used to present the respondents' profile and their level of academic self-management, while correlational techniques assessed relationships among variables. The approach aligns with the framework of Creswell and Creswell (2017), emphasizing systematic data collection and statistical analysis to generate objective findings. Furthermore, this design is widely used in educational research to explore relationships between student behaviors and academic outcomes (Fraenkel et al., 2015). By employing this method, the study provided empirical evidence on how different dimensions of academic self-management—such as time management, engagement, and study techniques—relate to academic performance. The design ensured a comprehensive understanding of patterns and trends among Grade 6 pupils in the selected district

Research Steps

The research followed a sequential process beginning with problem identification and review of related literature. This was followed by the development and validation of the research instrument. After securing the necessary permissions, data collection was conducted via an online survey. The gathered data were organized, coded, and analyzed using appropriate statistical tools. Finally, the results were interpreted, conclusions drawn, and recommendations formulated. These steps ensured methodological rigor and coherence throughout the study (Creswell & Creswell, 2017).

Data Collection and Sample Selection

The study employed total enumeration sampling, involving all Grade 6 Prathom pupils enrolled in selected schools within Din Daeng District under the Bangkok Metropolitan Administration's English Program. A total of 79 respondents participated, ensuring complete representation of the target population. This sampling technique was appropriate because it eliminated sampling bias and enhanced the generalizability of findings within the defined population (Etikan et al., 2016). Data were collected through a structured questionnaire administered via Google Forms, which facilitated efficient distribution and retrieval of responses. The instrument included sections on demographic profile, academic self-management dimensions, and perceived school performance. The use of online platforms allowed accessibility and convenience for respondents, particularly in geographically dispersed areas (Dillman et al., 2014). Prior to distribution, the instrument underwent content validation by experts to ensure clarity, relevance, and reliability. Consent was obtained from school authorities and participants before data collection. The process ensured that the data gathered were accurate, comprehensive, and reflective of the respondents' actual experiences and practices in academic self-management.

Data Analysis Methods

The study employed both descriptive and inferential statistical techniques to analyze the data. Frequency counts and percentages were used to describe the respondents' demographic profile, providing a clear overview of their characteristics. Mean scores were used to assess academic self-management across dimensions such as time management, engagement, and exam preparedness. These descriptive statistics enabled the researcher to summarize and

interpret large datasets effectively (Field, 2017). For inferential analysis, Spearman's rho correlation was used to determine the relationship between academic self-management and school performance. This nonparametric test was appropriate given the ordinal nature of the data and its ability to measure the strength and direction of relationships between variables (Pallant, 2016). Additionally, the chi-square test was employed to examine the association between categorical variables, such as demographic factors and academic self-management levels. The use of these statistical tools ensured a robust analysis of the data, allowing for meaningful interpretation of relationships and patterns. Statistical significance was tested at the 0.05 level, ensuring that conclusions drawn were supported by empirical evidence. The combination of descriptive and inferential methods provided a comprehensive understanding of the study variables and their interactions, contributing to the validity and reliability of the findings.

Research Hypotheses and Validation

The study tested the null hypothesis that there is no significant relationship between academic self-management and school performance when grouped by profile variables. Hypothesis testing was conducted using Spearman's rho and chi-square tests at a 0.05 level of significance. If the computed p-value was less than 0.05, the null hypothesis was rejected; otherwise, it was accepted. This process ensured objective validation of findings and alignment with standard statistical practices (Pallant, 2016).

Study Limitations and Ethical Considerations

The study was limited to Grade 6 pupils in selected schools within the Din Daeng District, which limits the generalizability of the findings to other contexts. Self-reported data may also introduce response bias. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation. Respondents' identities were protected, and data were used solely for research purposes, ensuring compliance with ethical research standards (American Psychological Association, 2017).

RESULTS AND DISCUSSION

Profile of Grade 6 Prathom Pupils

Table 1: *profile of Grade 6 Prathom pupils*

Variables	Categories	Frequencies	Percentage
Sex	Male	41	51.90
	Female	38	48.1
Age	11 y/o	19	24.05
	12 y/o	34	43.04
	13 y/o	26	32.91
Average Monthly Family Income	40,000 baht and below	36	45.57
	40,001 - 50,000 baht	22	27.85
	50,001 - 60,000 baht	18	22.78
	60,001 - 70,000 baht	2	2.53
	70,001 - 80,000 baht	1	1.27
English Proficiency	Not Proficient	3	3.80

	Moderately Proficient	10	12.66
	Proficient	37	46.84
	Highly Proficient	22	27.85
	Very Highly Proficient	7	8.86
Number of Siblings	1 sibling	25	31.65
	2 siblings	21	26.58
	3 siblings	18	22.78
	4 siblings	5	6.33
	5 siblings	9	11.39
	6 siblings and above	1	1.27
Highest Educational Attainment of Father	With Master's Degree	8	10.13
	With Bachelor's Degree	48	60.76
	With Highschool Degree	23	29.11
Highest Educational Attainment of Mother	With Doctorate Degree	2	2.53
	With Master's Degree	8	10.13
	With Bachelor's Degree	40	50.63
	With Highschool Degree	29	36.71

The profile of Grade 6 Prathom pupils highlights key demographic and socioeconomic factors that influence academic self-management and school performance. Most respondents were aged 11–13, with a predominance of 12-year-olds, reflecting typical developmental stages where self-regulation skills are still evolving. Research shows that older pupils tend to exhibit better executive functioning, including time management and goal setting, which positively affects academic outcomes (Blair & Razza, 2007; Duckworth & Seligman, 2005).

Socio-economic status also plays a critical role. A large proportion of pupils came from lower-income households, which may limit access to educational resources and increase exposure to stressors that hinder academic engagement. Studies confirm that financial constraints can negatively impact learning conditions and academic performance, while higher-income families often provide greater educational support and opportunities (Sirin, 2005; Davis-Kean, 2005).

English proficiency varied among respondents, with most pupils demonstrating proficiency. Language skills are essential in understanding instructional materials and participating in classroom activities, particularly in English-medium programs. Learners with higher proficiency levels tend to perform better academically, while those with limited proficiency may struggle with comprehension and expression (August & Shanahan, 2006; Cummins, 2008).

Family structure further influences academic outcomes. Most pupils had one to three siblings, indicating moderate family sizes. Research suggests that children from smaller families may receive more parental attention and academic support, whereas children in larger families may face resource constraints that affect student performance (Downey, 1995; Steele et al., 2016).

Parental educational attainment, particularly of both fathers and mothers, emerged as another significant factor. The majority of parents held bachelor's degrees, which is associated with better academic support at home. Higher parental education levels are linked to improved academic achievement due to increased involvement, guidance, and access to learning resources (Davis-Kean, 2005; Sirin, 2005).

These findings indicate that academic self-management and school performance are shaped by a combination of developmental, socio-economic, linguistic, and familial factors. A holistic and inclusive approach is necessary to address these diverse influences and support students effectively.

Level of Contribution of Academic Self-Management to the School Performance of Grade 6 Prathom Pupils

Table 2: *Level of Contribution of Academic Self-Management to the School Performance of Grade 6 Prathom Pupils*

Contribution Categories	MEAN	DESCRIPTIVE EQUIVALENT
a. Time Management and Organization;	4.13	Highly Contributory
b. Active Engagement and Collaboration;	4.08	Highly Contributory
c. Learning Techniques and Resource Utilization;	4.05	Highly Contributory
d. Personal Development and Well-being; and	4.04	Highly Contributory
e. Assessment and Exam Preparedness	4.13	Highly Contributory
Overall Weighted Mean	4.08	Highly Contributory

4.51-5.0 = Very Highly Contributory (VHC) 3.51-4.50 = Highly Contributory (HC) 2.51-3.50 = Contributory (C)
1.51-2.50 = Slightly Contributory (SC) 1.0-1.50 = No Contribution (NC)

The level of contribution of academic self-management to the school performance of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand is high, as shown in the overall weighted mean of 4.08.

Table 2 presents the aggregated results concerning the level of contribution of academic self-management to the academic performance of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand. Across five key categories—time management and organization, active engagement and collaboration, learning techniques and resource utilization, personal development and well-being, and assessment and exam preparedness—the mean scores ranged from 4.04 to 4.13, all falling within the "highly contributory" range. These findings underscore the significant role of academic self-management strategies in shaping students' school performance across various dimensions.

The consistently high mean scores across all categories indicate a robust consensus among Grade 6 Prathom pupils regarding the effectiveness of these academic self-management strategies. This suggests that students perceive these strategies as crucial components of their academic success. The findings align with existing research highlighting the positive impact of self-management skills on academic achievement (Duckworth & Seligman, 2005). For educators and policymakers, these results emphasize the importance of incorporating explicit instruction and support for academic self-management skills into the curriculum to enhance students' overall academic performance.

The overall weighted mean of 4.08 further supports the significance of academic self-

management in fostering school performance among Grade 6 Prathom pupils. This comprehensive assessment of academic self-management practices provides valuable insights for educational stakeholders, informing targeted interventions and support mechanisms to improve students' academic outcomes.

Problems Encountered by Grade 6 Prathom Pupils in Exercising Academic Self-Management

Table 3: *Problems Encountered by Grade 6 Prathom Pupils in Exercising Academic Self-Management*

Problems	Frequency	Percentage	Rank
1. Distractions in the Learning Environment	49	62	1
2. Peer Pressure	43	54.4	2
3. Inadequate Study Spaces	28	35.4	3.5
4. Difficulty in Goal Setting	28	35.4	3.5
5. Lack of Time Management Skills	26	32.9	5.5
6. Testing Anxiety	26	32.9	5.5
7. Procrastination	23	29.1	7.5
8. Technology Distractions	23	29.1	7.5
9. Limited Understanding of Effective Learning Techniques	22	27.8	9
10. Parental or Family Influences	19	24.1	10
11. Language Barriers	17	21.5	11
12. Limited Access to Learning Resources	13	16.5	12
13. Lack of Motivation	12	15.2	13
14. Health-related Issues	10	12.7	14.5
15. Learning Disabilities	10	12.7	14.5

The findings reveal a range of challenges faced by Grade 6 Prathom pupils in exercising academic self-management within the context of Din Daeng District, Bangkok. The most prevalent issue identified was distractions in the learning environment, with a staggering 62% of respondents reporting this as a significant problem. These distractions likely include noise, interruptions, and other factors that disrupt students' focus and concentration during study sessions (Thompson et al., 2019). Peer pressure emerged as the second most common problem, affecting 54.4% of the students. This finding underscores the influence of peers on students' academic self-management and behaviors, highlighting the need for strategies to mitigate negative peer influences and foster a supportive academic environment (Vinkers et al., 2013).

Lack of time management skills and testing anxiety tied for the fourth rank, each affecting 32.9% of the respondents. This suggests that many Grade 6 pupils struggle to allocate their time effectively for studying and completing assignments, which can significantly affect their academic performance (Yıldırım, 2014). Moreover, testing anxiety can hinder students' ability to perform well during assessments, leading to lower grades and academic underachievement (Chapell et al., 2005). Therefore, interventions to enhance time management skills and address testing anxiety are imperative to help students manage their academic responsibilities effectively.

Other notable challenges include inadequate study spaces, difficulty in goal setting, and technology distractions, each affecting over 29% of the respondents. These findings underscore the importance of creating conducive learning environments, providing goal-setting guidance,

and implementing strategies to minimize technology-related distractions (Rosen et al., 2013; Schacter et al., 2018). Additionally, parental or family influences emerged as a concern for 24.1% of the students, highlighting the need for parental involvement and support in promoting positive academic self-management and academic behaviors (Spera, 2005). Addressing these challenges requires a multifaceted approach involving educators, parents, and policymakers. Implementing targeted interventions, such as time management workshops, peer support programs, and parental engagement initiatives, can equip Grade 6 pupils with the skills and resources to overcome these obstacles and improve their academic self-management (Duckworth et al., 2019; Dweck, 2006).

Relationship Between the Level of Contribution of the Academic Self-Management to the School Performance of Grade 6 Prathom Pupils and their Profile Variables

Table 4: *Relationship Between the Level of Contribution of the Academic Self-Management to the School Performance of Grade 6 Prathom Pupils and their Profile Variables*

Profile Variable	Pearson Chi-Square Statistics	Sig.	Df	Effect Size	Sig
Sex	1.828	0.609	3	0.152	0.609
Age	5.346	0.5	6	-0.033	0.762
Average Monthly Income	10.657	0.558	12	0.121	0.251
English Proficiency*	38.019	0.000	12	0.387	0.000
Number of Siblings	17.353	0.298	15	0.028	0.100
Educational Attainment of Father	8.497	0.204	6	0.004	0.105
Educational Attainment of Mother	8.901	0.446	9	-0.146	0.094

*Significant at 0.05 alpha level

Effect Size

less than or equal to 0.2	Weakly Associated
0.2 - 0.6	Moderately Associated
greater than 0.6	Strongly Associated

Table 4 shows the relationship between the level of academic self-management contribution to the school performance of Grade 6 Prathom pupils and their profile variables.

The analysis of the relationship between the level of academic self-management contribution to the school performance of Grade 6 Prathom pupils and their profile variables reveals varying degrees of significance. Notably, English proficiency is a significant indicator, as indicated by a Pearson Chi-Square statistic of 38.019 with a p-value of 0.000. This suggests that students' proficiency in English significantly influences the extent to which their academic self-management contributes to school performance.

On the other hand, other profile variables, such as sex, age, average monthly income, number of siblings, and parents' educational attainment, demonstrate non-significant relationships with the contribution of academic self-management to school performance, as

evidenced by their p-values exceeding the 0.05 alpha level. While these variables may still play a role in shaping students' academic outcomes, their influence on the relationship between academic self-management and school performance appears to be negligible in this context.

These findings underscore the importance of prioritizing English proficiency enhancement initiatives to improve academic self-management and subsequently enhance school performance among Grade 6 Prathom pupils. Further research may delve deeper into the mechanisms by which English proficiency positively affects academic self-management and school performance, informing targeted interventions to address this influential factor.

Proposed Action Plan

Title: Enhancing Academic Self-Management for Grade 6 Prathom Pupils

Rationale

The significance of academic self-management in the educational journey of Grade 6 Prathom pupils cannot be overstated. Academic self-management encompasses a spectrum of skills vital for academic success, including time management, organization, active engagement, resource utilization, personal development, and exam preparedness. These skills are foundational pillars that underpin effective learning, enabling students to navigate the complexities of their academic responsibilities and thereby impacting their overall school performance. However, empirical evidence suggests that many Grade 6 Prathom pupils encounter challenges in developing and exercising these critical skills, hindering their academic progress and potentially limiting their future opportunities.

In Din Daeng District, Bangkok, Thailand, where cultural, economic, and social dynamics shape the educational landscape, the need to bolster Grade 6 Prathom pupils' academic self-management skills is particularly pronounced. Socio-economic disparities, cultural influences, and varying access to educational resources underscore the importance of targeted interventions to address the diverse needs of students within this context. Furthermore, with the advent of digital technologies and the increasing complexity of educational demands, students face unprecedented challenges in effectively managing their academic responsibilities. Thus, there is a compelling imperative to design and implement an action plan that equips Grade 6 Prathom pupils with the requisite skills and strategies to navigate these challenges successfully.

General Objective

The overarching goal of this action plan is to foster a culture of academic self-management among Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand, thereby enhancing their school performance and fostering their holistic development.

Specific Objectives

- a) To equip students with practical time management and organizational skills to optimize their academic endeavors.
- b) To cultivate a conducive learning environment that encourages active engagement, collaboration, and critical thinking.
- c) To provide students with diverse learning techniques and resources to enhance their comprehension and retention of academic materials.

- d) To promote students' personal development and well-being by addressing stress, motivation, and goal alignment.
- e) To prepare students adequately for assessments and exams by imparting effective test-taking strategies and academic self-management.

Activities

1. Workshops and Training Sessions

Conduct interactive workshops and training sessions on time management, organization, active learning strategies, and exam preparation techniques. Time Management Workshop: Provide practical tips and techniques for effective time management, including setting priorities, creating schedules, and overcoming procrastination.

- a. Organization Training. Teach organizational skills such as using planners, keeping track of assignments and deadlines, and maintaining a clutter-free study space.
- b. Active Learning Strategies Session. Engage students in hands-on activities and discussions to explore various active learning techniques, such as note-taking methods, concept mapping, and peer teaching.
- c. Exam Preparation Workshop. Offer guidance on developing study plans, managing exam stress, practicing effective test-taking strategies, and reviewing material systematically.

Strategies:

- a. Incorporate hands-on activities, group discussions, and case studies to actively engage participants in learning;
- b. Provide practical examples and real-life scenarios to demonstrate the relevance and application of the skills being taught;
- c. Offer follow-up sessions or individualized coaching to address specific challenges and provide personalized guidance;
- d. Utilize multimedia resources, such as videos, presentations, and online simulations, to enhance the learning experience; and
- e. Encourage active participation and peer interaction through group exercises, role-playing, and collaborative problem-solving.

2. Peer Support Networks

Establish peer mentoring programs to foster collaboration, peer learning, and mutual support among students.

- a. Peer Mentoring Program. Pair students with older peers or mentors who can provide academic guidance, share study tips, and offer encouragement.
- b. Study Groups. Facilitate the formation of small study groups where students can collaborate, review course material, and help each other understand challenging concepts.

Strategies:

- a. Establish regular meetings or group sessions where students can share experiences, discuss challenges, and offer solutions to one another;
- b. Provide training and guidance for peer mentors to develop effective communication, active listening, and mentoring skills;

- c. Foster a sense of community and belonging by organizing social events, team-building activities, and group projects;
- d. Create online forums or chat groups to facilitate ongoing communication and support outside of formal meetings; and
- e. Encourage peer accountability and mutual encouragement through buddy systems or study partnerships.

3. Digital Literacy Programs

Integrate technology-enhanced learning platforms and tools to facilitate self-directed learning and resource utilization.

- a. Online Learning Platforms. Introduce students to educational websites, online resources, and digital tools (e.g., Google Drive, Khan Academy) to enhance their learning experience and resource utilization.
- b. Digital Skills Workshops. Conduct workshops on using productivity apps, online research techniques, and effective internet navigation to empower students in utilizing technology for academic purposes.

Strategies:

- a. Offer hands-on workshops and tutorials on using specific digital tools and platforms relevant to academic tasks and projects;
- b. Provide access to online resources, tutorials, and instructional videos for self-paced learning and skill development;
- c. Incorporate gamified learning activities and challenges to make digital literacy training more engaging and interactive;
- d. Organize tech-savvy student clubs or interest groups where participants can explore and share digital skills and knowledge; and
- e. Collaborate with technology experts or guest speakers to provide insights and guidance on emerging digital trends and best practices.

4. Personal Development Workshops

Offer sessions on stress management, mindfulness, and resilience-building to support students' socio-emotional well-being.

- a. Stress Management Seminar. Provide strategies for coping with stress, including relaxation techniques, time management skills, and seeking support from peers and adults.
- b. Mindfulness Training. Teach mindfulness exercises and techniques to help students develop focus, resilience, and emotional regulation.
- c. Resilience-Building Workshop: Offer activities and discussions to promote resilience, self-confidence, and adaptability in facing academic challenges and setbacks.

Strategies:

- a. Create a safe and supportive environment where students feel comfortable discussing personal challenges and seeking help;
- b. Offer mindfulness exercises, relaxation techniques, and breathing exercises to promote stress relief and emotional well-being;
- c. Provide resources and referrals to support services, such as counseling, mental health professionals, and community organizations;
- d. Encourage self-reflection and goal-setting through journaling, vision boards, and personal development plans; and

- e. Foster a sense of belonging and connectedness through group activities, peer support circles, and community-building initiatives.

5. Parental Engagement Initiatives

Organize seminars and workshops for parents to educate them on how to support their children's academic self-management at home.

- a. Parent Workshops. Host seminars for parents on topics such as fostering a supportive home environment, encouraging academic self-management, and communicating effectively with teachers.
- b. Family Goal Setting. Encourage parents to collaborate with their children in setting academic goals, creating study schedules, and tracking progress together.
- c. Home Study Environment Assessment. Provide guidelines for parents to assess and optimize their child's study environment at home, including minimizing distractions and providing necessary resources.

Strategies:

- a. Tailor workshops and seminars to address parents' specific concerns and challenges related to supporting their children's academic success;
- b. Provide practical tips, resources, and strategies for creating a conducive home environment for learning, including setting up study spaces and routines;
- c. Offer opportunities for parents to connect with educators, school administrators, and other parents to share experiences and best practices;
- d. Provide ongoing communication channels, such as newsletters, online forums, and parent-teacher conferences, to keep parents informed and engaged; and
- e. Empower parents to become active partners in their children's education by providing opportunities for involvement in school activities, committees, and decision-making processes.

Possible Budget (in Baht)

- a. Workshop materials and resources (20,000)
- b. Training facilitators and experts (30,000)
- c. Technology integration and software licenses (30,000)
- d. Parental engagement programs (10,000)
- e. Assessment tools and evaluation resources (10,000)

Point Persons

- 1. *Academic Coordinator*. Oversees the planning, implementation, and evaluation of the action plan.
- 2. *Guidance Counselor*. Provides guidance, counseling, and socio-emotional support to students.
- 3. *Subject Teachers*. Facilitate subject-specific workshops and learning activities aligned with academic self-management skills.

Materials Needed

- a. Workshop materials (flip charts, markers, etc.)
- b. Technology resources (computers, tablets, educational software)
- c. Assessment tools (surveys, quizzes, rubrics)
- d. Parental engagement resources (handouts, presentation materials)

Timeline

- Workshop and Training Sessions (2 days)
- Peer Support Networks (once a month)
- Digital Literary Programs (1 day)
- Personal Development Workshops (1 day)
- Parental Engagement Initiatives (once a month)

Proposed Action Plan Matrix

Table 5 shows the development of proposed action plan on enhancing academic self-management for Grade 6 Prathom pupils of Din Daeng District, Bangkok, Thailand.

Table 5: *Enhancing Academic Self-Management for Grade 6 Prathom Pupils*

Activities	Strategies	Budget	Point Persons	Time-line	Materials Needed
1. Workshop and Training Sessions on Time Management, Organization, Active Learning Strategies and Exam Preparation Techniques	- Incorporating Hands-on activities, group discussions and case studies - Provide practical examples and real-life scenarios - Follow-up sessions or individualized coaching - Utilization of multimedia resources - Role-playing sessions	20,000 baht	Deputy Director of Academic Academic Coordinator Guidance Councilor Subject Teachers Foreign Language Department	2 days per semester June and November	Workshop materials (flip charts, markers, worksheets) Technology resources
2. Peer Support Network such as Peer Mentoring Program and Study Groups	- Establish regular meetings or group sessions - Peer mentorship training - Organizing social events, team-building activities and group projects - Create online forums	10,000 baht	Deputy Director of Academic Academic Coordinator Homeroom Teachers Guidance Councilor	Once a month (school year-round)	Workshop materials (flip charts, markers, worksheets, booklets) Technology resources Social Media accounts
3. Digital Literacy Programs	- Digital tools and platforms workshops and tutorials - Incorporate gamified learning activities - Organize tech-savvy student clubs	30,000 baht	Academic Coordinator IT Coordinator Homeroom Teachers	Once per semester May and October	Technology resources Educational software Learning games
4. Personal Development Workshops	- Stress Management Seminar - Mindfulness Training - Resilience-Building workshop - Counselling	10,000 baht	Deputy Director of Academic Academic Coordinator Homeroom Teachers	Once per semester July and January	Group discussion prompts Workshop materials (worksheets,

Activities	Strategies	Budget	Point Persons	Time-line	Materials Needed
	Encourage journaling and personal development program		Guidance Councilor Health Professionals		charts, booklets) Assessment Tools
5. Parental Engagement Initiatives	- Parents Workshop and Seminars - Family Goal Setting - Home Study environment Assessment	10,000 baht	Deputy Director of Academic Homeroom Teachers Guidance Councilor	Once every 2 months (school year-round)	Assessment Tools Parental Engagement Resources

The implementation of this action plan is crucial for their academic success and overall development of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand. By taking a comprehensive and collaborative approach to implementation, this action plan aims to empower Grade 6 Prathom pupils to take ownership of their learning and achieve academic success through effective self-management skills.

SUMMARY

The findings revealed several key insights into the academic self-management and school performance of Grade 6 Prathom pupils in Din Daeng District, Bangkok, Thailand. The level of contribution of academic self-management was consistently high, with mean scores ranging from 4.04 to 4.13, indicating that strategies such as time management, active engagement, and exam preparedness significantly support students' academic success. This aligns with research emphasizing that self-regulated learning and effective study strategies are strong predictors of academic achievement (Panadero, 2017; Zimmerman, 2015).

Despite this, pupils encountered notable challenges in practicing academic self-management. The most prevalent issue was distractions in the learning environment, affecting 62% of respondents, followed by peer pressure at 54.4%. These factors can hinder concentration and influence academic behaviors, consistent with findings that environmental and social distractions negatively affect student performance (Rosen et al., 2013; Ryan, 2015). Additionally, lack of time management skills and testing anxiety were reported by 32.9% of pupils, suggesting difficulties in organizing tasks and coping with assessment-related stress, which can impair academic outcomes (von der Embse et al., 2018).

Other concerns included inadequate study spaces, difficulty with goal-setting, and technology-related distractions, highlighting the need for structured learning environments and guidance. Parental influence also emerged as a factor, reinforcing the importance of home support in shaping students' academic behaviors (Hill & Tyson, 2015).

While academic self-management strongly contributes to school performance, these challenges underscore the need for targeted interventions, such as time management training, peer support programs, and parental engagement initiatives, to further enhance students' academic success.

CONCLUSIONS

From the preceding findings, the following conclusions are drawn:

1. The grade 6 pupils of Din Daeng District under BMA's English Program are dominated by 12-year-olds, males, receiving meager family income, proficient in English, with parents holding bachelor's degrees.
2. The academic self-management positively contributes to the school performance of Grade 6 Prathom pupils.
3. The findings highlight the need for targeted interventions to address challenges faced by Grade 6 pupils in Din Daeng District, Bangkok, regarding academic self-management, emphasizing strategies like action planning.
4. The association between academic self-management's contribution to school performance and English proficiency is moderate, while other variables show no significant relationship.
5. An action plan enhancing academic self-management for Grade 6 Prathom pupils is necessary.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

1. The administration may conduct tailored interventions addressing diverse needs, including time management workshops, financial assistance programs, and parental engagement initiatives to support Grade 6 pupils.
2. The administration is encouraged to develop and implement structured academic self-management workshops tailored to the specific needs of Grade 6 Prathom pupils, including modules on time management, organization techniques, goal setting, and study strategies, which can effectively enhance their academic performance.
3. The administration may implement activities tailored to Grade 6 Prathom pupils' specific academic self-management challenges in Din Daeng District, Bangkok, which can effectively equip them with practical skills to overcome obstacles and improve their academic performance. These activities may focus on goal-setting, time management, organizational techniques, and strategies for addressing distractions, providing students with actionable steps to enhance their self-management.
4. Given the moderate association between academic self-management's contribution to school performance and English proficiency, targeted interventions may focus on enhancing students' English language skills alongside academic self-management strategies. Implementing language enrichment programs and integrating English language learning activities into academic self-management workshops can effectively support students in improving both their language proficiency and academic performance simultaneously.
5. Implement the action plan in Din Daeng District, Bangkok, for Grade 6 Prathom learners.

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