A DEVELOPMENT THE SELF-COMPASSION PROGRAM FOR ENHANCING RESILIENCE AMONG JUNIOR HIGH SCHOOL STUDENTS

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Graduate School Srinakharinwirot University

2024

การพัฒนาโปรแกรมการกรุณาต่อตนเอง เพื่อเสริมสร้างความหยุ่นตัวของนักเรียนชั้นมัธยมศึกษาตอนต้น

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ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษาดุษฎีบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2567

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A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of DOCTOR OF EDUCATION

(Ed.D. (Educational Psychology and Guidance))

Faculty of Education, Srinakharinwirot University

2024

THE DISSERTATION TITLED

A DEVELOPMENT THE SELF-COMPASSION PROGRAM FOR ENHANCING RESILIENCE AMONG JUNIOR HIGH SCHOOL STUDENTS

BY

WU NA

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DOCTOR OF EDUCATION
IN ED.D. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT UNIVERSITY

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Author	WU NA
Degree	DOCTOR OF EDUCATION
Academic Year	2024
Thesis Advisor	Associate Professor Dr. Pasana Chularut
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Resilience is an important ability when facing crisis. This research aimed to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students. The samples were junior high school students from Kunming city. The research adopted Resilience Questionnaire with total reliability of 0.983 and the self-compassion program as instruments. The self-compassion program consisted of 12 lessons, based on three steps: 1) Lead-In 2) Learning Activities and 3) Conclusion with 90 minutes for each lesson in 4 weeks. Statistical methods such as mean, standard deviation (SD), paired t-test, and GLM repeated ANOVA analysis were used. Based on voluntary student participation, 40 students became the samples of this study. The samples were randomized to the experimental group and control group. The experimental group (n=20) received the self-compassion program but the control group was not. The research results showed as follows: 1) after receiving the self-compassion program and the follow-up, resilience was significantly higher than before and 2) after receiving the self-compassion program and follow-up, resilience in experimental group was significantly higher than those in the control group. Therefore, it can be concluded that the self-compassion program is effective for enhancing resilience among junior high school students.

Keyword : Resilience, Self-compassion program, Junior high school students

ACKNOWLEDGEMENTS

My doctoral studies are nearly completed now. It has been a journey filled with magic, gratitude, and expectation since 2021 in Srinakharinwirot University. As I look back to my academic career in Thailand, sincere appreciation and thank to my professors, experts, teachers, graduate school, classmates, friends and all the people who offered help, support, guidance, and encouragement during the whole journey. It is because of them, their kindness and selfless help, I was able to overcome numerous challenges and benefit a lot.

First and foremost, I want to express my deepest gratitude to my adviser, Assistant Professor Dr. Pasana Chularut. She is the best. She is not only a respectable professor and teacher but a lady with wisdom and elegance to me. I could not be here without her endless support, valuable academic guidance and dedicated mentorship.

I would also want to present my sincere thank to my co-advisor, Assistant Professor Dr. Paradee Kambhunaayudhaya. Her guide to my dissertation, and professional suggestion on my topic and research content also helped me a lot during my academic career.

Additionally, I am very grateful to all the experts and reviewers who has participated in my interviews, questionnaire and self-compassion program. Your contributions and academic suggestions was crucial to my instrument of the research.

Meantime, I am deeply appreciate all the teachers and students who has collaborated with me on my research. Your cooperation and trust made my research go smoothly and we have made a great challenge all together.

Finally, I want to give my sincere thank and wish to all people that I met during my doctoral journey, especially my 6 classmates, who held hands together and helped each other again and again.

Although my study and life in Srinakharinwirot University is going to draw a close, I will continue to learn and apply what I gained and benefited during my doctoral period in my future academic career, which has a profound influence on my personal and professional growth.

Again, thank you all for your support and assistance.

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INTRODUCTION

1.1 Research Background

For a long time, the fields of neuroscience, mental health, medicine, psychology, and sociology have been focused on the immediate and long-term impacts of stress, as well as the more recent concern with excessive stress. Our everyday lives are filled with stress. To some extent, everyone lives under stress or stress surrounding. The majority of people will eventually experience one or more potentially life-threatening events, which can have a negative impact on mental health and lead to disorders such as post-traumatic stress disorder (PTSD) (Karam et al., 2013). As a result, how to cope with stress has become a worldwide topic or reducing stress and recovering from stress is another way when facing pressure. These frequently mentioned incidents have drawn attention to the risks to children and the future of societies around the world, as well as the lack of preparation to deal with such disasters. In the face of risks to human life, governments and international organizations seek information and advice to reduce risk, support resilience, and assist in recovery. These concerns have led to a renewed focus on resilience across a variety of scientific disciplines (Masten, 2014). Early studies on children at risk for psychopathology and associated problems began to recognize the importance of the striking differences they saw across groups of kids facing various risks and adversities about 1970. Resilience science emerged in child research as a result of this awareness (Masten, 2015). Resilience is composed of strengths from the individual, family, and society. It is supported by social policy and civic involvement, creating a complex interconnected web. To put it briefly, it is composed of a complex network of interconnected elements. There are factors that promote resilience at various levels of systems, with impacts going in multiple directions (Gerhardt, 2020). Enhancing resilience to cope with stress and future difficulties among adolescents proved to be an effective method to reduce mental problems and depression.

Resilience, originating from a Latin verb meaning "to leap back," is the ability to endure or bounce back swiftly from adverse situation, as described in the Oxford Dictionary of English (Soanes & Stevenson, 2005). According to Sandal et al. (2018), resilience in psychological research often refers to individuals who can effectively cope with and even grow from extreme adversity. Resilience, as defined by Aisenberg & Herrenkohl (2008), is the dynamic process of transactions that occur over time within and among various layers of a child's environment. For Ungar, the concept of resilience can be defined as the result of discussions on the resources between people and their surroundings to maintain a sense of health despite adverse conditions (Ungar, 2008). According to literature review, resilience means ability, process and outcome, which means the whole process of using one's recovering capacity to adapt the context of adversity and then get a positive and healthy outcome. It consists of 5 components in this research: connection (positive relationships and resources around, including family support, interpersonal relationship and social support), coping (the skills and techniques used to dealing with the difficult situation and pressure), meaning (setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next), positive thinking (the attitudes and thinking pattern we can adopt to help us get through the crisis), and self-understanding (self-understanding, the strength and weakness, and self-compassion).

People can overcome even the most difficult situations and some can even thrive. However, they may not always be sure how they did it. Inner resilience seems to be an essential skill for success in the outside world and for maintaining mental wellness (Neenan, 2018). The extent to which children and adolescents possess intrinsic qualities such as tenacity, self-efficacy, self-worth, and a proactive avoidance of risky behaviors, as well as extrinsic qualities such as being raised in a nurturing home with understanding parents, associating with peers who do not engage in criminal activities, and experiencing a positive school environment, plays a key role in shaping their successful transition into adulthood (Liebenberg et al., 2013). Furthermore, in the face of failure and threat, what defines us as individuals is not the disaster itself, but how we

overcome challenges to cultivate qualities of compassion, empathy, and resilience. Failure, misfortune and challenges are undesirable but essential aspects of life that give us the foundation for improving as people (Vijaykumar et al., 2018). If the researcher can try to explore a pattern or training program on building or enhancing resilience among junior middle students, it would help them to adapt life change or deal with stress well in the future. Stress and well-being encompass more than just the lack of signs and symptoms of adverse effects; they also involve the existence of favorable circumstances. For instance, adolescents may experience less stress if they possess strong internal resources such as the qualities to overcome obstacles, gratitude for life's blessings, a sense of proficiency, and the drive to start on unexpected difficulties (Seligman & Csikszentmihalyi, 2014).

According to Patel et al. (2007), there is a global prevalence of mental health disorders in adolescents of 10-20%. These difficulties are linked to low academic achievement, physical illness, substance abuse, and later behavioral problems. During this growth stage, adolescence may be a highly stressful time due to various physiological and environmental changes. More complex and nuanced ideas of self emerge with the onset of puberty (Lerner et al., 2009) and the accompanying physiological changes, including brain maturation (Giedd, 2008) (Bluth & Eisenlohr-Moul, 2017). Additionally, factors like changes in school and academic pressure could also increase stress experienced by adolescents. In fact, most children report that their primary source of stress is school (American Psychological Association, 2014). Adolescents are impulsive and easy to tend to put themselves in danger (Fishhoff et al., 2002). The poor choices they made may lead them in danger of experiencing psychological and physical harm. However, despite their high-risk status, adolescents may benefit from developing resilience (Werner, 1995) and consequently they have great potential to develop coping mechanisms for dealing with adversity (Neelam & Amynah, 2019). Resilience training is commonly used in schools in the UK and around the world (Ungar et al., 2014). In the UK, younger students will receive resilience training through personal, social, health, and economic (PSHE) classes (Boonlue & Sillence,

2021). Resilience training or other related training program have been very new in China even for junior high school students in Kunming.

The reason why the researcher choose junior high school students as target participants is that Chinese traditional teaching style is not an encouraging education. The situation of junior high school students in China now stands for high pressure and high requirements on academic performance. Chinese adolescents are expected to achieve academic greatness by both themselves and their significant others which is crucial for attaining both financial success and high social status (Hesketh & Ding, 2005). Chinese teenagers face greater educational pressure than the Western counterparts due to the country's strong emphasis on academic achievement (Liu & Lu, 2011). The acquisition mode of junior high school students decides that they could easily accept new things and concepts, and the external support from teachers and schools would significantly increase their confidence, self-compassion, resilience, even self-esteem and self-regulation, which may be crucial for them in their later lifetime or even change their whole life.

There are various factors that influence resilience. While opinions may vary on their relative importance, everyone agrees that a person's personality, life experiences, social support system, and genetics all play a role (Fletcher & Sarkar, 2012). Adolescent resilience promotion requires protective measures at three distinct levels: community, family, and individual interventions (Neelam & Amynah, 2019). Positive psychology has offered active intervention, calming intervention, identity intervention, and optimizing intervention for enhancing resilience (Jeremy Sutton, 2023). The researcher use self-compassion program.

It has been posited that the adolescence represents the period of lowest self-compassion in comparison to all the other developmental stages (Neff, 2003a). Kristin Neff, an educational psychologist, advocated for the practice of self-compassion in the early 2000s (Dodson & Heng, 2022). Among the many benefits of self-compassion are reduced levels of anxiety and sadness (Harvard Health, 2022). Besides, positive mental health has consistently been associated with self-compassion. Further research is

necessary to acquire a deeper comprehension of how self-compassion operates and aids in discovering inner joy. Ultimately, this knowledge will help individuals thrive in the face of adversity and find inner contentment (Bluth & Neff, 2018).

The definition of "compassion" is being able to recognize the grief of another, feel their grief, and take action to ease or mitigate it (Kanov et al., 2004). The concept of self-compassion is to put those care and actions on self. Self-compassion is a skill that can be developed through focused interventions (e.g., Bluth et al., 2015; Neff & Germer, 2013) and can be used to deal with the challenges of leading an imperfect human existence. This is one of the most fascinating aspects of self-compassion. Initially, self-compassion was regarded as a self-attitude (Neff, 2003a). When researchers start using self-compassion scale or measurement, the definition of self-compassion developed from self-attitude as a personal characteristic or a trait (Neff et al., 2005). After more and more researchers begin to embrace self-compassion research or strategies to reduce clinical symptoms. Then they found that people view self-compassion as a quality, a situationally produced mood, and a teachable ability (Rabon et al., 2019).

According to earlier research, both self-compassion and psychological resilience are probably defending attributes for adolescents. Studies have indicated that self-compassion has a favorable impact on resilience, coping strategies, and overall happiness (Brown & Leary, 2017; Ivtzan & Lomas, 2016). Olson and colleagues (2015) found that self-compassion strengthened the resilience and prevented burnout in pediatric and medical residents. According to McArthur et al. (2017), similar results were found for veterinary students. More resilience is linked to higher levels of self-compassion, as Bluth and Eisenlohr-Moul (2017) demonstrated. High level of self-compassion in adolescents indicates rich internal and external coping resources to bounce back or resilient when facing change, challenge and adversity in later lifetime.

In summary, for this research, the researcher would enhance resilience by developing a self-compassion program among junior high school students and assist them in raising the degree of self-compassion and resilience from lower level to higher level.

1.2 Objective of Research

The objectives of this research are as follows:

1) to study the definition and components of resilience among junior high school students;

2) to develop the self-compassion program for enhancing resilience among junior high school students;

3) to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

1.3 Research Questions

1) What are the definition and components of resilience among junior high school students?

2) How to develop the self-compassion program for enhancing resilience among junior high school students?

3) How to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students?

1.4 Significance of Research

1) A deeper understanding of resilience among junior high school students in China has been explored through this research. When developing the self-compassion program for enhancing resilience among junior high school students, the researcher offered many exercises and activities in self-compassion program for junior high school students. Those learning activities provided students methods and techniques that they can use or adopt by themselves when they meet some difficulties or stressful situation. It is very helpful for them to know that they are able to recover from any adversity by building their ability of resilience from this research.

2) A self-compassion program for enhancing resilience among junior high school students has been developed. Most researchers put their focus on resilience of university students, and people in post-trauma situation, who are mostly adults. This research put the focus of resilience on adolescents and to develop a self-compassion

program for enhancing resilience during adolescent time. Because the adolescent period could be the most disordered, confused, and stressful time of human life, it would be easier to face and recover from the coming pressure and obstacles if students are already owned the ability of resilience. In fact,after participating in the self-compassion program, for the junior high school students of the research, they had a great increase on resilience, and they also had the chance to gain their personal development on academic performance and becoming more confident after the research.

3) This research enrich the research on resilience and self-compassion program, especially for junior high school students. When the researcher tries to find the connection between resilience and self-compassion through literature review, there are a few researches showed that effective self-compassion program could enhance resilience but few of them target the junior high school students. Through this research, the researchers can explore or develop more self-compassion programs for enhancing resilience among junior high school students.

1.5 Scope of Research

1.5.1 Identifying population and sample

1.5.1.1 Phase 1: Studying the definition, and component of resilience among junior high school students

There are 4 steps in this phase. Firstly, the researcher studied the definition and components of resilience among junior high school students by literature review; Secondly, the researcher conducted a semi-structured interview questionnaire with 5 experts to identify the definition and components of resilience among junior high school students further; Thirdly, the researcher developed a Resilience Questionnaire among junior high school students; Finally, the researcher invited 100 junior school students in Kunming to do a reliability test of Resilience Questionnaire.

1.5.1.2 Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students

Based on the literature review and interviewing with 5 experts on resilience and self-compassion program, the researcher developed a self-compassion program for enhancing resilience among junior high school students.

For four weeks, the self-compassion program for junior high school students aims to improve resilience. The curriculum comprises twelve 90-minute classes. The researcher invited 3 IOC specialists to assess the self-compassion program's content to guarantee its efficacy.

Following the experts' feedback, the researcher invited 10 students from Kunming 19th Middle School to have a try-out of the self-compassion program.

1.5.1.3 Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students

Population: The participants of this research are junior high school students (aged 13-16) in Kunming city of China. The population of this research is from Kunming 19th middle school. This middle school is a junior middle school in Xishan District in Kunming city. Under school's permission, all students in this school participated the pre-test of the research. The population is 823 junior high school students.

Sample: After taking the pre-test of Resilience Questionnaire, researcher targeted 40 students as the sample of this research who get the lowest result in pre-test. The researcher used the matching method to divide 2 groups with 20 students for each as experimental group and control group to ensure there is no significant difference between experimental and control group.

1.5.2 Variables

Dependent variable: resilience

Independent variable: self-compassion program

1.6 Definition of Terms

1.6.1 Resilience among junior high school students

In this research, resilience refers to students' recovery ability from adversity and learning pressure, how long to bounce back and lead in a positive outcome at end. It refers to students' personal competence of recovering when facing the difficult situation or problems, then getting through and have a satisfying result. It can be developed and evolved from lower level to higher level.

Resilience among junior high school students consists of 5 components as follows:

1) **Connection** refers to students' positive relationships and powering resources around, including family support, interpersonal relationship and social support. The feelings of safety, security and support from parents, teachers or friends that give students the love and power to recover.

2) **Coping** refers to the skills and techniques students would use to deal with the difficult situation and pressure. The skills, techniques, strategies, and all effective methods, which can help students overcome their crisis such as emotion control, self-regulation, self-compassion, and self-efficacy.

3) **Meaning** refers to students' setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next. It also means the concentration, being focus and stick for the plan and solution, pushing forward, and accepting the consequences.

4) **Positive Thinking** refers to students' attitudes and thinking pattern adopted to help students get through the crisis, always looking at bright side, and taking crisis as a challenge and opportunities. The faith that everything is going to be better held by students during the hard time as well.

5) **self-understanding** refers to students' self-understanding, how deep they know about themself, and knowing their strength and weakness. Besides, it also refers to students' being care and compassionate upon self, taking good care about self whenever and whatever, and being tough and persistent.

1.6.2 Self-compassion program among junior high school students

Self-compassion program among junior high school students in this research is a learning model developed to enhance resilience among junior high school students. There are 12 lessons in the self-compassion program with 90 minutes of each lesson. It takes 4 weeks to complete this program. Through the self-compassion program, the level of self-compassion can be improved, and at the same time the level of resilience can be promoted as well.

The self-compassion program for enhancing resilience among junior high school students applied in this research compromised with three main steps: Lead-In, Learning Activities, and Conclusion.

1) Lead-In: The researcher creates a comfortable and friendly atmosphere and underlay the guide for next learning activity. Preparing the information needed for the next and introduce the theme or concept of the lesson to the participants.

2) Learning activity: The researcher implements the learning activities of self-compassion program for enhancing resilience among junior high school students and observes all situation and participants' performance during learning activity.

3) Conclusion: The researcher checks the participants' understanding of the lesson and collects the data and feedback from participants. The researcher would pay attention to participants' reflection about the whole process as well.

1.7 Research Hypothesis

Hypothesis1

After the experiment and at the completion of the follow-up period, the junior high school students in the experimental group who accomplished the self-compassion program improved their resilience.

Hypothesis 2

The junior high school students in the experimental group who achieved the self-compassion program shown a better degree of resilience than those in the control group at the end of the post-test, and follow-up periods.

1.8 Conceptual framework

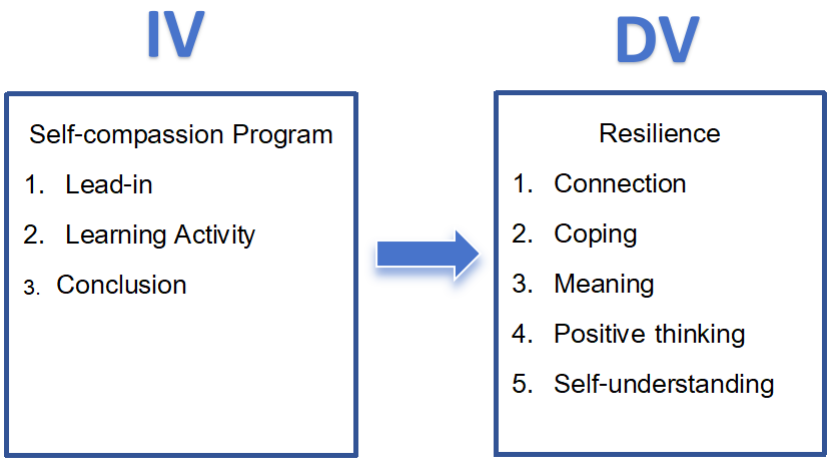

Figure 1 Conceptual Framework

The researcher adopted Ungar's theory for resilience. Ungar wrote a book called *The Social Ecology of Resilience: A Handbook of Theory and Practice* in 2012. He agrees that resilience is not a born character but a process that can be developed and nurtured by specific training or learning. Resilience is a result of combination of individual and environment as well. In fact, resilience is developed by a self-compassion program among junior high school students in this research and the researcher's aim is to nurture resilience as a developing capacity, using self-compassion as the strategy to get through the recovering process and reach a positive outcome at last.

The researcher adopt Gilbert's theory for self-compassion as well. From Gilbert's opinion, self-compassion is an attitude that is non-defensive and non-judgemental. He developed his self-compassion model and self-compassion training program to help people, especially adolescent. The researcher reviewed his self-compassion program for adolescent and developed the self-compassion program for enhancing resilience among junior high school students for this research.

CHAPTER 2
LITERATURE REVIEW

This section reviews the literature on resilience, self-compassion program and the relationship between them.

This chapter consists of 3 parts: resilience, self-compassion, and learning model theory.

In resilience part, the researcher reviewed 5 aspects from resilience as follows:

2.1.1 Definition of Resilience

2.1.2 Components of Resilience

2.1.3 Measurement of Resilience

2.1.4 Strategy of Building Resilience

2.1.5 Researches Related to Resilience

In self-compassion part, the researcher reviewed 5 aspects of self-compassion as follows:

2.2.1 Definition of Self-compassion

2.2.2 Components of Self-compassion

2.2.3 Self-compassion Programs & Activities

2.2.4 Construction of Self-compassion Program

2.2.5 Researches Related to Self-compassion

In this chapter, the researcher reviewed relevant literature and researches upon resilience and self-compassion program to get an initial definition and concept of the research and establish the theoretical foundation.

2.1 Resilience

2.1.1 Definition of Resilience

Originating from a Latin verb that means "to leap back," resilience is defined by the Oxford Dictionary of English as the capacity to tolerate or quickly recover from difficult circumstances (Soanes & Stevenson, 2005). The word's origins are found in science and mathematics. For instance, resilience is the "ability of a strained body to recover its size and form following deformation, by high yield strength and low elastic

modulus" in physics (Geller et al., 2003). In the field of psychology, individuals who can effectively manage and even thrive in the face of significant adversity are often described as resilient (Sandal et al., 2018). Resilience, as an ability or capacity for human being, means that it is not a genetic talent or quality we are born with. It is a competence or power that we can acquire or develop. The notion of resilience, according to researcher Pluess, emerged in psychology from observations of variations in the mental health outcomes of children raised in challenging situations (Ungar et al., 2021). The energy stored in a material when it is stressed is a key aspect of resilience in physics. Resilient materials can withstand compression and return to their original shape without deforming (Echterling & Stewart, 2008).

Depending on other researchers, resilience is regraded as a process rather than an ability or capacity, such as the researcher Luthar, Cicchetti, & Becker thought that resilience means the process of constructive adaptation in the face of difficulty (Luthar et al., 2000), was applied to explain how some individuals exposed to adverse conditions, such as poverty and deprivation, successfully adapt and mature into healthy adults (Masten & Garmezy, 1985). According to the definition from Aisenberg & Herrenkohl, resilience refers to “the changing nature of interactions across time between various layers of the environment that children are in that has an impact on their ability to adapt and perform well in spite of ongoing pressure and difficulty (Aisenberg & Herrenkohl, 2008).

According to Ungar (2008), resilience may be defined as the result of conversations between people and their surroundings on how to describe oneself as healthy in the face of circumstances that are generally seen as unfavourable. Researcher Juntunen & Schwartz suggested that resilience is a dynamic quality that is continuously created and reconstructed in interpersonal interactions and in access to resources (Juntunen & Schwartz, 2016).

However, from developmental system theory (DST) and life course health development (LCHD)’s view, complicated adaptive systems, covering households, corporations, ecosystems, and organizations, along with individual beings, possess the

common trait of resilience, just like human immune system (Masten & Barnes, 2018). According to Glantz & Johnson (2002), resilience is a positive adaptation and adjustment toward the external environment. It is a dynamic process full of interactions between individual and environment.

In summary, resilience means ability, process and outcome, which means the whole process of using one's recovering capacity to adapt the context of adversity and then get a positive and healthy outcome. Resilience is not fixed, when facing variable context or as environment change, process and outcome of resilience can vary or evolve.

2.1.2 Components of Resilience

Adversity and constructive adaptation are the two fundamental elements of resilience. Being able to "bounce back" is a common term used to describe resilience when encountering crisis. Obstacles push us to grow and adapt because they keep us challenged (Jeremy Sutton, 2023).

Resilience has four main components, according to the American Psychological Association: connection, wellbeing, healthy thinking, and meaning (APA, 2012). Connection means the positive relationships, such as trustworthy family members or understanding friends, that can support when facing stress or experiencing trauma. Wellness means self-care and self-compassion, taking good care of oneself whenever and wherever. Healthy thinking tells a concept of always looking the bright side and a positive attitude upon difficulty. Meaning means setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next.

Challenge, commitment, and control are the three primary traits of resilient people, according to psychologist Suzanne Kobasa (1979). Those who are resilient see challenges and difficulties as opportunities and potential options to learn. Commitment means self-regulation, resilient people are always self-regulated person that they have strong sense of purpose, so they can bounce back from adversity because they know that they still have many thing to do. Control stands for self-control and to control over the stress for resilient people.

According to Grotberg (1995), there are 3 source of resilience labelled I HAVE, I AM, and I CAN. I HAVE indicates the external connections around including family support, interpersonal assistance and encouragement. I AM means internal strength such as self-loving, empathic, altruistic, autonomous, responsible and belief of hope, faith, and trust. I CAN stands for social and interpersonal skills like problem solving, communicate with others, emotional control, coping technique, seeking for help and so on.

Conner and Davidson (2003) state that resilience is made up of the following five components: 1) Self-awareness, perseverance, and high standards; 2) Trust, tolerance, and the strengthening effects of stress; 3) A positive attitude toward change and stable relationships. 4) spiritual influences; and 5) control (Conner & Davidson, 2003).

According to Kumpfer (2002), this researcher developed a transactional model of resilience and give a dynamic framework of resilience and process of resilience. The Kumpfer's resilience model consists of 3 components: risk and protective factors, resilient characteristics, and positive outcome after the negative experience or the dynamic process that make the positive outcome.

According to Ginsburg (2020), resilience is composed of seven essential and interconnected components - the 7C's of resilience as competence, confidence, connection, character, contribution, coping, and control. Competence means the capacity to dealing with challenging situation independently, making decisions and taking responsibilities no matter the decision is good or bad. Confidence refers to trust, believing in themselves in any time and bouncing back when meet failure. Connection refers to connecting and interacting with surroundings, feeling safe when connecting with parents, family members, friends and peers, teachers and so on. Character means the basic judgement about right and wrong, caring about the world, honesty and other good characters that help them recover from adversity. Contribution refers to the cognition that everyone could make the world better by personal effort. A bright side could be helpful to coping stress. Coping is the effective way used to overcome

difficulties and stay in positive. Control means everyone could influence the result by personal effort, they can make a difference. In TABLE 1 the researcher summarize different researcher's views on components of resilience:

Table 1 Summary of Components of Resilience

Components Of Resilience	APA	Jeremy Sutton	Suzanne Kobasa	Grotberg	Conner & Davidson	Ginsburg	Kump--fer
Connection	√			√	√	√	√
Coping		√		√	√	√	√
Control			√	√	√	√	√
Wellness	√						
Meaning	√		√	√			√
Challenge		√	√				
Positive Thinking	√				√	√	√
Competence				√	√	√	√
Self-understanding				√		√	√
Tenacity/ Hardiness					√	√	
Faith					√		√

In summary, connection, coping and control were most popular components among researchers. Connection means the family membership, interpersonal relationship and social support surround, all interactions and connections that would influence people. Coping and control stands for the techniques and skills used to facing stress, so the researcher would mix coping and control into one components of resilience. Meaning and positive thinking were regarded as important

components of resilience by many researchers as well. The next popular components of resilience comes to competence and self-understanding. According to Grotberg, the concept of competence was included into self-understanding, which is to know the capacity of individual and self-strength and weakness. As a result, researcher concluded 5 components of resilience for this research: connection, coping, meaning, positive thinking, and self-understanding.

2.1.3 Measurement of Resilience

Resilience is a challenging phenomenon to quantify due to its complexity (Liebenberg et al., 2013). The former resilience scale was developed in 1988 and are still in use by many researchers today, by Wagnild & Young. This scale consists of 25 items, each rated on a 7-point scale (1-7), and the results have been found positively correlate with physical health, morale, and life satisfaction (Wagnild & Young, 1988). It includes an 8-item subscale for "Acceptance of Self and Life" and a 17-item subscale for "Personal Competence." The five basic components of a meaningful existence (purpose), persistence, self-reliance, serenity, and existential aloneness (i.e., returning home to oneself) compose the Resilience Scale. This measure was developed and tested on an older adult population (aged 53 to 95 years old). Wagnild developed a shorten 14-item scale in 2009 - the short form of RS (i.e. RS-14), which is an offshoot of the 25 items and measures a similar psychological concept (Wagnild, 2011). Additionally, the validity and reliability of this 14-item resilience measure have been demonstrated (Abiola & Udofia, 2011).

Based on resilience scale, Connor-Davidson developed a resilience scale in 2003 called Connor-Davidson Resilience Scale (CD-RISC). The 25 items in the CD-RISC have a 5-point answer range, ranging from never true (0) to true almost usually (4). The subject's mood during the previous month is evaluated. The total score ranges from 0 to 100, with higher numbers denoting stronger resilience (Connor & Davidson, 2003). The scale yielded five interrelated factors as personal competence, high standard, and tenacity; trust, tolerance, and strengthening effects of stress; positive acceptance of change and secure relationships; control; and spiritual influences. According to Connor

& Davidson, the CD-RISC is a quick, self-rated resilience test with strong psychometric qualities (Connor & Davidson, 2003). The CD-RISC has shown strong test-retest reliability and internal consistency in both clinical samples and the general population. There are three potential areas where the CD-RISC could be beneficial. Many researchers have considered the potential biological components of resilience. A second potential use could be in applying modern resilience therapies in clinical settings. The third potential use may be in research aimed at analyzing both adaptive and maladaptive coping mechanisms, as well as serving as a screening tool for high-stress, high-risk hobbies or career paths.

Block and Kremen created the Ego Resilience Scale in 1996 to assess resilience outside of psychiatric settings. There is a favourable correlation between this scale and IQ. People with high ego-resilience are more likely to be competent and comfortable in the less clearly defined realm of interpersonal relationships. On the other hand, those who primarily rely on their raw IQ are likely to excel in the structured world of work, but they may struggle with emotions and forming meaningful connections with others (Block & Kremen, 1996). The 14-item ego resilience scale, which ranges from 1 (does not apply at all) to 4 (applies very strongly), measures an individual's capacity to adjust to change. At both ages 18 and 23, the coefficient alpha dependability of ER89 was 76 for the full sample. These reliabilities are rather high for a quick inventory scale (Block & Kremen, 1996).

Smith developed the Brief Resilience Scale (BRS) to measure an individual's capacity to recover or bounce back from stress (Smith et al., 2008). This ability may essential for people who are in stress or adversity and how they adapt and cope with the stress. The following is a presentation of the six items on the brief resilience scale (BRS):

A. I tend to bounce back quickly after hard times.

B. I have a hard time making it through stressful events.

C. It does not take me long to recover from a stressful event.

D. It is hard for me to snap back when something bad happens.

E. I usually come through difficult times with little trouble.

F. I tend to take a long time to get over set-backs in my life.

The item A, C and E are three positively worded, and item B, D and F are three negatively worded. Participants would follow the instructions like “indicate the extent to which you agree with each of the statements from 1(strongly disagree) to 5(strongly agree)”. Based on Smith's findings (Smith et al., 2008), the BRS showed strong test-retest reliability and internal consistency.

Ponce-Garcia, Madwell, and Kennison created the Scale of Protective Factors (SPF), another resilience measure, in 2015. This scale is “to measure protective factors contributing to resilience” (Ponce-Garcia et al., 2015). The number of participants of this research is nearly 1,000. It has 24 items that measure two cognitive-individual factors——goal effectiveness and prioritizing/planning behaviour——and two social-interpersonal factors——social support and social skills. It was discovered that the SPF was a pertinent and trustworthy indicator of resilience among victims of violent trauma.

The Resiliency Scales for Children and Adolescents (RSCA) as an measurement of personal level of resilience that is founded on personal experience reflective of three basic systems which are sense of mastery, sense of relatedness, and emotional reactivity, commonly associated with adaptive functioning (Prince-Embury et al., 2013). According to White (1959), a sense of mastery, means personal competence, or self-efficacy, that is motivated by an inner curiosity that solves problems and is satisfying in and of itself. Sense of relatedness, means the relationships and relational ability as mediators of resilience, that is influential for finding support and fostering resilience (Werner & Smith, 1998). The level of emotional reactivity or tolerance threshold in a child before negative events occur is known as their emotional responsiveness (Prince-Embury et al., 2013). It has 24 items that measure two cognitive-individual factors——goal effectiveness and prioritizing/planning behaviour——and two social-interpersonal factors——social support and social skills. It was discovered that the SPF

was a pertinent and trustworthy indicator of resilience among victims of violent trauma. The Sense of Mastery Scale consists of three distinct groups and twenty items: flexibility, being personally responsive to criticism and learning from one's mistakes; optimism about life and one's competence; and self-efficacy connected with creating problem-solving attitudes and tactics. The 24 items that make up the Sense of Relatedness Scale are relatedness-related concepts such as comfort with others, confidence in others, perception of others' availability for help when needed, and tolerance of others' differences. In this developmental paradigm, greater scores on the two preceding scales or subscales indicate stronger levels of personal resilience.The Emotional Reactivity Scale includes 20 items and three areas: the sensitivity subscale assessing the child's emotional reactivity threshold and degree of intensity; the recovery subscale describing the amount of time needed to heal from an emotional disturbance; and the impairment subscale describing the child's perception of their disturbed state of functioning. Low scores on the Emotional Reactivity Scale indicate a lack of reactivity, while high scores indicate a greater level of vulnerability in this area of development and, consequently, a lack of emotional resilience (Prince-Embury, 2007, 2008). This scale are highly validate and reliable for youth ages under 18.

The Child and Youth Resilience Measure (CYRM-28) is a kind of self-report measure to evaluate social-ecological resilience from child and youth. This measure used a mixed methods including both quantitative and qualitative stages that facilitated understanding of both common and unique aspects of resilience across cultures (Ungar & Liebenberg, 2011). 1,451 youth in 11 countries participated the quantitative chase and 89 youth took qualitative interviews. 28 items are rated by a 5-point range from 1 (does not describe me at all) to 5 (describe me a lot). Higher scores indicate stronger level of resilience. CYRM was reduced from 28 items to 12 items in 2013. Taking into consideration the cultural and contextual variation present in young populations, the CYRM-28 is a measure of youth resilience. A reduced version of the CYRM (CYRM-12) is better suited to inclusion in omnibus surveys (Liebenberg et al., 2013).

Social emotional assets and resilience scales (SEARS) is a strength-based tool to evaluate social and emotional assets, resilience, and competencies in children and adolescents from 5 to 18 years (Merrell, 2011). SEARS has distinct forms for children (aged 8 to 12) and adolescents (aged 13 to 18). It also offers forms for teachers and parents to report. Those forms can be employed for various combinations of assessments involving students, parents, and teachers. All the assessment shared concepts such as self-regulation, responsibility, social competence, and empathy, while also containing items intended to capture the unique perspective of the rater. The questions are framed in a way that emphasizes positive and desirable qualities. Short forms (with 12 items each) only take approximately 5 minutes to finish, which are able to effectively capture the overall concept of social resilience, just like the longer rating forms, but very time-efficient. They are practical for frequent assessments such as tracking progress or for screening a large group of students within a class or school.

Researcher Hu and Gan (2008) from China developed a resilience scale for Chinese adolescents. After interviewed 25 middle school students (aged 16.2 in average) who has experienced big negative life events and recovered well later, they created 100 items of the scale. Then two researchers tested scale among 283 adolescents (aged 16.5 in average) and reduced the scale into 27 items including concentration, emotion control, positive cognition, family support, and interpersonal assistance. 420 middle school students from Beijing participated the retest including 193 junior high school students and 204 senior middle school students. Both internal and external validity of this scale is vaild.

In summary, the resilience scale created for Chinese adolescents would be adopted due to the same target participants. Based on the resilience scale from Hu and Gan (2008), the researcher developed Resilience Questionnaire among junior high school students for this research surrounding 5 components of resilience (connection, coping, meaning, positive thinking, self-understanding) into 50 items at the beginning, and the researcher tested its reliability and validity in chapter 3.

2.1.4 Strategy of Building Resilience

According to Karen Reivich and Andrew Shatte (2003), there are 7 skills or strategies which are vital to establish resilience: self-awareness, self-regulation, optimism, mental agility, strengths of character, connection, and getting things done.

According to Southwick and Charney (2012), they discussed factors of resilience including biological, psychological and social factors. All these factors can help us to build or enhance resilience. Biological factors means our genetics and brain can influence one's resilience and help us to build mechanism to adapt stress and trauma. The psychological factors includes optimism, self-efficacy, adaptability, sense of purpose, coping strategy and emotional intelligence. The social factors are social support, sense of belonging, family relationship, positive role models, shared experience team and help-seeking behavior.

According to psychologist Suzanne Kobasa (1979), the strategies to become a resilient people are learning to relax, practicing positive thinking, learning from one's failures, editing outlook, choosing the way we respond to stress, building self-confidence, setting goals, developing strong relationships, avoiding lost in negative impact, and being flexible.

According to Richardson's resiliency model (2002), when people experience stressful events or adversity in life, it would bring them from "biopsychospiritual homeostasis" into disruption. A state of biopsychospiritual homeostasis is when a person has adjusted psychologically, physiologically, and spiritually to a certain set of circumstances, whether favourable or unfavourable. A disruption occurs when an individual's complete world paradigm is altered, which may have perceived positive or negative effects. (2002, Richardson). Disruption brings the opportunity of growth. Then the process of reintegration starts. The reintegration process includes 4 types: reintegrate dysfunctionally, reintegrate with loss, reintegrate resiliently, or make an effort to regain biopsychospiritual balance. Resilient reintegration is a positive way dealing with life stressors and help people strengthen their resilient quality. This model describes the process of resilience. Besides, resilience can be developed

through experiencing life changes or events again and again. The effective strategy is to gain insight and growth.

In Hunter and Chandler's article "Adolescent Resilience" (1999), they came up with the idea of the level of resilience. On the primary level of resilience, adolescent protect themselves through violence. The people who is on middle level of resilience, they adapt pressure through rejection and defense. The high level of resilience, people would use all positive resources to deal with stress. If the children or adolescents who are self-compassionate, they would never adopt the violent method to build resilience.

In this study, I would use self-compassion to promote resilience. Self-compassion as an important component of resilience (Lemire, 2018) could help person to acknowledge and accept failure as a shared human encounter, maintain a balanced perspective in handling emotional challenges, and bounce back because they are kind to themselves. The concept of self-compassion offers a different framework for considering self-perceptions that could potentially enhance resilience in adolescents as well.

2.1.5 Researches Related to Resilience

Boonlue and Sillence did the research called Self-Compassion, Psychological Resilience and Social Media Use among Thai and British University Students published on the Journal of Social Sciences and Humanities in 2021. This research aimed to investigate the influences on self-compassion and psychological resilience in Thai and British university students, as well as to examine the impact of social media usage on these aspects. A total of 767 university students (483 from Thailand and 285 from UK) participated questionnaire study and 42 of them (21 from Thailand and 21 from UK) took in in-depth interviews. The study's findings indicate that there are significant differences between Thai and UK pupils. Factors such as social media, perceived success, social support, and personal traits contribute to the development of psychological resilience and self-compassion among Thai students. Based on cultural diversities, British students show lower level of self-compassion but better sense of resilience than Thai students. Due to the similar cultural background with

Thai students, Chinese students would improve strongly on resilience through self-compassion intervention. This research also testifies academic support system such as teacher support, and peer support is important for improving resilience. This result aligns with previous research indicating a connection between the psychological resilience of Thai students and their wholesome interactions with family, friends, and teachers (Kassis et al., 2013). If school or teaching institution can build effective psychological intervention system, it would help a great number of students to overcome every barrier for their whole life and become a better well-being.

Lefebvre and other researchers did a research called *Self-Compassion and Resilience at Work: A Practice-Oriented Review* in 2020. This study aims to: (1) highlight the role that self-compassion plays in resilience building; (2) describe the organizational factors that support self-compassion; and (3) provide evidence-based, workable HRD interventions that promote self-compassion in the workplace (Lefebvre et al., 2020). This article reviewed a lot of literature to link self-compassion and resilience. The elements of personal factor (i.e. exposure to stress and level of self awareness), mindfulness self-compassion program or training, and leadership and listening style can enhance self-compassion in workplace. This practice-oriented review indicates that developing a self-compassion mindset is necessary to build resilience for a organization, and self-compassion, as a learnable skill, can be developed or induced through intervention such as mindfulness programs to cultivate resilience in organization.

The researcher Neff and McGehee did a research called *Self-compassion and Psychological Resilience Among Adolescents and Young Adults* published on *Self and Identity* in 2010. The main goal of this study, which looked at self-compassion in teenagers (N=235; Mage=15.2), was to find out if self-compassion would enhance teens' mental health in a way that was comparable to what was shown in older groups (Neff & McGehee, 2010). Another aim of this study was to explore elements that might play a role in fostering self-compassion (or its absence) in adolescents. 235 adolescents (48% male, 52% female) from a private high school of the United States participated the research. All participants took the 26-item Self-Compassion Scale, a revised version of

the Beck Depression Inventory, the Spielberger State-Trait Anxiety Inventory-Trait form, the Social Connectedness Scale, the maternal subscale of the Family Messages Measure, Index of Family Relations, the Relationship Questionnaire, and the personal uniqueness subscale of the New Personal Fable Scale. The result of research showed that self-compassion would offer comparable psychological well-being advantages for teenagers, and maternal support, family dynamics, attachment style, and the personal fable would significantly predict levels of self-compassion. In addition, self-compassion would partially act as an intermediary in the relationship between well-being and maternal support, family functioning, attachment style, and the personal fable. Self-compassion was a strong contributing factor to mental well-being even after accounting for other influences, indicating that the positive mental health effects of self-compassion were not influenced by family dynamics or adolescent self-centeredness. It means that learning to be a self-compassionate person is another solution to gain resilience for adolescents.

2.2 Self-compassion

2.2.1 Definition of Self-compassion

Self-compassion, on its literally meaning, is compassion for oneself. The word “compassion” involves finding other's distress, experiencing an emotional response to his or her pain, and acting to help ease or relieve it (Kanov et al., 2004).The target of self-compassion is to put those care and feelings on the self. The concept of self-compassion is rooted in Buddhist philosophy, which emphasizes that self-compassion is essentially compassion directed inward (Neff, 2005). According to cognitive therapists McKay & Fanning (1992), self-compassion was perceived understanding, acceptance and forgiveness. Self-compassion is also defined as an individual's evaluation of self-worth (Rosenberg, 1986).

According to researcher Neff, who maybe is the earliest researcher to pay attention on the concept of self-compassion, an emotionally balanced attitude toward oneself, self-compassion should guard against the detrimental effects of self-judgment, loneliness, and rumination (such as depression) (Neff, 2003a). It has also been defined

by Neff in 2009 as treating oneself with kindness, recognizing one's shared humanity, and being mindful when considering negative aspects of oneself (Neff & Vonk, 2008). Self-compassion refers to the ability to hold one's own sorrow with warmth, connection, and concern (Neff & McGehee, 2010).

Self-compassion involves 3 things: (a) treating oneself with kindness and understanding when experiencing pain or failure, (b) seeing one's personal suffering as a part of the greater human experience, and (c) holding painful emotions and thoughts in mindful awareness (Barnard & Curry, 2011).

Those who are self-compassionate accept both loss and suffering and enable themselves to participate in self-evaluations that are based in warmth and kindness in a nonjudgmental way (Shapira & Mongrain, 2010). According to Gilbert (2017), self-compassion is the willingness to recognize and lessen one's own suffering while maintaining a non-judgmental and non-defensive attitude toward it.

Initially, self-compassion was regarded as a self-attitude in 2003. When researchers start using self-compassion scale, the definition of self-compassion developed from self-attitude as a personal characteristic or a trait (Neff et al., 2005). Scholars tend to be consider that self-compassion as a trait, as a result, certain individuals are more self-compassionate than others. More and more researchers begin to adopt self-compassion studies or interventions to alleviate clinical symptoms. Then they found that self-compassion is perceived as a trait, situationally induced state, and learnable skill (Rabon et al., 2019).

In addition, researchers considered that self-compassion is more dynamic. Self-compassion becomes a dynamic system that represents a synergistic state of interaction (Neff, 2015). Strauss contemplated self-compassion to be "a cognitive, affective, and behavioral process" towards self (Strauss et al., 2016).

In summary, self-compassion is more about a situationally induced state and learnable skill in this research. It can be learnt and promoted by targeted programs.

2.2.2 Components of Self-compassion

The Neff (2003b) states that self-compassion is made up of three components: 1) Being compassionate and understanding toward oneself (self-kindness) 2) perceiving a connection between one's experiences and those of others (common humanity); and 3) controlling one's emotions when unpleasant sentiments arise (mindfulness) (Neff, 2003b). Self-kindness refers to the capacity to show self-care and empathy instead of severe self-judgement. The sense of common humanity means that knowing imperfection is a shared nature of everybody rather than feeling alone in one's failure. Mindfulness focuses on maintaining a balanced view of one's present experiences rather than amplifying a dramatic narrative of personal suffering. Each of them has a opposite concept such as self-kindness vs. critical self-judgement, common humanity vs. isolation, and mindfulness vs. over-identification. These components combine and mutually interact to create a self-compassionate frame of mind (Neff & McGehee, 2010).

According to Gilbert (2009), there 6 components that attributes to self-compassion such as care for well-being, sensitivity, sympathy, distress tolerance, empathy, and non-judgement.

According to Strauss (2016), there are five elements for self-compassion:

a. recognizing suffering;

b. understanding the universality of suffering in human experience;

c. feeling empathy for the person suffering and connecting with the distress (emotional resonance);

d. tolerating uncomfortable feelings aroused in response to the suffering person (e.g., distress, anger, fear) so remaining open to and accepting of the person suffering;

e. motivation to act or acting to alleviate suffering (Strauss et al., 2016).

In summary, Neff's 6 components in 3 groups of self-compassion is adopted by most researchers and the system and correlation between them was clear and easy to measure. In this research, the researcher will use Neff's components of self-compassion.

2.2.3 Self-compassion Programs & Activities

Gilbert (2009) claims that cultivating sentiments of warmth, kindness, and support through a variety of activities is part of the skills of compassion. These activities, like the qualities of compassion, are essentially multi-modal and shared by many other psychotherapies. Six components make up his self-compassion intervention program: compassionate reasoning, compassionate behavior, compassionate attention, compassionate imagery, compassionate feeling, and compassionate experience. A wide variety of therapies that target thoughts, feelings, and actions can be used to teach people how to interact with them mindfully (Mace, 2007; Williams, et al., 2007).

Compassionate Mind Training (CMT) is an essential part of Compassion-Focused Therapy (CFT). It begins with educating individuals about the challenges and natural functions of the human mind, such as negative rumination, shame, self-criticism tendencies, and negativity bias (Baumeister et al., 2001; Gilbert, 2009). To help clients become more aware of their present experiences, CMT utilizes various mindfulness practices (Gilbert & Choden, 2015). To develop compassion and emotional capacity, Compassion-Focused Therapy exercises include various imagery activities, such as visualizing a compassionate figure showing kindness to oneself (compassionate image) or cultivating a sense of compassionate self-identity (Gilbert, 2009, 2010). Because the brain mechanisms supporting imagery and perception overlap, imagery provides a useful way to access and modify emotional experiences (O'Craven & Kanwisher, 2000). In addition, a body-based technique called soothing rhythm breathing is significant. Its aim is to help individuals focus on the sensation of their "mind and body slowing down" by gradually deepening and slowing their breath (five to six breaths per minute). The researcher Matos (2017) designed a CMT practices including a soothing rhythm breathing practice; a practice focusing on creating friendly facial expressions and voice

tones; a mindfulness practice to increasing attention on one's current mental state; a practice to developing a compassionate self that is supportive and helpful to self; an imagery practice to developing a compassionate image of another that has caring intent towards the self; and a practice to developing a compassionate self and using compassion to work with self-criticism and life difficulties for a 2-week CMT session (Matos et al., 2017).

The Mindful Self-Compassion (MSC) training curriculum was developed by Neff and Germer in 2013. MSC is a program that integrates mindfulness with compassion training, emphasizing mindfulness-based self-compassion. It also incorporates elements of psychotherapy and personal development training, aiming to provide accessible resources for the general public to enhance self-compassion. 10 to 25 people typically make up an MSC group, which meets for 8 sessions, each lasting 2, 3, or 4 hours in a classroom, plus a 4-hour silent retreat. Through speeches, exercises, meditations, informal practices, discussions, poems, and movies, the participants get education in mindfulness and self-compassion. They are taught three basic meditations, four additional meditations, and eighteen unofficial daily practices, for a total of twenty-five practices. These all combine self-compassion or loving-kindness with mindfulness. Participants are expected to practice at home for at least thirty minutes a day over the eight weeks of the program, either officially (in meditation) or informally. Furthermore, students possess the fundamental ideas of self-compassion, empowering them to continue their own self-direction long after the program has concluded (Germer & Neff, 2019). According to researcher Germer and Neff, MSC actually can be an experiential learning program on self-compassion.

The Gestalt two-chair technique is a therapeutic intervention derived from Gestalt therapy. In this technique, the therapist asks the client to express each position from different chairs as the conflict unfolds. This allows the client to move between chairs and facilitate an encounter between the various aspects of the internal conflict (Greenberg, 1979). Patients are encouraged to consider that they relate to two different "selves": the judgmental self and the self that feels the judgment. Then, they are

instructed to switch between the two chairs, speaking and acting as the "experiencing self" in one chair and the judgmental self in the other (Neff et al., 2007).

The goal of mindfulness-based stress reduction, or MBSR, is to improve present-moment awareness by avoiding self-judgment and rumination (Kabat-Zinn, 2003; Leary, 2007). Instead of reacting to or avoiding thoughts and feelings, patients in MBSR learn to endure, acknowledge, label, and embrace them (Shapiro et al., 2005).

Mindfulness-based cognitive therapy (MBCT) was a mindfulness training program derived from a model of cognitive vulnerability and help people free from depression (Segal et al., 2013). MBCT combines cognitive-behavioral therapy with the mindfulness-based stress reduction (MBSR) program into a 8-week session (Williams et al., 2008). The program takes 2 hours for each session including many meditation practices, breathing activities, and cognitive therapy methods. MBCT aims to enhance metacognitive awareness by emphasizing participants' awareness of their relationship to their ideas and feelings, rather than influencing or altering thought content (Sipe & Eisendrath, 2012). It means MBCT is not a program to let people dig themselves in depth and resolve the problem. Otherwise, it helps people to avoid negative thoughts and depressed feelings and put the focus on the thoughts or feelings itself. MBCT has been applied into depression, anxiety disorder, and suicide people on clinical level, and this method has been proved helpful.

According to Barnard and Curry (2011), Dialectical Behavior Therapy (DBT) is a type of comprehensive psychotherapy that was first designed for individuals with self-harming behaviors or borderline personality disorder (BPD). Usually used for group treatment of Borderline Personality Disorder, DBT combines individual therapy with group skills training (Harris, 2006). Linehan designed DBT programs with mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skills (Linehan, 2017).

Acceptance and Commitment Therapy (ACT) is an experience-based program and can be applied to any psychological disorder that involves struggle with inner experiences (Twohig et al., 2021). ACT is based on the idea that the psychological

processes that are natural in the human mind often lead to psychological distress. The goal of ACT is to help individuals create a meaningful and fulfilling life, rather than simply reducing symptoms. To achieve this, it involves accepting the pain that may come with it. Along with Dialectical Behavior Therapy (DBT), awareness-Based Cognitive Therapy (MBCT), and Mindfulness-Based Stress Reduction (MBSR), ACT is a part of the "third wave" of behavioral treatments. These therapies emphasize the value of cultivating awareness. From classic breath meditations to cognitive defusion approaches, there is a wide variety of ACT programs available to help build these skills, and they are continually expanding (Harris, 2006). According to Hayes et al. (2006), the six main components of ACT are values, committed action, self as context, acceptance, present-moment attention, and cognitive defusion.

In summary, the researcher reviewed the self-compassion programs and activities to develop a self-compassion program for enhancing resilience among junior high school students for this research. In fact, the researcher inspired by the idea of those self-compassion programs above and mainly adopted the activities such as imagery exercise, cognitive defusion activity, emotion regulation activity, self-identity exploration, and so on, that is suitable for junior high school students in China to develop the self-compassion program for this research.

2.2.4 Construction of Self-compassion Program

The self-compassion program in this research is basically a teaching and learning model to enhancing resilience among junior high school students. In educational psychology, models are often employed to help explain some of the answers to queries like "How do students learn effectively?" or "What is happening in this classroom that facilitates learning better than in another classroom?" (Huitt & McLrath, 1995) According to the AlleyDog.com website (2023), a learning model is a term that describes the mental and physical functions involved in acquiring fresh abilities and knowledge, and how to utilize those mechanisms to promote and facilitate learning. Learning models are the process of organizing learning activities to achieve learning objectives (Wulandari, 2021).

Bloom developed mastery learning model on Carroll's model. Despite IQ, time given by teacher during class is the same for every student. If a student want to get A, he or she needs enough prerequisite knowledge and quality instruction (Bloom, 1973). For teacher, giving quality instruction is exactly an important part of teaching. Designing quality instruction before class is proved to enhance students' learning by Bloom in this model. Quality instruction contains breaking course into units, identifying learning objectives, and mastering the learning before moving on to the next. According to Bloom, Offering a high quality lead-in part is quite crucial on developing an effective learning model.

Developed by Jerome Bruner, the concept attainment model is a highly effective model to help students learning concepts with 5 steps as introduction, searching for attributes, identification, formulation the concept, and application the concept (Bruner, 1996). This is a useful model for students learning abstract concepts, definitions, and ideas.

Task-based learning, is also known as task-based instruction, puts its focus on finishing tasks. Whole learning process is consisted into many tasks and the teachers are mainly an observer and guider rather than a controller (Willis, 2005). When designing a task-based learning and teaching lesson or course, a general framework is input, condition, process and outcome. Input means the information supply to the learners of the task. Condition refers to the way choosed or used to present those information. Process means the operation of the task. Outcome refers to the production resulting from the task performance.

In summary, the researcher would combine the task-based learning model into 3 steps including lead-in, learning activity or task, and conclusion in this research due to the nature of self-compassion program (includes many parts and tasks). The advantage of this learning model is that it would be easy for participants to finish and gain the sense of achievement during tasks and the researcher hope the participants to acquired resilience strategies and self-compassion techniques in a nature way without focused on resilience knowledge or information presenting.

2.2.5 Researches Related to Self-compassion Programs

Crandall and other two researchers did a mixed method study for nephrology nurses during a pandemic in 2022. This study explored the effects of the Mindful Self-Compassion (MSC) 8-week training on nephrology nurses' levels of self-compassion, burnout, and resilience (Crandall et al., 2022). 12 caregivers took part in this mixed method study. All of them are over 18 years old. There are 3-time survey happened before, immediately after, and three months after the training. Findings showed higher levels of self-compassion, mindfulness, and resilience, accompanied by a decrease in burnout levels. The research demonstrated that the MSC intervention effectively promotes the level of self-compassion and mindfulness, so did resilience. As an example research of taking a well-designed self-compassion intervention to specific population, it is helpful to build resilience even after 3 months.

Bluth and Eisenlohr-Moul did a research called Response to a Mindful Self-Compassion Intervention in Teens: A Within-person Association of Mindfulness, Self-Compassion, and Emotional Well-Being Outcomes published on Journal of Adolescence in 2017. 47 teenagers (ages 11 to 17) from the Southeast of the United States participated in an 8-week course on mindful self-compassion. They were divided into 5 groups. The study involved pre-intervention, post-intervention, and 6-week follow-up assessments using various measures including the children and adolescent mindfulness measure, the self-compassion scale, the brief resilience scale, and other inventories related to anxiety, stress, depression, gratitude, and curiosity (Bluth & Eisenlohr-Moul, 2017). After parents and adolescents' permission, they took an self-compassion intervention called "Making Friends with Yourself: A Mindful Self-Compassion Program for Teens", which is adapted from the adult mindfulness self-compassion course created by Neff and Germer. It took 90 minutes for one session for each week containing mindfulness activities, guided meditation, and self-appreciation practices. There are positive outcomes on mindfulness, self-compassion, resilience, gratitude and curiosity and a significant decrease on anxiety, stress and depression from pre-, -post and follow-up survey. There are 2 groups of the sample is junior high school students of the

research. This research offered a model or a useful self-compassion intervention to teens just like the research will be taken next.

The researcher Karakasidou and other two researchers did a self-compassion intervention program among children (aged 8-11) in Greece (Karakasidou et al., 2021). It is an online self-compassion intervention for 4 weeks. The purpose of this research is to enhancing resilience and positive emotion through self-compassion intervention. 16 Greek adolescents were recruited and randomly assigned to a control and an intervention group. All of them took pre-test (a self-report questionnaire) one week before the intervention and post-test one week after the intervention online. Besides, participants took short resistance scale to measure the ability of recovering from stress, positive and negative experience scale (SPANE-12), and State-Trait Anxiety Inventory (STAI). The experimental group received 90-minute sessions twice a week for training in self-compassion exercises during the intervention. There is no intervention at all for the control group. Every class covered a different aspect of developing self-compassion. During the first week, the participants were introduced to self-compassion, positive emotions, psychological resilience, and other key positive psychology ideas. In the second week, the kids worked on learning how to recognize their emotions and practice self-kindness meditation. In the third week, role-playing exercises and painting were used by the trainers to help participants cultivate a "compassionate inner voice." During the fourth week, the individuals practiced coping mechanisms and successful coping with tough emotions. The last meeting's topics were more broad and included developing a self-compassion motto and connecting with one's positive traits (Karakasidou et al., 2021). The findings show that interventions promoting self-compassion can enhance resilience and reduce feelings of worry, loneliness, and over-identification. A four-week program that teaches children to be kind to themselves when dealing with difficulties has a significant positive effect on their mental health.

CHAPTER 3
METHODOLOGY

The topic of this research is A Development of the Self-Compassion Program for Enhancing Resilience Among Junior High School Students. The target population is junior high school students and the research objectives are :

1) to study the definition and components of resilience among junior high school students;

2) to develop the self-compassion program for enhancing resilience among junior high school students;

3) to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

To accomplish the research objectives, the researcher divided the research process into three phases:

Phase 1: Studying the definition, and component of resilience among junior high school students. The researcher would explore the definition and components of resilience among junior middle school student and develop Resilience Questionnaire in this phase.

Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students. The researcher developed the self-compassion program with 12 lessons in 4 weeks.

Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students. The researcher used multiple method to analyze collected data and evaluate the effectiveness of the self-compassion program in this research.

Phase 1: Studying the definition, and component of resilience among junior high school students.

The researcher combined comprehensive qualitative and quantitative method to collect the necessary information and data and study the definition and component of resilience among junior high school students through literature review and semi-structured interviews. Then, the researcher developed Resilience Questionnaire as the measurement of this research in this phase.

3.1.1 Development of Semi-structured Interview Questionnaire

In order to organize the interview and study the definition and components of resilience among junior high school students, the researcher did 6 steps as follows:

1) After reviewed literature and research related to resilience, the researcher gained an initial definition and components about resilience among junior high school students and the guideline of a semi-structure interview questionnaire.

2) To clarify the purpose and framework of interview: all the contents of interview designed in semi-opened questions in mainly 3 aspects including the definition and components of resilience among junior high school students in China context; the clear and suggestive guidelines to develop self-compassion program for enhancing resilience among junior high school students; and the guidelines for developing research measurement instruments to evaluate resilience among junior middle school studdents in China.

3) To develop the semi-open ended questions: the researcher design and develop the semi-open questions for interview and ensure to be consistent with the objectives and every interviewed expert is easy to understand and answer the question.

4) The researcher interviewed 5 experts following designed **semi-structured interview questionnaire and recorded the interview after interviewee's permission.** The researcher interviewed 5 experts face to face.

When selecting interviewee, the researcher set standards for experts like 1) gained academic achievement in education, psychology, educational psychology field; 2) owed relative working or teaching experience in education, psychology, educational psychology school or colleges over 5 years, that is to say, the interviewees need to have professional knowledge on education, psychology and educational psychology.

Table 2 Interviewed Expert Information

Name	Title	Specialty
Expert A	Professor	Psychology
Expert B	Lecturer	Counseling Psychology
Expert C	Associate Professor	Guidance Psychology
Expert D	Associate Professor	Counseling Psychology
Expert E	Instructor	Applied Psychology

5) The expert interview data was analyzed by the researcher using the content analysis approach; the important responses and interview material are summarized in Appendix C.

6) Revisement and feedback: based on the interview result, the researcher get the necessary information on definition and components of resilience, and get the guidelines to build a self-compassion program and develop a measurement instrument to evaluate resilience.

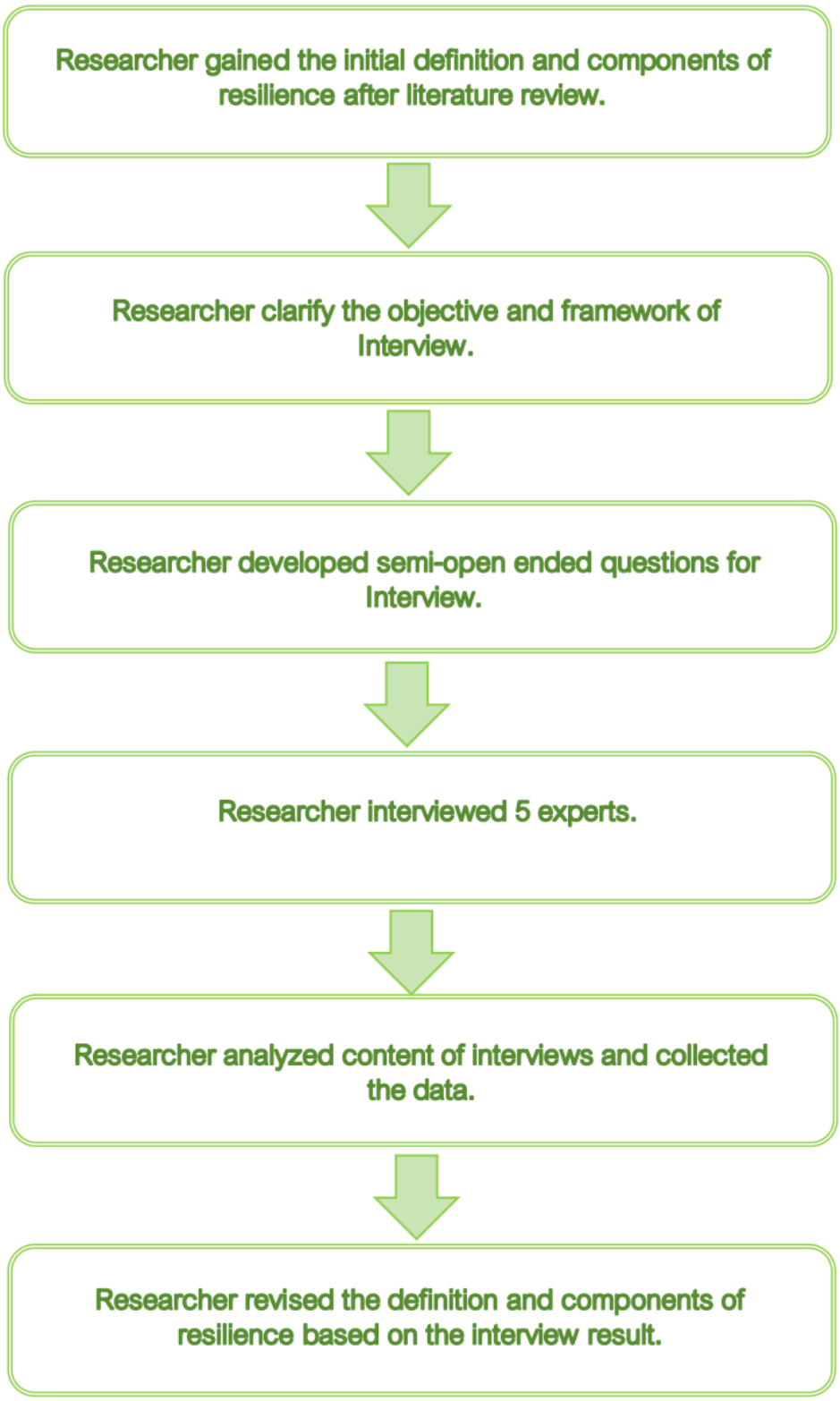

Figure 2 Steps in Developing a Semi-Structured Interview

3.1.2 Development of Resilience Questionnaire among junior high school students

The researcher need to create a resilience questionnaire which is aimed at measuring and collecting data on junior high school students' level of resilience. The Resilience Questionnaire is designed to evaluate students' resilience on 5 components of connection, coping, meaning, positive thinking and self-understanding, the steps as follows:

1) The researcher developed Resilience Questionnaire based on the researcher Hu and Gan (2008)'s resilience scale created for Chinese adolescents. Meanwhile, the researcher combined the result of interviewing 5 experts after reviewed related literature, researches and measurements of resilience. The researcher summarized resilience into 5 components which are 1) connection, 2) coping, 3) meaning, 4) positive thinking and 5)self-understanding.

2) The researcher designed 50 questions for Resilience Questionnaire with every components 10 items in. The whole questionnaire used a 5-Point Likert Scale from 1 (strongly disagree) to 5 (strongly agree). The participants need to choose the situation that fit him or her most.

3) The researcher gave the Resilience Questionnaire to 3 Subject Matter Experts (SMEs) for evaluation who have professional working or teaching experience at least 5 years in psychology, education, or educational psychology to assess the validity of Resilience Questionnaire. The information of those 3 experts were showed in Appendix A. The three experts were responsible for assessing the suitability of the questions for each component's definition, the accuracy of the content, and the appropriate use of language. Additionally, they assessed the empirical validity of each element, also known as content validity. Every question has a consistency index (IOC) of 1.0 as determined by the experts' evaluations. Appendix E shows that all the items in the Resilience Questionnaire have a reliability coefficient (r) of over 0.8, demonstrating a high level of internal consistency among the questions. The researcher then improved the questionnaire by revising and modifying its items based on expert feedback.

4) The researcher found 100 junior high school students aged 13 to 16 as samples to do the Resilience Questionnaire and get Cronbach's Alpha result (0.983) and reliability result of every item (in Appendix F). Appendix F presents the reliability analysis of Resilience Questionnaire administered to junior high school students. Every single reliability coefficient, which ranges from 0.701 to 0.863, is within the permissible bounds for psychological and educational evaluation tools. The Resilience Questionnaire has an overall reliability value of 0.983, which is regarded as quite excellent. The questionnaire's excellent degree of reliability indicates that the items evaluate junior high school students' resilience in the intended domains consistently. As a result, the questionnaire may be considered a trustworthy instrument for determining junior high school kids' resilience levels.

5) The early test findings were used to modify the questionnaire, leading to a final version with 36 questions that included all five components of resilience. This final questionnaire will be used in phase 3 of the research to measure resilience among junior high school students from Kunming 19th Middle School, located in Xishan District, Kunming city, Yunnan Province of China, and collect their data to reflecting their current levels of resilience. The Resilience Questionnaire consists of 5 components which are connection component (with 6 items), coping component (with 9 items), meaning component (with 7 items), positive thinking component (with 7 items), and self-understanding (with 7 items).

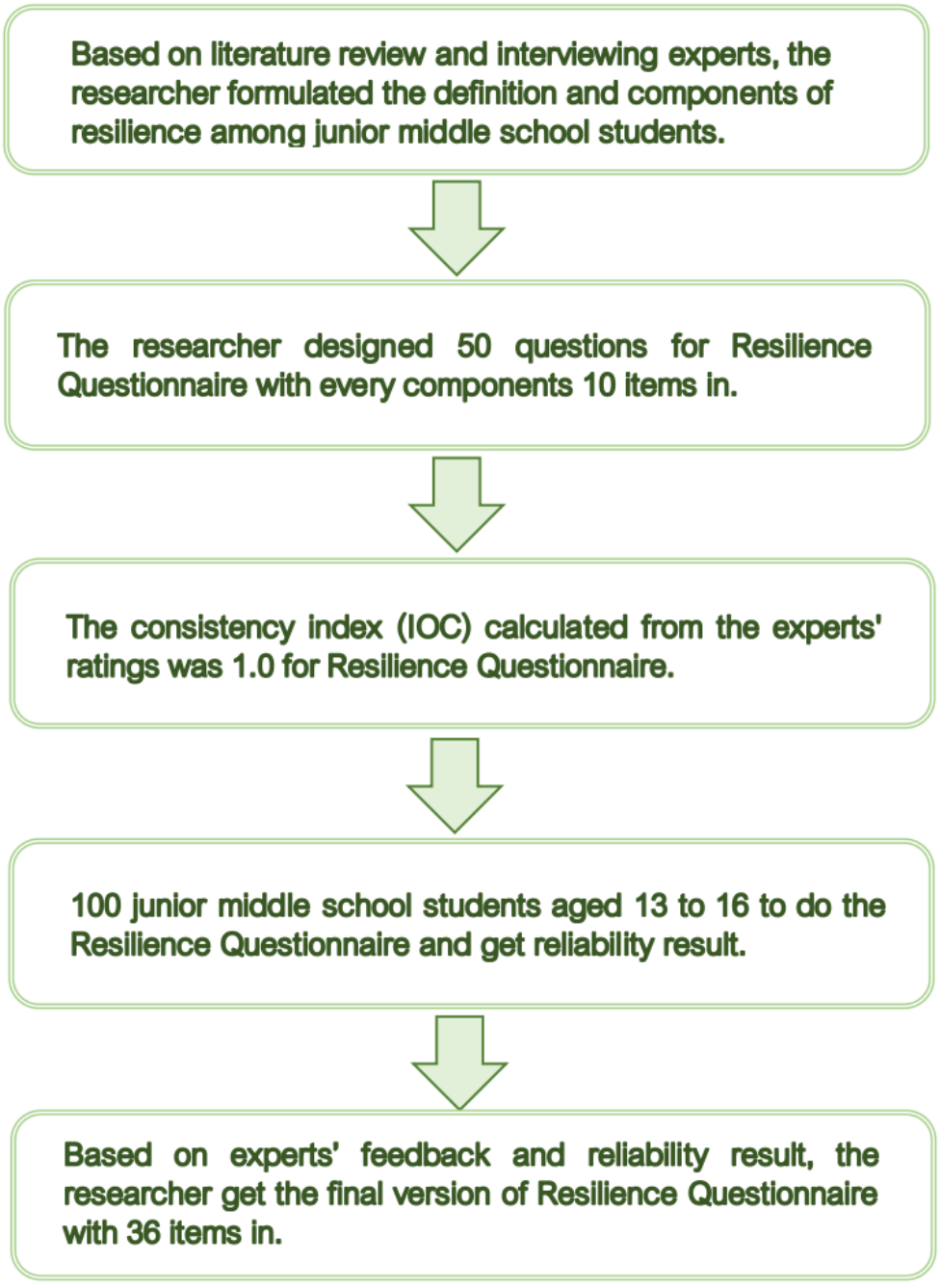

Figure 3 Steps in Developing a Resilience Questionnaire

Below is a sample of Resilience Questionnaire among junior high school students:

(1=almost never, 2=not very often, 3=sometimes, 4=very often, 5=almost always)

Tick "√" in the boxes that fits you MOST

Table 3 Example of Resilience Questionnaire

Items	1	2	3	4	5
Connection component					
1. My parents respect my opinions.					
2. My parents always encourage me to try my best.					
Coping component					
3. I can deal with whatever comes.					
4. I cannot facing any change.					
Meaning component					
5. I have specific goal for my life.					
6. I have no idea what is going on when meeting difficulties.					

Table 3 (Continued)

Items	1	2	3	4	5
Positive thinking component					
7. Making a mistake is the process of learning.					
Items	**1**	**2**	**3**	**4**	**5**
8. Adversity can motivate myself.					
self-understanding component					
9. I know what my strengths are.					
10. I can take good care of myself.					

The Resilience Questionnaire among junior high school students in this research utilizes a five-point Likert-type scale, with scoring criteria based on the following ranges:

- 1.00-1.80: Moderate Low
- 1.81-2.60: Low
- 2.61-3.40: Mild
- 3.41-4.20: High
- 4.21-5.00: Moderate High

Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students.

The phase 2 of the research aims to develop a self-compassion program to enhance resilience among junior middle students in China. Self-compassion program for enhancing resilience among junior high school students construction including:

1) **Literature Review**: The researcher reviewed literature and get the ideas from researches on self-compassion programs and activities in such as Compassionate Mind Training (CMT), Mindful Self-Compassion (MSC), The Gestalt Two-chair Technique, Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT). Those self-compassion programs, interventions, and training activities offers the researcher guidelines and foundations of a self-compassion program for enhancing resilience among junior high school students.

2) **Designing the Self-compassion Program for Enhancing Resilience among junior high school students**: This self-compassion program is designed and developed for enhancing resilience among junior high school students, thus self-compassion is the strategy used in this organized self-compassion program. Combined with the definition and 5 components of resilience formulated in phase 1, the researcher designed the self-compassion with 12 lessons. All lessons was structured in 3 main process: lead-in, learning activity, and conclusion in 90 minutes, centered 5 components of resilience (connection, coping, meaning, positive thinking, self-understanding) around self-kindness, common humanity and mindfulness strategies.

3) **Evaluation from Experts**: The self-compassion program for enhancing resilience among junior high school students format and the detailed learning plan were sent to three specialists in Item Objective Consistency (IOC) for assessment. The information of three specialists were in Appendix A. The lesson plans underwent examination by experts whose qualifications are detailed in Appendix G, to confirm that they fulfilled the criteria for the research. A significant agreement with the desired learning objectives was indicated by the assessments, which regularly scored higher

than 0.66. Based on feedback from the experts, the lesson plans were refined further through adjustments.

4) **Self-compassion Program Try-out**: 10 students were randomly selected from Kunming 19th Middle School to participate in a two-day trial phase consisting of twelve 90-minute lessons. The 10 junior high school students were aged 13 to 16, which are the same age and same background with the sample of this research. During this phase, they practiced exercises from the self-compassion program to observe their response and engagement. Based on the feedback from this trial run, the lesson plans were modified to enhance their effectiveness.

5) **Revising and Refinement**: Based on 3 IOC experts' suggestion and feedback, and the try-out's result, the researcher revise the self-compassion program and lesson plan to promote the effectiveness of the program for enhancing resilience among junior high school students.

Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

3.3.1 Research Design

In order to strengthen the resilience of the sample group, the researcher used the self-compassion program and performed experiments on the experimental group and the control group, respectively. The researcher employed a pretest-posttest design with a control group.

Table 4 The Control-Group Pretest-Posttest Design

Groups	Pre-Test	Experiment	Post-Test	Follow up
E R	T1	X	T2	T3
C R	T1	_	T2	T3

The meanings of the symbols are as follows:

E Experimental Group

C Control Group

R Random Allocation

T1 Pre-Test

T2 Post-Test

T3 Follow-up test (1 month later)

X Experiment

_ No Experiment

All participants would take the pre-test, post-test and follow-up test for the research. The researcher would collect and analyze all the data to see whether there are differences between experimental group and control group on resilience.

3.3.2 Identify Population and Sample

Population

The objective of this research is to develop a self-compassion program to enhance resilience among junior high school students. junior high school students means the adolescents aged from 13 to 16 years old in China. According to the 2023 Educational Development Statistical Bulletin of Xishan District of Kunming City released by the People's Government of Xishan District of Kunming in May 2024, there are now 25,712 junior high school students in Xishan District.

The population of this research is all the students from Kunming 19th Middle School in Xishan District of Kunming city. There are 823 junior high school students in this middle school.

Sample

The sample of this research was taken from the population of the research. All population (823 in total) participated the pre-test of the research. After ranking all results of the pre-test from highest to lowest, the researcher selected 40 participants as the sample of the research, who owned the lowest scores during the pre-test. The researcher divided 40 samples into experimental group and control group with 20 participants each. When grouped the samples into 2 groups, the researcher matched the lowest score in experimental group, and then divided the second lowest score in control group, and then selected the third lowest score in experimental group, and so on. The principle of grouping is set to ensure there is no significant difference on participants' resilience between experimental group and control group.

3.3.3 Research Procedure

The whole research was designed into 4 periods:

(1) **Pre-test period**: The researcher invited the targeted participants, who are the junior middle students in China aged 13 to 16, to do the Resilience Questionnaire as the pre-test. 823 junior middle students took the pre-test to evaluate their level of resilience. Based on the pre-test results, 40 samples, who get the lowest result in the questionnaire, were selected to participate the experiment period.

(2) **Experiment period:** The researcher divided 40 samples into experiment group and control group. The researcher conducted the self-compassion program through self-compassion program with 20 participants in experiment group. The self-compassion program through self-compassion program lasted for 4 weeks with 12 times in total. The participants in control group did not take any experiment during the research.

(3) **Post-test period:** After the experiment period was completed, all participants took the Resilience Questionnaire as the post-test again to assess their level of resilience. Especially the participants in experiment group, the researcher need to know whether their level of resilience has promoted after the experiment period.

(4) Follow-up test period: The researcher conducted the Resilience Questionnaire one month later in both experimental and control group to collect the follow-up data among junior high school students. The reason of this process is to discover the stability and duration of the self-compassion program for enhancing resilience among junior high school students.

3.3.4 Data Analysis

The researcher collected sufficient data in 3 phases including quantitative and qualitative data. In order to prove the effectiveness of the self-compassion program for enhancing resilience among junior high school students and test the research hypothesis, the researcher would adopt multiple methods to analyze the data from the research.

1) The researcher would use the content analysis method to analyze the data collected from interview and other qualitative data collected from research such as feedback and reflections from experts and participants of the research.

2) The researcher would use the reliability test and IOC test to testify the consistency and reliability of Resilience Questionnaire and the self-compassion program for enhancing resilience among junior high school students.

3) The researcher would use paired t-test, independent t-test and GLM Repeated ANOVA method to analyze the data collected in Phase 3 to comprehensively prove the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

CHAPTER 4
RESEARCH RESULT

The topic of this research is ***A Development of the Self-Compassion Program for Enhancing Resilience Among Junior High School Students***. The objectives of this research are 1) to study the definition and components of resilience among junior middle school studednts; 2) to develop the self-compassion program for enhancing resilience among junior high school students; 3) to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

During the whole research, the researcher adopted many method to analysis collected data to achieve the objective pf this research. Symbols and letters used in data analysis are below:

N	represents the number of individuals in the sample.
M	represents the mean.
t	represents the statistical value (t-test).
p	represents the level of statistical significance.
D.	represents the standard deviation.
df	represents the degrees of freedom
MS	represents the Mean Square
η^2	represents the eta-squared

In this chapter, the researcher discussed the result of the research followed 3 phases as follows:

Phase 1: Studying the definition, and component of resilience among junior high school students.

Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students.

Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

Phase 1: The definition and component of resilience among junior high school students

(1) Definition of Resilience

After the literature review about the definition of resilience, the researcher has found that the most other researchers and experts define resilience into the recovering ability, the process of bouncing back and a positive outcome.

"Resilience is the emotional and mental ability to adapt and recover after encountering a crisis or difficult situation in life."(Expert B)

"Resilience is the process of recovery, who confronts some experience either bad or good, including the emotion, behavior, the way to overcome, the whole thing during the process." (Expert A)

"Resilience is about the everything, when you encounter crisis, the thinking, how you think about it, how you accept it, how you experience it, how you overcome it, the feelings, the plans, what to do next, all the internal and external factors during the whole process." (Expert D)

Meantime, interviews with experts uncover that resilience is also a quality or character which can be learnt or acquired after difficult experience and developed from lower level to higher level.

"Resilience is one important quality that helps people overcome obstacles and lead happy lives." (Expert B)

(2) Components of Resilience

After literature review and interviewing experts, the researcher divided resilience into 5 components as follows:

Component 1 Connection refers to positive relationships and powering resources around. According to the American Psychological Association, connection means the positive relationships, such as trustworthy family members or understanding friends, that can support when facing stress or experiencing trauma. (APA, 2012).

"The encouragement from trustworthy family members or understanding friends would be an important component of resilience for junior middle school student." (Expert B)

"Social support or supportive resources from school, teachers, and so on would be a crucial part of resilience. Because school is the main place to get help in junior high school students' life. They stay lots of time in the school for their learning with peers and friends. For junior high school students, those means a lot." (Expert C)

In summary, to junior middle students, connection includes family support, interpersonal relationship and social support. The feelings of safety, security and support from parents, teachers or friends that give students the love and power to recover.

Component 2 Coping refers to the skills and techniques students would use to deal with the difficult situation and pressure. According to Dr. Ginsburg (2020), coping is the effective way used to overcome difficulties and stay in positive.

"Alternative comes before solution. When we encounter the crisis, an important thing is how to apply it." (Expert D)

"Active coping is an important component of resilience." (Expert B)

"The time we realize that we are in troubles is very important in resilience and how we choose to do with this situation coming next." (Expert A)

The skills, techniques, strategies, and all effective methods, which can help students overcome their crisis such as emotion control, self-regulation, self-compassion, and self-efficacy.

Component 3 Meaning According to psychologist Suzanne Kobasa (1979), resilient people are always self-regulated person that they have strong sense of purpose, so they can bounce back from adversity because they know that they still have many thing to do.

"Setting a goal and sticking to the goal, put the focus on the plan and steps on how to overcome and get through from crisis would effectively help junior middle students establish their resilience and decrease their stressful feeling." (Expert E)

Meaning refer to students' setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next. It also means the concentration, being focus and stick for the plan and solution, pushing forward, and accepting the consequences.

Component 4 Positive Thinking According to Conner and Davidson (2003), the people, who sees the humorous side of things, handles unpleasant feelings, always be optimistic, and has strong faith that can concur the fate at last, has higher level of resilience than others.

"Positive thinking is an important component of resilience, and people with positive thinking pattern was regarded as resilient people." (Expert C)

"It is very crucial for junior middle school student that they should know they always have alternatives no matter how bad it is. Meeting bad things or feeling bad is not the only thing they have in this world, it is going to be better and better at the end." (Expert D)

In conclusion, positive thinking refers to students' attitudes and thinking pattern adopted to help students get through the crisis, always looking at bright side, and taking crisis as a challenge and opportunities. The faith that everything is going to be better held by students during the hard time as well.

Component 5 self-understanding According to Grotberg (1995), knowing I AM means internal strength such as self-loving, empathic, altruistic, autonomous, responsible and belief of hope, faith, and trust.

"What I am capable of and knowing I AM is very important and necessary for resilience." (Expert E)

"Grotberg's theory on resilience, I AM, I HAVE, and I CAN is totally what I agree about resilience." (Expert B)

"I AM is not only about self-understanding, the acceptance of the fact, not blaming self, accepting that meeting bad things and having bad feelings is normal, being compassionate on self should be included in I AM." (Expert D)

In conclusion, self-understanding refers to students' self-understanding, how deep they know about themself, and knowing their strength and weakness. Besides, it also refers to students' being care and compassionate upon self, taking good care about self whenever and whatever, and being tough and persistent.

Table 5 Summary of Components of Resilience by Interviewing Experts

Components of Resilience	Expert A	Expert B	Expert C	Expert D	Expert E	Frequency
Connection		✓	✓	✓	✓	4
Coping	✓	✓		✓	✓	4
Meaning	✓			✓	✓	3
Positive Thinking	✓		✓	✓	✓	4
Self-understanding		✓	✓	✓	✓	4

Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students

Researcher have systematically developed a self-compassion program aimed at enhancing resilience among junior high school students. Appendix H contains a complete list of all 12 lesson plans that make up this self-compassion program. The whole self-compassion program takes 4 weeks with 3 times a week, and 90 minutes for each time. The researcher established the self-compassion program and enhanced resilience by the development of self-compassion. The details are as follows:

(1) The Objective of the Self-compassion Program

The self-compassion program in this research is mainly aimed at increasing the level of resilience among junior high school students in China. It is

developed with 5 components of resilience among junior high school students, which are connection, coping, meaning, positive thinking, and self-understanding. All those 5 aspects would be promoted by this program with 2 lesson for each component.

(2) The Concept and Principle of Enhancing Resilience

In the process of developing the self-compassion program to enhance resilience among junior high school students, the researcher first clarified the definition and component of resilience among junior high school students. In initial part of the research, the researcher reviewed literature and studies related to resilience, identified the definition and components of resilience based on views from other researchers, and incorporating findings and suggestions from expert interviews. Then, the researcher developed the definition and components of resilience for this research. The self-compassion program is designed by 5 components of resilience, which are connection, coping, meaning, positive thinking, and self-understanding.

Five experts were questioned as part of the research's initial phase to investigate strategies for creating a learning model that would increase junior high school students' resilience. All interviewed experts strongly agree that resilience among junior high school students can be promoted through self-compassion program or learning and teaching programs which design to target students' resilience.

In fact, all the interviewed experts talked about Grotberg's opinions of I AM, I HAVE and I CAN on enhancing students' resilience. Most experts agree that Grotberg's theory is an effective way for junior high school students to promote resilience during the process of learning. The researcher combined 5 components of resilience with this theory, the component of self-understanding belongs to I AM, the component of connection belongs to I HAVE, and the components of coping, meaning and positive thinking belong to I CAN. The researcher designed the self-compassion program for enhancing resilience among junior high school students based on the strategy of I AM, I HAVE and I CAN.

The researcher Kumpfer (2002) developed a transactional model of resilience to explain the dynamic interaction of resilience and resilience process. This

model of resilience focus on the resilience process between individual and environment. The researcher Kumpfer is mainly put his research on developing the prevention programs for children and youth. The model of resilience is a low cost method to help at-risk children and families (Kumpfer, 2002). When developed the program for enhancing resilience, the researcher reviewed this model of resilience and combined the model with Grotberg's opinions.

(3) The Concept and Principle of Self-compassion Program

Self-compassion program among junior high school students is the independent variable of this research. On designing self-compassion program, self-compassion is the strategy and basic concept adopted to enhancing resilience. Self-compassion in this research refers to a learnable skill for junior high school students to enhance resilience. It can be learnt and promoted by relative programs.

The components of self-compassion was adopted by researcher Neff's theory. In fact, most researchers who puts their focus on self-compassion adopted Neff's views and components of self-compassion through literature review. Meantime, all the interviewed experts agree the definition and components of self-compassion from Neff. Neff (2003b) states that self-compassion comprises three components. 1) Being compassionate and understanding toward oneself (self-kindness) 2) perceiving a connection between one's experiences and those of others (shared humanity); and 3) practising mindfulness to regulate one's emotions when unpleasant sentiments arise (Neff, 2003b).

When designed the self-compassion program, self-kindness, common humanity, and mindfulness is the main strategies for researcher. Connected with the Grotberg's theory, self-kindness can be divided into I AM, common humanity can be divided into I HAVE, and mindfulness can be divided into I CAN.

(4) The Development of Self-compassion Program

Five experts were questioned as part of the research's initial phase to investigate ideas for creating a self-compassion program aimed at enhancing resilience among junior high school students. The experts' opinions are summarized as follows:

"The study characteristics and features of junior high school students should be considered while developing learning model." (Expert B)

"Adolescents aged 13 to 16 can be very active and lack of patience, as a result, if the teacher or trainer presented information by a very boring way may be not a good choice." (Expert C)

"Under junior high school students' context, the learning model cannot design in a traditional way, how can the trainer organized the learning activities and avoiding directly introducing knowledge is very important." (Expert D)

"Tasks and activities with more interactions would be more interested by junior high school students. If I am a junior middle student, I would like to participate in an interesting lesson which can help me with an interesting way and have no connection with any exams and tests." (Expert A)

"The researcher or teacher who designed the learning model or course for junior high school students need to fully consider the features of junior high school students and develop the learning model in a more favorable way." (Expert E)

The researcher developed the self-compassion program through literature review into 3 steps: input, process, and outcome. Due to the junior high school students' learning context, the researcher decreased the part of information and knowledge presented and designed learning process into activities. When students follow teachers' or trainers' order and finish the learning activity, they have already acquire the information and strategy of resilience. The participants naturally gain the resilience promotion.

The self-compassion program for enhancing resilience among junior high school students established by Lead-in, Learning Activity, and Conclusion.

a. The part of Lead-in, the researcher designed to do some input and preparing for the coming activity. In this part, the researcher would give participants the crucial information and create a appropriate condition for the next part.

b. The part of Learning Activity is the main part of the self-compassion program. The researcher designed or developed many activities to enhance resilience through literature review and experts interviewed.

c. The part of Conclusion, the researcher would observe the outcome of the lesson and re-check the result of the lesson. The students can share their reflections about the lesson and re-check their achievements of the lesson.

(5) The Learning Materials for the Self-compassion Program

The researcher reviewed many self-compassion programs previously. The self-compassion programs such as Compassionate Mind Training (CMT), the Mindful Self-Compassion (MSC) training program, the Gestalt two-chair technique, Mindfulness-Based Stress Reduction (MBSR), Mindfulness-based cognitive therapy (MBCT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) were reviewed during the development of self-compassion program.

Due to the features of the self-compassion program, the researcher does not want the participants feel anxious or afraid of learning, there is no exams or tests for this program. The main learning materials for this self-compassion program are handouts and slides. Slides are mainly about the process and steps of learning activity, and handout is mainly designed in a style which is very easy to understand and read.

(6) The Role of Researcher in Self-compassion Program

Researchers play several important roles in the execution of the self-compassion program for junior high school students to improve resilience, including but not limited to the following:

a) Research Executor: Explore an effective self-compassion program aimed at enhancing resilience among junior high school students and implement the self-compassion program.

b) Self-compassion program and Activity Designer: Pre-design and develop learning activities and self-compassion program to guarantee that the learning purpose and activity structure are both explicit.

c) Friendly Atmosphere Creator: Cultivate an atmosphere and learning and teaching setting that is safe and comfortable for participants and easy to talk and share their ideas, and enable participants enjoy the learning process without pressure.

d) Observer: As a researcher, closely observe participants' performance during activities and learning; and offer a neutral onlooking perspective to the research and the whole implementation of self-compassion program.

e) Guide: Only provide necessary guide to participants in achieving the objectives of each learning and their roles within them to ensure all learning activities go smoothly, and encourage participants to take the lead of the learning.

f) Opportunity Provider: Provide participants with the opportunity to express their ideas, discover personal strength, engage in intellectual exchanges, and collaborating with others.

(7) The Role of Participants in Self-compassion Program

The participants in self-compassion program, who are junior high school students aged 13 to 16, play very important role in the whole process, he following part is the key roles that participants undertake in learning activities:

a) Passionate Participant: it the participants could highly engage in every learning activity with enthusiasm and focus, the whole learning would be proceed smoothly and gain a better learning result.

b) Expresser and Communicator: Many interactive activities encourage participants to express themselves freely and open to communicate with partner, group member, teacher, even the participant s themselves.

c) Respect for Others: Respect for all the opinions and viewpoints from others no matter agree or not and have no judgement.

d) Firm Supporters: Offer firmly support and sincere encouragement for peers, partners, group members and the most important, be a determined self-supporter.

e) Collaborators: It is a self-compassion program full of cooperation. Participants need to collaborate with each other to finish all the learning activities and collaborate with teachers to achieve the learning objectives.

f) Compassionate Observers: Observe self-performance and other participants learning performance and care for others, offer assistance when needed, to keep harmony within the whole learning community.

g) Golden digger: Dig out deeper and deeper and discover self-strength and weakness, explore the personal potential, learn to develop self-strength and group strength and make a success.

h) Reflector: This self-compassion program encourage every participant having reflections after the lesson and share their feelings and reflections during class time whenever they have.

(8) The Key Points of each Lesson

The purpose of this study is to improve junior high school students' resilience using a self-compassion program that consists of 12 lessons, a comprehensive description of which may be found in Appendix H. To promote a thorough increase in resilience, the main ideas will be fully integrated into each learning plan.

Lesson 1 Orientation

As the first lesson of the self-compassion program and the first time of meeting between researcher and participants, it plays a crucial role of the whole learning process and that a good beginning equals half of success. The researcher tried to build a friendly environment and chilling atmosphere to participants and leave a relaxed and interesting impression to them. All self-compassion program does not have any exams and tests and there is no right or wrong of the lesson. Under all those condition, the researcher would introduce the concept of resilience and key information of the whole self-compassion program. What participants would do and what researcher's objective of the self-compassion program. Another important part of orientation is self-introduction. The researcher designed a very interesting activity of self-

introduction and teacher could change the game based on different class situation. The initial impression on both participants and teachers is significant and the researcher would like draw participants' interests through the self-introduction and form a basic image for every participant such as tones, face, body language information from the first meeting.

Lesson 2 Self-understanding-Identity Exploration Exercise

Concept of self-identity exploration exercise is to help participants find out their self-understanding and build the initial self-understanding. Identity is the way how you think about, describe, and present yourself. It can be made up of different roles, traits, and experiences such as a participant, a daughter, an ice-breaker. This exercise provides a unique perspective to help participants explore their identity. During the lesson time, the researcher found that this kind of exercise is useful because the concept of self-identity is unclear and vague for junior high school students. Many participants expressed that they feel benefited after this lesson and they developed their self-understanding by the learning. In fact, the learning activity and self-identity exercise is the foundation of next lesson and set up the preparation for deeper self-understanding. The participants always could discover their shining spots from their identities and this kind of exercise is helpful to build confidence and find their own position.

Lesson 3 Self-understanding-Find Your Strength & Weakness

After the self-identity exploration exercise and the initial concept of self-understanding introduced in lesson 2, the learning of lesson 3 is the higher level of self-understanding. The concept of this lesson is mainly about finding self-strength, facing weakness and changing perspectives when looking at weakness. Strength are skills, talents, or interests that participants find deeply motivating. The concept of self-strength is not only about advantages but also includes some perspectives that the participants have not detected such as if someone is really good at teamwork or easy to feel gratitude. Those two things are the obvious strength but normally ignored or unnoticed. After the lesson, the researcher found many shining strength from participants but has been hidden by themselves. The objective of this lesson is to

discover self-strength and gradually promote the self-kindness. The researcher asked the participants to share their answer to the class, The aim is to find out other's strength at the same time during the sharing answer part.

Lesson 4 Connection- Nonverbal Introduction of Your Partner

Nonverbal communication means conveying information without using words, and it need full communication in advance under common situation. The concept of nonverbal activities leads to the opportunity to learn more about effective communication, help guide participants' interactions with others, and improve their communication skills. Through this activity, the participants can have communicating practice in group and gain the notion of Dialectical Behavior Therapy method. This kind of learning activity need someone of the group to stand out and organize all the group discussion. It is also a great opportunity for researcher to observe the group work and how different group communicate and run the learning activity smoothly. Some of the participants are full of creativity and create many special movements for their group during the learning activity. The participants could establish the good relationships among each other and the researcher could promote understandings among participants through this lesson. The researcher need to record all observations and results of this lesson and do a few appropriate adjustments for later learning plans.

Lesson 5 Connection-Paraphrasing Bad Words into Good

The activity of this lesson would use the concept of Gestalt 2 chair technique to design the learning plan. Through raising consciousness and revealing parts of their experience they might have been ignoring, it might assist participants in resolving conflict in the here and now. The concept of common humanity would be introduced to the participants as well. The common humanity refers to the feeling that one's experiences are linked with the others. Strengthen the participants' feeling of common humanity can help them feel connected or build mutual beneficial connection with others, which can empower themselves or get love and support back from others. There is no absolutely right or wrong, the method of changing perspectives can help participants to avoid stucking in bad emotions or negative situation or so-called adversity, realize the positive side and recover from the crisis. In fact, many participants

found encouragement and empowering resource after the lesson. Some of the participants used this method onto other negative things they have met and got some relief. At the same time, the participants start to feel others' feeling and bothering things, it is a new experience for them as well. All participants reinforces their mutual understandings through this lesson.

Lesson 6 Coping-Sing Your Thought & Emotion Regulation

The concept of coping from resilience is refers to the skills and techniques participants would use to deal with the difficult situation and pressure. The researcher designed this learning activity with the coping techniques or methods that is easy to adopt by junior high school students. Hence, the selected coping techniques and methods must be easily understood and not complex. The method introduced on this lesson called cognitive defusion. Looking at thoughts instead of away from them, or observing thoughts without becoming sucked into or believing them, is known as cognitive defusion. Allowing ideas to pass by instead of clinging onto them——especially negative ones——can be beneficial for participants. The core of this technique is not to overthink, a thought is just a thought itself. There is no negative or positive or right or wrong about the thought or mind. When participants sang their thoughts, the researcher encourage participants to put their focus on the music, the tones, the rhythm rather than the negative or positive character of the thought. This method is also helpful to regulate the bad emotion and negative mood. When facing the crisis or stressful situation, having the non-judgemental attitude upon it and do not sink in bad mood or emotion is important.

Lesson 7 Coping-Noticing Little Things & Discover Daily happiness

Another coping technique was introduced in this lesson to the participants. This method integrates concepts from cognitive therapy with mindfulness-based meditation techniques and mindsets. The activity of this class is try to help participants find little happiness in daily life and focus the happy feelings and thoughts instead negative things. Concentrated on happy feelings and thoughts is a basic way of MBCT to help participants balance their emotion and strengthen their mindfulness. The

concept of mindfulness is one of the component from self-compassion. It refers to the way of balancing when negative emotion and idea appears. The objective of this lesson is to promote mindfulness and introduced a kind of coping technique to the participants. In fact, for most of participants of the lesson, the little things appeared in daily life was ignored most time. The researcher guided the participants start notice the little things and try to find happiness hiding under daily life to bring some joy and decrease the daily pressure.

Lesson 8 Positive thinking-Imagery Exercise

The objective of this lesson is to introduce the concept of positive thinking and promote self-kindness of participants. Positive thinking means to own a positive attitude and thinking pattern to always looking at the bright side, thinking optimistically, and holding the faith of making a mistake and failure is normal and the process of learning. The learning activity selected for this lesson is imagery exercise. Imagery exercise is to lead participants to image the compassionate scene and image and offer emotional values such as love, support, trust, and sense of safety when needed. Imagine exercise can be a technique that participants would use after the class that could reduce stress and anxiety and assist them in achieving a goal, whether as athletic or academic accomplishment, or in feeling less anxious or unhappy. The result of this lesson can prove that imaging a supportive image to say encouraging words is a helpful method to junior high school students to make them feel supported and encouraged.

Lesson 9 Positive thinking-Find Reasonable Explanation

The concept of positive thinking is not all about thinking positively. Changing different perspectives and turn negative views into reasonable explanations are included in the area of positive thinking. The thoughts can be diverse among variable people. Some views were regarded as negative but positive in other's eye. The researcher designed learning activity with shifting perspectives and taking other’s view of thinking. The participants knew this technique through the lesson and could exercise it after lesson when they meet difficulty. As a matter of fact, the researcher discover that all participants were engaged and cooperated with this lesson very well. They found this

is a effective way when they have something bothered or over-mind the opinions from others. For junior high school students, it is very hard to them to totally ignore the voices from outside, especially negative voices. The pressure and great expectation from parents and teachers would cause a great tense as well. If they can study to changing perspectives and find reasonable explanation, it could reduce anxiety and stress on some degree.

Lesson 10 Meaning-Holiday Plan

The objective of this lesson is to introduce the concept of meaning and promote mindfulness to the participants. Meaning refers to goal setting, making plans for the goal, problem solving and decision making. The learning theory and activity selected for this lesson is committed action. When participants consistently take actions that are in line with their values, even when they have already failed, the concept of committed action will provide them with all the tools they need to develop psychological flexibility. This will allow them to adapt to difficult circumstances and employ decisive action to create a rich and meaningful life. It is a methodical approach to living an honest life that is in line with one's most sincere desires. During the whole learning process, participant need to make plan first, solve the potential problem, and make the decision they thought was right. It is a integrative ability that participant may encounter countless times in future. Most of times there is no right or wrong about the situation. The ability of sticking to the goal and adjusting the plan for the problem is the researcher would like to present to the participants.

Lesson 11 Meaning-Make Group A Success

Through the previous lesson, the researcher introduced participants to discover self-strength and weakness. The learning activity of this lesson is to discover group strength and weakness. It can promote common humanity among participants and deepen the link among them. The theory used for this lesson is interpersonal theory. The concept of interpersonal effectiveness comes from interpersonal communication, which is the process of two or more individuals exchanging ideas, opinions, and emotions face-to-face. It would aid participants in managing several relationships,

striking a balance between their expectations and priorities, balancing their "shoulds" and "wants," and gaining the group's respect and confidence.

Lesson 12 Commencement of the Self-compassion Program

The idea of lesson closure gives researchers the chance to carry out a quick final assessment of the session and to verify that students have learned the material. It is a great chance for researcher as well to collect the feedback and reflections of the whole program from students. For this self-compassion program for enhancing resilience among junior high school students, it is crucial to leave a last impression of resilience and create the recency effect among junior high school students to inform the subsequent instruction. The researcher used this lesson to check the students' understandings and correct the misunderstandings as well. By this last lesson, students reviewed the information and knowledge they acquired from the beginning, consolidated all the methods they practiced from the previous lesson, and linked the ideas of this program to the new situation.

Table 6 the Self-compassion program for Enhancing Resilience among Junior High School Students

Time	Week	Lesson Plan	Objective	Technique
1	1	Orientation	1. To gain the initial impression of the self-compassion program 2. To know the basic concept of resilience 3. To build good relationship among each other	Introduce
2	1	Self-understanding	1. To help students explore their identity 2. To know about themselves deeper 3. To build self-kindness of the students	Individual work Pair work Brainstorm

Table 6 (Continued)

Time	Week	Lesson Plan	Objective	Technique
3	1	Self-understanding	1. To discover self strength and weakness 2. To look at the bright side of the weakness 3. To promote self-kindness of students	Identification Perspective switch Group work
4	2	Connection	1. To explore other's strength 2. To improve mutual communication and interaction 3. To promote common humanity of students	Interpersonal skill Group work
5	2	Connection	1. To decrease the level of critical self-judgement of students 2. To discover self-strength 3. To promote common humanity among students	Storytelling Group discussion
6	2	Coping	1. To detach emotion from thoughts 2. To know the concept of self emotion regulation 3. To promote mindfulness of the students	Cognitive defusion Group work
7	3	Coping	1. To notice little happiness among daily life 2. To focus on self-feelings and thoughts 3. To promote mindfulness of students	Individual work Group discussion
8	3	Positive thinking	1. To know students' needs 2. To create a compassionate image 3. To promote self-kindness of students	Role-play Pair work

Table 6 (Continued)

Time	Week	Lesson Plan	Objective	Technique
9	3	Positive thinking	1. To be aware and face the possible problem 2. To study shifting different angles of the situation 3. To promote common humanity of students	Group cooperation Group discussion
10	4	Meaning	1. To identify the students' intentions 2. To make sure the actions committed to do for the intentions 3. To promote mindfulness of the students	Drawing Committed action
11	4	Meaning	1. To explore and analyze other's strength 2. To improve group strength 3. To promote common humanity of students	Interpersonal effectiveness Group work
12	4	Commencement	1. To deepen understandings on resilience and self-compassion 2. To emphasize the whole objective of the self-compassion program 3. To collect feedback and reflections from students	Reflection Interview Brainstorm

Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students

The researcher put out two research hypotheses to assess how the self-compassion program affected resilience among junior high school students: (1) After the self-compassion program for enhancing resilience among junior high school students, junior high school students in the experimental group that received the self-compassion program showed an increase on resilience compared to before the experiment; (2) Following the experiment, the junior high school students' level of resilience in experimental group increased in comparison to the students in the control group that did not receive any self-compassion program.

To evaluate the impact of the self-compassion program for enhancing resilience among junior high school students, the researcher divided research hypotheses into 6 specific aspects:

(1) Applying Paired T-test to see the immediate effect of the self-compassion program on resilience levels of junior high school students by comparing pre-test and post-test scores within the experimental group. The researcher would like to prove that the resilience of junior high school students from experimental group will significantly increase from Pre-test to Post-test after participating in the self-compassion program for enhancing resilience among junior high school students.

(2) Applying Paired T-test to assess whether the effect of the self-compassion program is sustained over time by comparing pre-test and follow-up scores within the experimental group. The researcher would like to prove that the resilience levels of junior high school students from experimental group will remain significantly higher at Follow-up compared to their Pre-test scores.

(3) Applying Paired T-test to examine whether the resilience gains observed immediately after the self-compassion program are maintained over time or if there is any decline, the researcher could find that the resilience levels of junior high school students from experimental group will have no significantly different from Post-test to Follow-up, indicating the stability of the self-compassion program's effect over time.

(4) Using Independent T-test to compare the effectiveness of the self-compassion program between the experimental and control group immediately after the program, the researcher would like to prove that at Post-test, the resilience levels of junior high school students from experimental group will be significantly higher than those in the control group, who did not receive the self-compassion program for enhancing resilience.

(5) Using Independent T-test to test whether the experimental group's resilience remains higher to the control group's over time, showing the lasting effects of the self-compassion program, the researcher could find that at Follow-up period, the resilience levels of junior high school students in the experimental group will remain significantly higher than those in control group, demonstrating a long-term impact of the self-compassion program for enhancing resilience.

(6) Using General Linear Model (GLM) repeated measures ANOVA to determine if the pattern of change in resilience across the three time points (Pre-test, Post-test, Follow-up) is different between the two groups (experimental group and control group), the researcher could know that there will be a significant interaction between time (Pre-test, Post-test, Follow-up) and group (experimental group and control group) on resilience levels, indicating that the change in resilience over time differs between the experimental and control groups.

From the 6 aspects above and the method used to analyze the data, the researcher could achieve the findings and results of this research and testify the research hypotheses.

(1) **Paired T-test Results from Pre-test and Post-test**

Table 7 Descriptive Statistics of Overall Resilience of Experimental and Control Group

Overall	Experiment (n=20)			Control (n=20)		
Resilience	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.55	0.04	Low	1.55	0.04	Low
Post-test	3.05	0.12	Moderate High	1.57	0.05	Low
Follow-up	3.03	0.12	Moderate High	1.57	0.07	Low

Table 7 presents the descriptive statistics for overall resilience scores across the experimental and control groups. From the pre-test (M = 1.55, SD = 0.04) to the post-test (M = 3.05, SD = 0.12), the experimental group showed a substantial improvement in resilience, which was sustained at the follow-up (M = 3.03, SD = 0.12). In contrast, the control group's resilience remained consistently low across all time points (Pre-test: M = 1.55, SD = 0.04; Post-test: M = 1.57, SD = 0.05; Follow-up: M = 1.57, SD = 0.07).

According to Table 5, it is obvious that there is significant change on resilience among junior high school students from experimental group before and after the experiment.

Descriptive Statistics of 5 Components of Resilience

Table 8 Statistic Results of 5 Components of Resilience of Experimental and Control Group

Connection	Experiment (n=20)			Control (n=20)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.48	0.19	Low	1.53	0.27	Low
Post-test	3.05	0.36	Moderate High	1.54	0.25	Low
Follow-up	3.03	0.28	Moderate High	1.54	0.16	Low
Coping	Experiment (n=20)			Control (n=20)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.57	0.20	Low	1.55	0.14	Low
Post-test	3.08	0.34	Moderate High	1.58	0.20	Low
Follow-up	3.05	0.35	Moderate High	1.58	0.26	Low
Meaning	Experiment (n=20)			Control (n=20)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.57	0.17	Low	1.53	0.19	Low
Post-test	3.06	0.34	Moderate High	1.59	0.17	Low
Follow-up	3.04	0.33	Moderate High	1.59	0.20	Low
Positive Thinking	Experiment (n=20)			Control (n=20)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.61	0.22	Low	1.54	0.24	Low
Post-test	3.04	0.35	Moderate High	1.60	0.26	Low
Follow-up	3.02	0.34	Moderate High	1.60	0.21	Low
self-understanding	Experiment (n=20)			Control (n=20)		
	M	SD	Interpretation	M	SD	Interpretation
Pre-test	1.49	0.19	Low	1.60	0.22	Low
Post-test	3.02	0.34	Moderate High	1.55	0.21	Low
Follow-up	3.02	0.31	Moderate High	1.51	0.19	Low

Table 8 presents the descriptive statistics for the 5 components of resilience (Connection, Coping, Meaning, Positive Thinking, and self-understanding) across experimental and control group. Significant progress was seen by the experimental group in every component from the pre-test to the post-test, which were sustained through follow-up. In contrast, the control group's scores remained low across all time points for all the five components. Specifically, in terms of Connection, the experimental group improved from pre-test (M = 1.48, SD = 0.19, Low) to post-test (M =

3.05, SD = 0.36, Moderate) and maintained these gains at follow-up (M = 3.03, SD = 0.28, Moderate). In contrast, the control group's scores remained low throughout the study with pre-test (M = 1.53, SD = 0.27), post-test (M = 1.54, SD = 0.25), and follow-up (M = 1.54, SD = 0.16). In terms of Coping, the experimental group showed improvement from pre-test (M = 1.57, SD = 0.20, Low) to post-test (M = 3.08, SD = 0.34, Moderate) and maintained these gains at follow-up (M = 3.05, SD = 0.35, Moderate). However, the control group had consistently low levels with pre-test (M = 1.55, SD = 0.14), post-test (M = 1.58, SD = 0.20), and follow-up (M = 1.58, SD = 0.26). Regarding the component of Meaning, the experimental group improved from pre-test (M = 1.57, SD = 0.17, Low) to post-test (M = 3.06, SD = 0.34, Moderate) and maintained these gains at follow-up (M = 3.04, SD = 0.33, Moderate). In contrast, the control group remained low with pre-test (M = 1.53, SD = 0.19), post-test (M = 1.59, SD = 0.17), and follow-up (M = 1.59, SD = 0.20). In terms of Positive Thinking, the experimental group improved from pre-test (M = 1.61, SD = 0.22, Low) to post-test (M = 3.04, SD = 0.35, Moderate) and maintained these gains at follow-up (M = 3.02, SD = 0.34, Moderate). In contrast, control group maintained low levels throughout with pre-test (M = 1.54, SD = 0.24), post-test (M = 1.60, SD = 0.26), and follow-up (M = 1.60, SD = 0.21). Regarding self-understanding, the experimental group improved from pre-test (M = 1.49, SD = 0.19, Low) to post-test (M = 3.02, SD = 0.34, Moderate) and maintained these gains at follow-up (M = 3.02, SD = 0.31, Moderate). In contrast, the control group had consistently low levels with pre-test (M = 1.60, SD = 0.22), post-test (M = 1.55, SD = 0.21), and follow-up (M = 1.51, SD = 0.19).

(2) **Comparison of resilience in Pre-test between experiment and control groups**

This is a crucial step to make sure that before the experiment, the resilience levels of experimental and control group are initially equivalent or no differences. Since experimental and control group are independent group to each other, the researcher utilized independent t-test to test whether the resilience levels of the experimental and control group are initially equivalent or not.

Table 9 Baseline of Resilience (Pre-test) Between Experimental and Control Group

Pre-test	Group	M	SD	Mean Difference	t	df	P	95% CI of the Difference	
Resilience	Experimental	1.55	0.039	-0.002	-0.127	38	0.899	-0.025	0.022
	Control	1.55	0.035						
Connection	Experimental	1.48	0.187	-0.050	-0.685	38	0.497	-0.198	0.098
	Control	1.53	0.267						
Coping	Experimental	1.57	0.203	0.022	0.389	38	0.699	-0.090	0.133
	Control	1.55	0.140						
Meaning	Experimental	1.57	0.166	0.041	0.727	38	0.471	-0.073	0.155
	Control	1.53	0.190						
Positive Thinking	Experimental	1.61	0.221	0.070	0.962	38	0.342	-0.077	0.217
	Control	1.54	0.239						
Self-understanding	Experimental	1.49	0.187	-0.106	-1.662	38	0.105	-0.235	0.023
	Control	1.60	0.215						

The findings of an independent t-test comparing the pre-test resilience scores of the experimental and control groups are shown in Table 9. Overall, there were no statistically significant variations in the resilience score (t = -0.127, p = 0.899, CI [-0.025, 0.022]) and the five components, suggesting that both groups had comparable baseline levels of resilience.

For the 5 components, specifically, for Connection, the mean difference was -0.050 (t = -0.685, p = 0.497, CI [-0.198, 0.098]), indicating no significant effect as the confidence interval includes zero. Coping showed a mean difference of 0.022 (t = 0.389, p = 0.699, CI [-0.090, 0.133]), suggesting a lack of significant change due to the interval encompassing zero. Meaning had a mean difference of 0.041 (t = 0.727, p = 0.471, CI [-0.073, 0.155]), reflecting no significant change. The Positive Thinking component presented a mean difference of 0.070 (t = 0.962, p = 0.342, CI [-0.077, 0.217]), indicating no significant effect as zero is within the interval. Lastly, self-understanding exhibited a mean difference of -0.106 (t = -1.662, p = 0.105, CI [-0.235, 0.023]), showing a potential effect but still including zero, which suggests that the observed effect might not be statistically significant. Thus, the resilience levels of the experimental and control groups are initially equivalent in the pre-test.

(3) Paired T-test Results (With Experimental Group)

Table 10 Paired T-tests of Overall Resilience of Experimental Group

Resilience		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.504	0.022	1.458	1.549	68.465	19	0.000
Pair 2	Follow-up vs. Pre-test	1.482	0.020	1.439	1.524	72.920	19	0.000
Pair 3	Follow-up vs. Post-test	-0.022	0.017	-0.057	0.013	-1.330	19	0.199

Table 10 displays results for overall resilience of experimental group, Pair 1 (Post-test vs. Pre-test) shows significant increase in overall resilience with a mean difference of 1.504, supported by a t-value of 68.465 and a p-value of 0.000, with the confidence interval not including zero (CI [1.458, 1.549]).

Pair 2 (Follow-up vs. Pre-test) also indicates a significant increase, with a mean difference of 1.482, a t-value of 72.920, and a p-value of 0.000, with the confidence interval (CI [1.439, 1.524]) confirming the significant effect.

Pair 3 (Follow-up vs. Post-test) reveals a non-significant change with a mean difference of -0.022, a t-value of -1.330, and a p-value of 0.199. The confidence interval (CI [-0.057, 0.013]) includes zero, indicating that the change between Follow-up and Post-test is not statistically significant, indicating the sustained impact of the self-compassion program within experimental group.

Table 11 Paired T-tests of 5 Components of Resilience with Experimental Group

Connection		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.567	0.047	1.468	1.666	33.016	19	0.000
Pair 2	Follow-up vs. Pre-test	1.543	0.051	1.435	1.650	30.124	19	0.000
Pair 3	Follow-up vs. Post-test	-0.025	0.054	-0.138	0.089	-0.453	19	0.656
Coping		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.511	0.050	1.406	1.615	30.266	19	0.000
Pair 2	Follow-up vs. Pre-test	1.473	0.053	1.362	1.583	27.894	19	0.000
Pair 3	Follow-up vs. Post-test	-0.038	0.022	-0.083	0.007	-1.750	19	0.096
Meaning		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.487	0.046	1.391	1.583	32.502	19	0.000
Pair 2	Follow-up vs. Pre-test	1.466	0.041	1.379	1.553	35.379	19	0.000
Pair 3	Follow-up vs. Post-test	-0.021	0.018	-0.059	0.017	-1.143	19	0.267

Positive Thinking		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.437	0.049	1.334	1.540	29.189	19	0.000
Pair 2	Follow-up vs. Pre-test	1.415	0.045	1.321	1.509	31.572	19	0.000
Pair 3	Follow-up vs. Post-test	-0.022	0.024	-0.073	0.029	-0.902	19	0.378

Self-understanding		Mean Differences	Std. Error	95% CI of the Difference		t	df	P-value
				Lower	Upper			
Pair 1	Post-test vs. Pre-test	1.528	0.056	1.411	1.645	27.380	19	0.000
Pair 2	Follow-up vs. Pre-test	1.528	0.054	1.415	1.641	28.298	19	0.000
Pair 3	Follow-up vs. Post-test	0.000	0.026	-0.054	0.054	0.000	19	1.000

Table 11 presents the paired t-test results for the five resilience components within the experimental group. Significant improvements were observed in all components from pre-test to post-test and pre-test to follow-up, with no significant differences between post-test and follow-up, indicating the sustained impact of the self-compassion program.

To be more specific, in terms of Connection, for Pair 1 (Post-test vs. Pre-test), the mean difference is 1.567 with a 95% confidence interval of [1.468, 1.666]. This increase is statistically significant ($t = 33.016$, $p < 0.001$), indicating that resilience in the Connection component improved significantly from Pre-test to Post-test. For Pair 2 (Follow-up vs. Pre-test), the mean difference is 1.543 with a 95% confidence interval of [1.435, 1.650]. This result is also statistically significant ($t = 30.124$, $p < 0.001$), showing a significant increase in resilience in the Connection component from Pre-test to Follow-up. For Pair 3 (Follow-up vs. Post-test), the mean difference is -0.025 with a 95% confidence interval of [-0.138, 0.089]. This result is not statistically significant ($t = -0.453$, $p = 0.656$), suggesting no significant change in the Connection component between Post-test and Follow-up.

In terms of Coping, for Pair 1 (Post-test vs. Pre-test), the mean difference is 1.511 with a 95% confidence interval of [1.406, 1.615]. This increase is statistically significant ($t = 30.266$, $p < 0.001$), indicating significant improvement in Coping resilience from Pre-test to Post-test. For Pair 2 (Follow-up vs. Pre-test), the mean difference is 1.473 with a 95% confidence interval of [1.362, 1.583]. This result is statistically significant ($t = 27.894$, $p < 0.001$), showing significant improvement in

Coping resilience from Pre-test to Follow-up. For Pair 3 (Follow-up vs. Post-test), the mean difference is -0.038 with a 95% confidence interval of [-0.083, 0.007]. This result is not statistically significant (t = -1.750, p = 0.096), indicating no significant change in Coping resilience between Post-test and Follow-up.

Regarding Meaning, for Pair 1 (Post-test vs. Pre-test), the mean difference is 1.487 with a 95% confidence interval of [1.391, 1.583]. This increase is statistically significant (t = 32.502, p < 0.001), showing significant improvement in Meaning resilience from Pre-test to Post-test. For Pair 2 (Follow-up vs. Pre-test), the mean difference is 1.466 with a 95% confidence interval of [1.379, 1.553]. This result is statistically significant (t = 35.379, p < 0.001), indicating significant improvement in Meaning resilience from Pre-test to Follow-up. For Pair 3 (Follow-up vs. Post-test), the mean difference is -0.021 with a 95% confidence interval of [-0.059, 0.017]. This result is not statistically significant (t = -1.143, p = 0.267), suggesting no significant change in Meaning resilience between Post-test and Follow-up.

In terms of Positive Thinking, for Pair 1 (Post-test vs. Pre-test), the mean difference is 1.437 with a 95% confidence interval of [1.334, 1.540]. This increase is statistically significant (t = 29.189, p < 0.001), indicating significant improvement in Positive Thinking resilience from Pre-test to Post-test. For Pair 2 (Follow-up vs. Pre-test), the mean difference is 1.415 with a 95% confidence interval of [1.321, 1.509]. This result is statistically significant (t = 31.572, p < 0.001), showing significant improvement in Positive Thinking resilience from Pre-test to Follow-up. For Pair 3 (Follow-up vs. Post-test), the mean difference is -0.022 with a 95% confidence interval of [-0.073, 0.029]. The statistical analysis reveals that there was no significant change in Positive Thinking resilience between the Post-test and Follow-up, with a t-value of -0.902 and a p-value of 0.378.

Regarding self-understanding, for Pair 1 (Post-test vs. Pre-test), the mean difference is 1.528 with a 95% confidence interval of [1.411, 1.645]. This increase is statistically significant (t = 27.380, p < 0.001), showing significant improvement in self-

understanding resilience from Pre-test to Post-test. For Pair 2 (Follow-up vs. Pre-test), the mean difference is 1.528 with a 95% confidence interval of [1.415, 1.641]. This result is statistically significant ($t = 28.298$, $p < 0.001$), indicating significant improvement in self-understanding resilience from Pre-test to Follow-up. For Pair 3 (Follow-up vs. Post-test), the mean difference is 0.000 with a 95% confidence interval of [-0.054, 0.054]. This result is not statistically significant ($t = 0.000$, $p = 1.000$), suggesting no significant change in self-understanding resilience between Post-test and Follow-up.

(4) Independent T-test Result (Between Groups)

Table 12 Independent T-test of Post-test from Overall ResiliencBetween Experimental and Control Group

Post-test	Group	M	SD	Mean Difference	t	df	P	95% CI of the Difference	
Resilience	Experimental	3.05	0.117	1.478	52.526	38	0.000	1.421	1.535
	Control	1.57	0.047						

In terms of overall resilience at post-test, Table 12 shows substantial differences between the experimental group and control group; the experimental group exhibited a considerably greater degree of resilience than the control group (Post-test: $t = 52.53$, $p < 0.001$, CI [1.421, 1.535]).

Table 13 Independent T-test of Follow-up of Overall Resilience Between Experimental and Control Group

Post-test	Group	M	SD	Mean Difference	t	df	P	95% CI of the Difference	
Resilience	Experimental	3.05	0.117	1.478	52.526	38	0.000	1.421	1.535
	Control	1.57	0.047						

Significant variations in overall resilience between the groups during the follow-up period are seen in Table 13, where the experimental group had a considerably greater degree of resilience than the control group (Follow-up: t = 48.40, p < 0.001, CI [1.404, 1.526]).

(5) **Independent T-test Result of 5 Components of Resilience**

Table 14 Independent T-test of Post-test of 5 Components of Resilience Between Experimental and Control Group

Post-test	Group	M	SD	Mean Difference	t	df	P	95% CI of the Difference	
Connection	Experimental	3.05	0.359	1.510	15.390	38	0.000	1.311	1.708
	Control	1.54	0.253						
Coping	Experimental	3.08	0.341	1.499	16.908	38	0.000	1.320	1.678
	Control	1.58	0.202						
Meaning	Experimental	3.06	0.345	1.465	16.984	38	0.000	1.290	1.640
	Control	1.59	0.173						
Positive Thinking	Experimental	3.04	0.350	1.443	14.894	38	0.000	1.247	1.639
	Control	1.60	0.256						
Self-understanding	Experimental	3.02	0.335	1.471	16.556	38	0.000	1.291	1.650
	Control	1.55	0.213						

Table 14 illustrates significant differences between the groups in the 5 major resilience components at post-test. To be more specific, for Connection, the experimental group exhibited a significantly higher resilience level compared to the control group, with a mean difference of 1.510 (t = 15.390, p < 0.001, CI [1.311, 1.708]). For Coping, the experimental group also demonstrated a significantly greater mean difference of 1.499 (t = 16.908, p < 0.001, CI [1.320, 1.678]). In the Meaning component,

the experimental group had a mean difference of 1.465 (t = 16.984, p < 0.001, CI [1.290, 1.640]), indicating a significant advantage over the control group. For Positive Thinking, the experimental group showed a mean difference of 1.443 (t = 14.894, p < 0.001, CI [1.247, 1.639]), reflecting a significant higher level compared to the control group. Lastly, in self-understanding, the experimental group had a mean difference of 1.471 (t = 16.556, p < 0.001, CI [1.291, 1.650]), demonstrating a significant improvement over the control group.

Table 15 Independent T-test of Follow-up from 5 Components of Resilience Between Experiment and Control Groups

Post-test	Group	M	SD	Mean Difference	t	df	P	95% CI of the Difference	
Connection	Experimental	3.05	0.359	1.510	15.390	38	0.000	1.311	1.708
	Control	1.54	0.253						
Coping	Experimental	3.08	0.341	1.499	16.908	38	0.000	1.320	1.678
	Control	1.58	0.202						
Meaning	Experimental	3.06	0.345	1.465	16.984	38	0.000	1.290	1.640
	Control	1.59	0.173						
Positive Thinking	Experimental	3.04	0.350	1.443	14.894	38	0.000	1.247	1.639
	Control	1.60	0.256						
Self-understanding	Experimental	3.02	0.335	1.471	16.556	38	0.000	1.291	1.650
	Control	1.55	0.213						

Table 15 indicates substantial differences between the experimental and control groups in the five major resilience components at follow-up. For Connection, the experimental group had a mean difference of 1.483 (t = 20.386, p < 0.001, CI [1.336, 1.630]), indicating a significantly higher resilience level of connection

compared to the control group. The experimental group had a mean difference of 1.468 in Coping (t = 15.137, p < 0.001, CI [1.272, 1.664]), reflecting a significant advantage over the control group. For Meaning, the experimental group had a mean difference of 1.444 (t = 16.883, p < 0.001, CI [1.271, 1.617]), demonstrating a significant improvement compared to the control group. Positive Thinking also showed a significant difference with the experimental group having a mean difference of 1.422 (t = 15.672, p < 0.001, CI [1.238, 1.606]). Finally, in self-understanding, the experimental group had a mean difference of 1.515 (t = 18.478, p < 0.001, CI [1.349, 1.681]), indicating a significantly higher level of self-understanding resilience compared to the control group.

(6) General Linear Model Repeated Measures ANOVA (Overall Resilience)

A General Linear Model Repeated Measures ANOVA was used in order to examine the impact of the self-compassion training in more detail.

Table 16 Mauchly's Test of Sphericity (Overall Resilience)

Measure:	**Resilience**						
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.988	0.453	2	0.797	0.988	1	0.5

Reports in Table 16 for overall robustness, Mauchly's test of sphericity showed that the sphericity assumption was satisfied (p = 0.797), confirming the suitability of using repeated measures ANOVA.

Table 17 Tests of Within-subjects (Overall Resilience)

Measure: Resilience							
Source	time	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Linear	11.198	1	11.198	3858.514	0.000	0.990
	Quadratic	4.048	1	4.048	1713.319	0.000	0.978
time * group	Linear	10.753	1	10.753	3705.364	0.000	0.990
	Quadratic	3.713	1	3.713	1571.279	0.000	0.976
Error(time)	Linear	0.11	38	0.003			
	Quadratic	0.09	38	0.002			

The within-subjects effectiveness tests for overall resilience are shown in Table 17. The analysis reveals significant linear ($F = 3858.514$, $p < 0.001$, $\eta^2 = 0.990$) and quadratic trends ($F = 1713.319$, $p < 0.001$, $\eta^2 = 0.978$) for time. The high Eta Squared values suggest that the linear and quadratic effects of time account for a significant amount of the variance in resilience ratings. Furthermore, there is a considerable connection between time and group ($F = 3705.364$, $p < 0.001$, $\eta^2 = 0.990$), with a similarly high Eta Squared value. This suggests that the experimental group experienced substantial and significant increases in resilience over time compared to the control group, with the Eta Squared values implying a very big impact size, meaning the experimental group's resilience changes are robust and practically significant.

Table 18 Results of Between-subjects Effects on Resilience

Measure: Resilience						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	506.147	1	506.147	38338.97	0.000	0.999
group	28.841	1	28.84	2184.643	0.000	0.983
Error	0.502	38	0.013			

Table 18 displays the between-subjects effects, highlighting a significant group effect ($F = 2184.64$, $p < 0.001$, $\eta^2 = 0.983$). The Eta Squared value of 0.983 indicates that 98.3% of the variance in resilience scores between the experimental and control groups can be attributed to the group effect. This high Eta Squared value confirms that the self-compassion program had a significant impact on improving resilience. The impact size is regarded as considerable, indicating that the variations noted between the groups are both practically and statistically significant, underscoring the usefulness of the self-compassion program in building junior high school students' resilience.

Table 19 Pairwise Comparisons Between Groups (Overall Resilience)

Measure: Resilience						
(I) group	(J) group	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Control Group	Experimental Group	-.981*	0.021	0.000	-1.023	-0.938
Experimental Group	Control Group	.981*	0.021	0.000	0.938	1.023

Note. *p< 0.05.

Table 19 presents the pairwise comparisons between the control and experimental groups for overall resilience. The results show a significant mean difference of -0.981 (Standard Error = 0.021, $p < 0.001$) between the control and experimental groups. This difference's 95% confidence interval is between -1.023 and -0.938. This shows that as compared to the control group, the experimental group's resilience score was noticeably greater. The mean difference of 0.981 when comparing the experimental group to the control group reflects a significant improvement in resilience due to the self-compassion program, as evidenced by the narrow confidence intervals and the highly significant p-value.

Table 20 Pairwise Comparisons among Times (Overall Resilience)

Measure: Resilience						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.764*	0.011	0.000	-0.792	-0.735
	Follow-up	-.748*	0.012	0.000	-0.778	-0.718
Post-test	Pre-test	.764*	0.011	0.000	0.735	0.792
	Follow-up	0.016	0.011	0.497	-0.012	0.043
Follow-up	Pre-test	.748*	0.012	0.000	0.718	0.778
	Post-test	-0.016	0.011	0.497	-0.043	0.012

Note. *p< 0.05.

Table 20 presents the pairwise comparisons of overall resilience across three time points: Pre-test, Post-test, and Follow-up. According to the study,there are notable mean differences between the pre- and post-tests (-0.764, Standard Error = 0.011, $p < 0.001$, 95% CI [-0.792, -0.735]) and between Pre-test and Follow-up (-0.748, Standard Error = 0.012, $p < 0.001$, 95% CI [-0.778, -0.718]), indicating significant improvements in resilience at both Post-test and Follow-up compared to Pre-test. However, the difference between Post-test and Follow-up (0.016, Standard Error = 0.011, $p = 0.497$, 95% CI [-0.012, 0.043]) is not statistically significant, suggesting that resilience levels did not change significantly from Post-test to Follow-up. These results demonstrate that the self-compassion program led to significant increases in resilience over time, with the gains maintained through the Follow-up period.

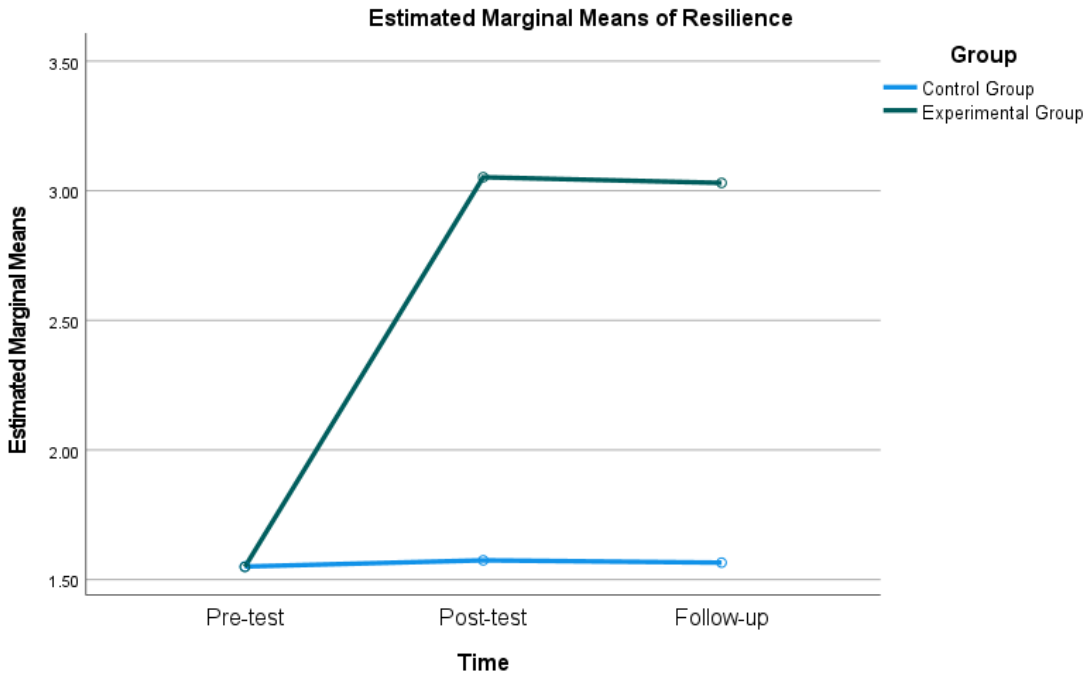

Figure 4 Interaction Figure of Time and Group (Resilience)

Figure 4 illustrates the interaction between time and group for resilience. The graph depicts how resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in resilience from Pre-test to Post-test and maintaining high levels through Follow-up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable resilience scores over time, with no significant upward trend. The substantial improvement in the experimental group's resilience throughout the course of all time points when compared to the control group illustrates the noteworthy effect of the self-compassion program.

General Linear Model Repeated Measures ANOVA of 5 Components of Resilience

In this part, the researcher would use General Linear Model Repeated ANOVA to analyze the data on 5 components of resilience to see the interactions between experimental and control group.

Table 21 Mauchly's Test of Sphericity (Connection)

Measure: Connection							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.95	1.881	2	0.39	0.953	1	0.5

Table 21 presents the findingsof connection using Mauchly's sphericity test, which showed that the sphericity requirement was fulfilled (p = 0.39), confirming the suitability of using repeated measures ANOVA.

Table 22 Tests of Within-subjects (Connection)

Measure: Connection							
Source	time	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Linear	12.044	1	12.044	340.634	0.000	0.900
	Quadratic	4.251	1	4.251	168.779	0.000	0.816
time * group	Linear	11.75	1	11.75	332.345	0.000	0.897
	Quadratic	4.192	1	4.192	166.462	0.000	0.814
Error(time)	Linear	1.344	38	0.035			
	Quadratic	0.957	38	0.025			

Table 22 presents the tests of within-subjects effects for Connection. The analysis reveals significant linear ($F = 340.634$, $p < 0.001$, $\eta^2 = 0.900$) and quadratic trends ($F = 168.779$, $p < 0.001$, $\eta^2 = 0.816$) for time. The high Eta Squared

values suggest that the linear and quadratic effects of time account for a significant amount of the variance in resilience ratings. Furthermore, there is a strong relationship between group and time ($F = 332.345$, $p < 0.001$, $\eta^2 = 0.897$), with a similarly high Eta Squared value. This suggests that the experimental group experienced significant increases in connection resilience over time compared to the control group, with the Eta Squared values indicating that the effect size is extremely large, meaning the experimental group's connection resilience changes are robust and practically significant.

Table 23 Tests of Between-subjects Effects (Connection)

Measure: Connection						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	494.305	1	494.350	3485.203	0.000	0.989
group	28.861	1	28.86	203.491	0.000	0.843
Error	5.39	38	0.142			

Table 23 displays the between-subjects effects, highlighting a significant group effect ($F = 203.491$, $p < 0.001$, $\eta^2 = 0.843$). With an Eta Squared value of 0.843, the group effect accounts for 84.3% of the variation in connection of resilience between the experimental and control groups. This high Eta Squared value confirms that the self-compassion program had a significant impact on improving connection resilience. The effect size is considered large, demonstrating that the differences observed between the groups are not only statistically significant but also practically meaningful, highlighting the effectiveness of the self-compassion program for enhancing connection in resilience.

Table 24 Pairwise Comparisons between Groups (Connection)

Measure: Connection						
(I) group	(J) group	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Control Group	Experimental Group	-.981*	0.069	0.000	-1.12	-0.842
Experimental Group	Control Group	.981*	0.069	0.000	0.842	1.12

Note. *p< 0.05.

Table 24 presents the pairwise comparisons between the control and experimental groups for Connection. The results show a significant mean difference of -0.981 (Standard Error = 0.069, $p < 0.001$) between the control and experimental groups. The 95% confidence interval for this difference ranges from -1.12 to -0.842. This shows that as compared to the control group, the experimental group had a far higher connection resilience outcome. The mean difference of 0.981 when comparing the experimental group to the control group reflects a significant improvement in connection resilience due to the self-compassion program, as evidenced by the narrow confidence intervals and the highly significant p-value.

Table 25 Pairwise Comparisons among Times (Connection)

Measure: Connection						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.787*	0.035	0.000	-0.874	-0.701
	Follow-up	-.776*	0.042	0.000	-0.881	-0.671
Post-test	Pre-test	.787*	0.035	0.000	0.701	0.874
	Follow-up	0.011	0.040	1.000	-0.088	0.111
Follow-up	Pre-test	.776*	0.042	0.000	0.671	0.881
	Post-test	-0.011	0.040	1.000	-0.111	0.088

Note. *p< 0.05.

The comparisons of Connection at the three time points—pre-test, post-test, and follow-up—are provided in Table 25. The analysis reveals significant mean differences between Pre-test and Post-test (Mean Difference = -0.787, Standard Error = 0.035, $p < 0.001$, 95% CI [-0.874, -0.701]) and between Pre-test and Follow-up (Mean Difference = -0.776, Standard Error = 0.042, $p < 0.001$, 95% CI [-0.881, -0.671]), indicating significant improvements in connection resilience at both Post-test and Follow-up compared to Pre-test. However, the distinction between Post-test and Follow-up (Mean Difference = 0.011, Standard Error = 0.040, $p = 1.000$, 95% CI [-0.088, 0.111]) is not statistically significant, suggesting that connection resilience levels did not change significantly from Post-test to Follow-up.

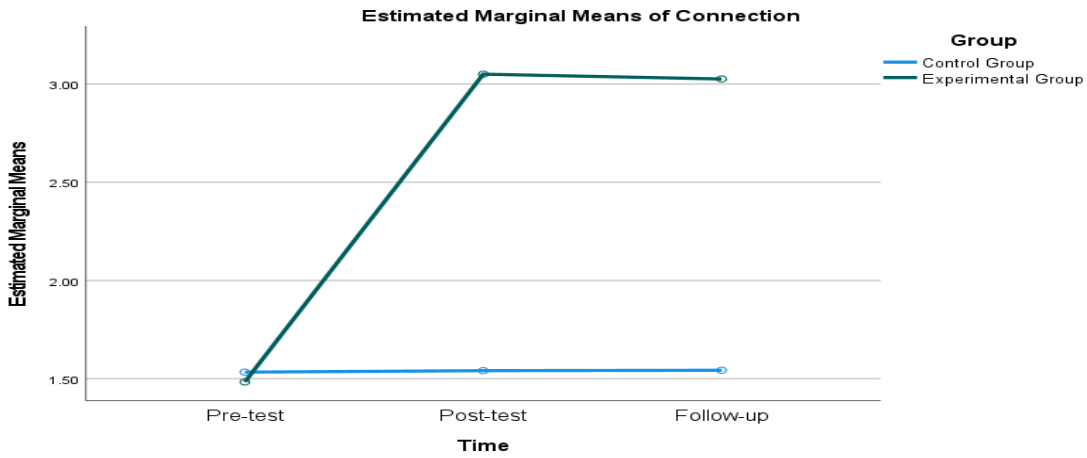

Figure 5 Interaction Figure of Time and Group (Connection)

Figure 5 illustrates the interaction between time and group for Connection resilience. The graph depicts how connection resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in connection resilience from Pre-test to Post-test and maintaining high levels through Follow-up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable connection resilience scores over time, with no significant upward trend. This interaction highlights the significant impact of the self-compassion program, as evidenced by the pronounced improvement in the experimental group's connection resilience compared to the control group across all time points.

Table 26 reports Mauchly's test of sphericity for coping resilience, indicating that the assumption of sphericity was violated ($p = 0.002$). Due to this violation, the Greenhouse-Geisser correction was applied in subsequent analyses

Table 26 Mauchly's Test of Sphericity (Coping)

Measure: Coping							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.706	12.879	2	0.002	0.773	0.821	0.5

Table 27 Tests of Within-subjects Effects (Coping)

Measure: Coping							
Source		Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Sphericity Assumed	15.433	2	7.717	374.899	0.000	0.908
	Greenhouse-Geisser	15.433	2	9.985	374.899	0.000	0.908
	Huynh-Feldt	15.433	2	9.404	374.899	0.000	0.908
	Lower-bound	15.433	1	15.433	374.899	0.000	0.908
time * group	Sphericity Assumed	14.254	2	7.127	346.268	0.000	0.901
	Greenhouse-Geisser	14.254	2	9.222	346.268	0.000	0.901
	Huynh-Feldt	14.254	2	8.686	346.268	0.000	0.901
	Lower-bound	14.254	1	14.254	346.268	0.000	0.901
Error(time)	Sphericity Assumed	1.564	76	0.021			
	Greenhouse-Geisser	1.564	59	0.027			
	Huynh-Feldt	1.564	62	0.025			
	Lower-bound	1.564	38	0.041			

In Table 27, which presents the tests of within-subjects effects for coping resilience, the Greenhouse-Geisser correction was used. The analysis revealed significant within-subjects effects for time, $F = 374.899$, $p < 0.001$, $\eta^2 = 0.908$,

indicating a substantial proportion of variance in coping resilience scores can be attributed to changes over time. Additionally, the interaction between time and group was significant, $F = 346.268$, $p < 0.001$, $\eta^2 = 0.901$, suggesting that the experimental group experienced significant increases in coping resilience over time compared to the control group.

Table 28 Tests of within-subjects (Coping)

Measure: Coping							
Source	time	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Linear	11.228	1	11.228	365.897	0.000	0.906
	Quadratic	4.206	1	4.206	401.257	0.000	0.913
time * group	Linear	10.462	1	10.462	340.943	0.000	0.900
	Quadratic	3.793	1	3.793	361.859	0.000	0.905
Error(time)	Linear	1.166	38	0.031			
	Quadratic	0.398	38	0.01			

Table 28 displays the between-subjects effects, highlighting a significant group effect ($F = 183.802$, $p < 0.001$, $\eta^2 = 0.829$). The group effect accounts for 82.9% of the variation in coping resilience assessments between the groups participating in the experiment and the control, according to the Eta Squared value of 0.829. This high Eta Squared value confirms that the self-compassion program had a significant impact on improving coping resilience. The effect size is considered large, demonstrating that the differences observed between the groups are not only statistically significant but also practically meaningful, highlighting the effectiveness of the self-compassion program in enhancing coping of resilience.

Table 29 Pairwise Comparisons between Groups (Coping)

Measure: Coping						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	513.567	1	513.6	3170.749	0.000	0.988
group	29.77	1	29.77	183.802	0.000	0.829
Error	6.155	38	0.162			

Table 29 presents the pairwise comparisons between the control and experimental groups for coping resilience. The results show a significant mean difference of -0.996 (Standard Error = 0.073, $p < 0.001$) between the two groups. The 95% confidence interval for this difference ranges from -1.145 to -0.847. This shows that as compared to the control group, the experimental group's coping of resilience was much greater. The mean difference of 0.996 when comparing the experimental group to the control group reflects a significant improvement in coping resilience due to the self-compassion program, as evidenced by the narrow confidence intervals and the highly significant p-value.

Table 30 Pairwise Comparisons among Times (Coping)

Measure: Coping						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.772*	0.031	0.000	-0.85	-0.693
	Follow-up	-.749*	0.039	0.000	-0.847	-0.651
Post-test	Pre-test	.772*	0.031	0.000	0.693	0.85
	Follow-up	0.023	0.024	1.000	-0.037	0.082
Follow-up	Pre-test	.749*	0.039	0.000	0.651	0.847
	Post-test	-0.023	0.024	1.000	-0.082	0.037

Note. *p< 0.05.

Table 30 reveals notable mean variations between Pre-test and Post-test (Mean differences = 0.772, Standard Error = 0.031, $p < 0.001$, 95% CI [0.693, 0.85]) and between Pre-test and Follow-up (Mean differences = 0.749, Standard Error = 0.039, $p < 0.001$, 95% CI [0.651, 0.847]), indicating significant improvements in coping resilience at both Post-test and Follow-up compared to Pre-test. However, the difference between Post-test and Follow-up (Mean differences = 0.023, Standard Error = 0.024, $p = 1.000$, 95% CI [-0.037, 0.082]) is not statistically significant, suggesting that coping resilience levels did not change profoundly from Post-test to Follow-up.

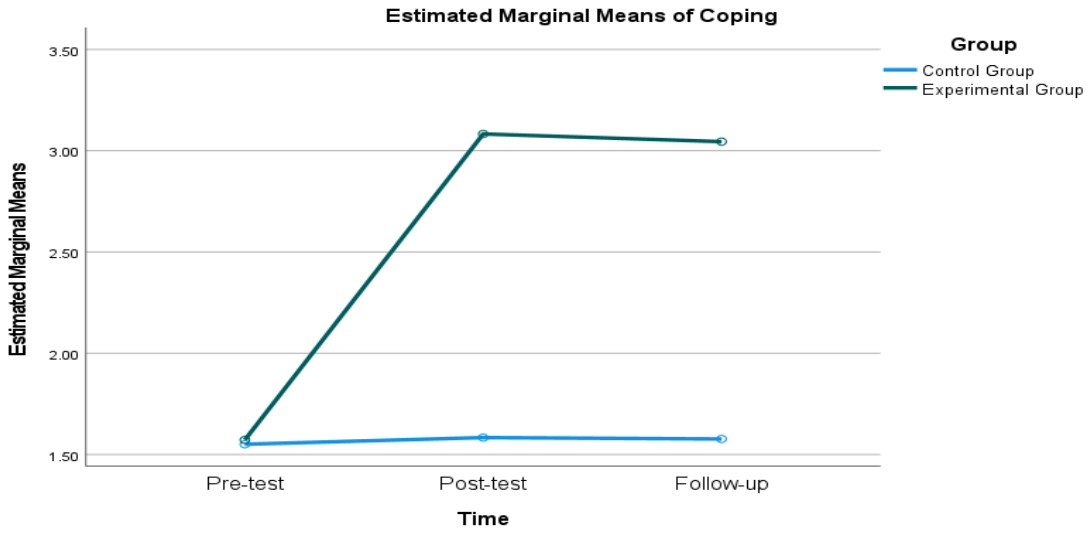

Figure 6 Interaction Figure of Time and Group (Coping)

Figure 6 illustrates the interaction between time and group for Coping resilience. The graph depicts how Coping resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in Coping resilience from Pre-test to Post-test and maintaining high levels through Follow-up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable Coping resilience scores over time, with no significant upward trend. The considerable improvement in the experimental group's Coping resilience against

the control group at all periods confirms the significant influence of self-compassion program, as demonstrated by this interaction.

Table 31 Mauchly's Test of Sphericity (Meaning)

Measure: Meaning							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.719	12.198	2	0.002	0.781	0.83	0.5

Table 31 reports that the assumption of sphericity was violated ($p = 0.002$). Used Greenhouse-Geisser correction for the repeated measures ANOVA, as reflected in Table 32.

Table 32 Tests of Within-subjects Effects (Meaning)

Measure: Meaning							
Source		Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Greenhouse-Geisser	15.803	1.561	10.12	458.336	0.000	0.923
time* group	Greenhouse-Geisser	13.322	1.561	8.532	386.391	0.000	0.91
Error (time)	Greenhouse-Geisser	1.31	59.34	0.022			

Table 32 presents the tests of within-subjects effects for the Meaning component. The Greenhouse-Geisser correction was applied due to the violation of sphericity. The results showed a significant main effect of time on meaning resilience, $F = 458.336$, $p < 0.001$, $\eta^2 = 0.923$, indicating that the mean levels of meaning resilience changed significantly over time. Additionally, there was a significant interaction between time and group, $F = 386.391$, $p < 0.001$, $\eta^2 = 0.91$, suggesting that

the experimental group showed more pronounced improvements in meaning resilience over time compared to the control group.

Table 33 Tests of Between-subjects Effects (Meaning)

Measure: Meaning						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	510.551	1	510.6	3524.788	0.000	0.989
group	29.008	1	29.01	200.27	0.000	0.841
Error	5.504	38	0.145			

Table 33 displays the between-subjects effects, highlighting a significant group effect ($F = 200.27$, $p < 0.001$, $\eta^2 = 0.841$). The Eta Squared value of 0.841 indicates that 84.1% of the variance in meaning resilience scores between the experimental and control groups can be attributed to the group effect. This high Eta Squared value confirms that the self-compassion program had a significant impact on improving meaning resilience. The effect size is considered large, demonstrating that the differences observed between the groups are not only statistically significant but also practically meaningful, highlighting the effectiveness of the self-compassion program in enhancing meaning of resilience.

Table 34 Pairwise Comparisons between Groups (Meaning)

Measure: Meaning						
(I) group	(J) group	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Control Group	Experimental Group	-.983*	0.069	0.000	-1.124	-0.843
Experimental Group	Control Group	.983*	0.069	0.000	0.843	1.124

Note. *p< 0.05.

Table 34 presents the pairwise comparisons between the control and experimental groups for meaning resilience. The results show a significant mean difference of -0.983 (Standard Error = 0.069, $p < 0.001$) between the control and experimental groups. The 95% confidence interval for this difference ranges from -1.124 to -0.843. This indicates that the experimental group scored significantly higher in meaning resilience compared to the control group. The mean difference of 0.983 when comparing the experimental group to the control group reflects a significant improvement in meaning resilience due to the self-compassion program, as evidenced by the narrow confidence intervals and the highly significant p-value.

Table 35 Pairwise Comparisons among Times (Meaning)

Measure: Meaning						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.775*	0.033	0.000	-0.858	-0.692
	Follow-up	-.764*	0.033	0.000	-0.847	-0.682
Post-test	Pre-test	.775*	0.033	0.000	0.692	0.858
	Follow-up	0.01	0.02	1.000	-0.04	0.061
Follow-up	Pre-test	.764*	0.033	0.000	0.682	0.847
	Post-test	-0.01	0.02	1.000	-0.061	0.04

Note. *p< 0.05.

Table 35 presents the pairwise comparisons of meaning resilience across three time points: Pre-test, Post-test, and Follow-up. The analysis reveals significant mean differences between Pre-test and Post-test (Mean Difference = -0.775, Standard Error = 0.033, $p < 0.001$, 95% CI [-0.858, -0.692]) and between Pre-test and Follow-up (Mean Difference = -0.764, Standard Error = 0.033, $p < 0.001$, 95% CI [-0.847, -0.682]), indicating significant improvements in meaning resilience at both Post-test and Follow-up compared to Pre-test. However, the difference between Post-test and Follow-up (Mean Difference = 0.01, Standard Error = 0.02, $p = 1.000$, 95% CI [-0.04, 0.061]) is not statistically significant, suggesting that meaning resilience levels did not change significantly from Post-test to Follow-up. These results demonstrate that the self-compassion program led to significant increases in meaning resilience over time, with the gains maintained through the Follow-up period.

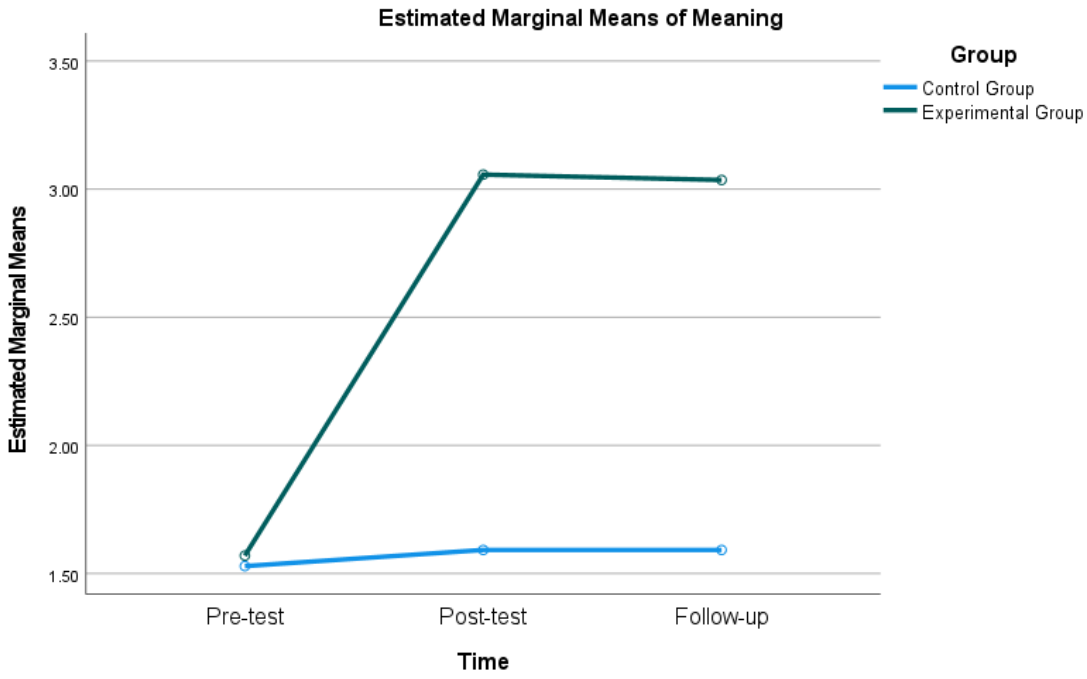

Figure 7 Interaction Figure of Time and Group (Meaning)

Figure 7 illustrates the interaction between time and group for Meaning resilience. The graph depicts how Meaning resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in Meaning resilience from Pre-test to Post-test and maintaining high levels through Follow-up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable Meaning resilience scores over time, with no significant upward trend. This interaction highlights the significant impact of the self-compassion program, as evidenced by the pronounced improvement in the experimental group's Meaning resilience compared to the control group across all time points.

Table 36 Mauchly's Test of Sphericity (Positive thinking)

Positive Thinking							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.854	5.86	2	0.053	0.872	0.935	0.5

Table 36 displays Mauchly's test of sphericity for the positive thinking component. The test indicates that the assumption of sphericity was not violated ($p = 0.053$), confirming the suitability of using repeated measures ANOVA with this adjustment.

Table 37 Tests of Within-subjects (Positive thinking)

Measure: Positive Thinking							
Source	time	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Linear	10.922	1	10.922	246.327	0.000	0.866
	Quadratic	3.871	1	3.871	172.605	0.000	0.820
time * group	Linear	9.14	1	9.14	206.119	0.000	0.844
	Quadratic	3.239	1	3.239	144.414	0.000	0.792
Error(time)	Linear	1.685	38	0.044			
	Quadratic	0.852	38	0.022			

Table 37 reports the within subjects' effects for the positive thinking component. The effect of time on the measure (positive thinking) is highly significant ($p < 0.001$), with a large effect size ($\eta^2 = 0.854$). This suggests that there are significant differences in the measure of the positive thinking level across different time points (pre-

test, post-test, and follow-up), the high η^2 values indicate that a very large proportion of the variance in positive thinking scores can be attributed to the effects of time. In addition, the interaction between time and group is also highly significant ($p < 0.001$), with a large effect size ($\eta^2 = 0.830$). This suggests that the experimental group experienced significant increases in positive thinking level over time compared to the control group, with the η^2 values indicating that the effect size is extremely large, meaning the experimental group's positive thinking resilience changes are robust and practically significant.

Table 38 Tests of Between-subjects Effects (Positive thinking)

Measure: Positive Thinking						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	512.947	1	512.9	3158.659	0.000	0.988
group	28.714	1	28.71	176.818	0.000	0.823
Error	6.171	38	0.162			

Table 38 displays the between-subjects effects for the positive thinking component. The group effect itself has $F = 176.818$, $p < 0.001$, and Partial $\eta^2 = 0.823$. The η^2 value of 0.823 indicates that 82.3% of the variance in positive thinking component scores between the experimental and control groups can be attributed to the group effect.

Table 39 Pairwise Comparisons between Groups (Positive thinking)

Measure: Positive Thinking						
(I) group	(J) group	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Control Group	Experimental Group	-.978*	0.074	0.000	-1.127	-0.829
Experimental Group	Control Group	.978*	0.074	0.000	0.829	1.127

Note. *p< 0.05.

Table 39 presents the pairwise comparisons between the control and experimental groups for the positive thinking component. The results show a significant mean difference of -0.978 (Standard Error = 0.074, p < 0.001) between the control and experimental groups. The 95% confidence interval for this difference ranges from -1.127 to -0.829, indicating that the experimental group scored significantly higher in the positive thinking component compared to the control group.

Table 40 Pairwise Comparisons among Times (Positive thinking)

Measure: Positive Thinking						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.750*	0.041	0.000	-0.853	-0.648
	Follow-up	-.739*	0.047	0.000	-0.857	-0.621
Post-test	Pre-test	.751*	0.041	0.000	0.648	0.853
	Follow-up	0.012	0.033	1.000	-0.072	0.095
Follow-up	Pre-test	.739*	0.047	0.000	0.621	0.857
	Post-test	-0.012	0.033	1.000	-0.095	0.072

Table 40 provides pairwise comparisons of the positive thinking component across three time points: Pre-test, Post-test, and Follow-up. The analysis reveals significant mean differences between Pre-test and Post-test (Mean Difference = -0.750, Standard Error = 0.041, $p < 0.001$, 95% CI [-0.853, -0.648]) and between Pre-test and Follow-up (Mean Difference = -0.739, Standard Error = 0.047, $p < 0.001$, 95% CI [-0.857, -0.621]). The difference between Post-test and Follow-up is not statistically significant (Mean Difference = 0.012, Standard Error = 0.033, $p = 1.000$, 95% CI [-0.072, 0.095]). These results demonstrate significant improvements in the positive thinking component at both Post-test and Follow-up compared to Pre-test, with the gains maintained through the Follow-up period.

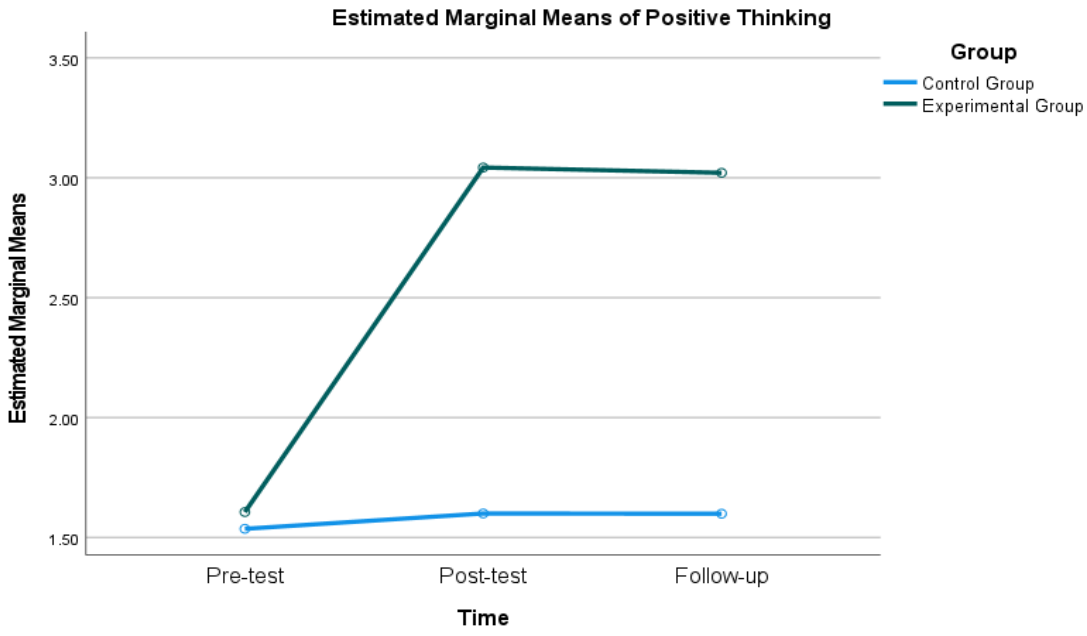

Figure 8 Interaction Figure of Time and Group (Positive Thinking)

Figure 8 illustrates the interaction between time and group for Positive Thinking resilience. The graph depicts how Positive Thinking resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in Positive Thinking resilience from Pre-test to Post-test and maintaining high levels through Follow-

up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable Positive Thinking resilience scores over time, with no significant upward trend. This interaction highlights the significant impact of the self-compassion program, as evidenced by the pronounced improvement in the experimental group's Positive Thinking resilience compared to the control group across all time points.

Table 41 Mauchly's Test of Sphericity (Self-understanding)

Self-understanding							
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	P-value	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	0.766	9.861	2	0.007	0.81	0.864	0.5

Table 41 reveals that the assumption of sphericity was violated (p = 0.007). Then used the Greenhouse-Geisser correction for the repeated measures ANOVA.

Table 42 Tests of Within-subjects Effects (Self-understanding)

Measure: Self-understanding							
Source		Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
time	Greenhouse-Geisser	14.167	2	8.741	311.232	0.000	0.891
time * group	Greenhouse-Geisser	17.05	2	10.519	374.564	0.000	0.908
Error(time)	Greenhouse-Geisser	1.73	76	0.028			

Table 42 presents the tests of within subjects' effects for the self-understanding. The Greenhouse-Geisser correction was applied due to the violation of sphericity. The results show a significant main effect of time on self-understanding, $F = 311.232$, $p < 0.001$, $\eta^2 = 0.891$, indicating that the mean levels of self-understanding changed significantly over time. Additionally, there was a significant interaction between time and group, $F = 374.564$, $p < 0.001$, $\eta^2 = 0.908$, suggesting that the experimental group demonstrated more pronounced improvements in self-understanding over time compared to the control group.

Table 43 Tests of Between-subjects Effects (Self-understanding)

Measure: Self-understanding						
Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	P-value	Partial Eta Squared
Intercept	495.605	1	495.6	3507.754	0.000	0.989
group	27.638	1	27.64	195.617	0.000	0.837
Error	5.369	38	0.141			

Table 43 presents the between-subjects effects for the self-understanding component. The group effect itself has $F = 195.617$, $p < 0.001$, and Partial Eta Squared = 0.837. The Eta Squared value of 0.837 indicates that 83.7% of the

variance in self-understanding scores between the experimental and control groups can be attributed to the group effect. This high Eta Squared value confirms that the self-compassion program had a substantial impact on improving the self-understanding resilience.

Table 44 Pairwise Comparisons between Groups (Self-understanding)

Measure: Self-understanding						
(I) group	(J) group	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Control Group	Experimental Group	-.960*	0.069	0.000	-1.099	-0.821
Experimental Group	Control Group	.960*	0.069	0.000	0.821	1.099

Note. *p< 0.05.

Table 44 presents the pairwise comparisons between the control and experimental groups for the self-understanding component. The results show a significant mean difference of -0.960 (Standard Error = 0.069, $p < 0.001$) between the control and experimental groups. The 95% confidence interval for this difference ranges from -1.099 to -0.821, indicating that the experimental group scored significantly higher in the self-understanding component compared to the control group.

Table 45 Pairwise Comparisons among Times (Self-understanding)

Measure: Self-understanding						
(I) time	(J) time	Mean Difference (I-J)	Std. Error	P-value	95% CI for Difference	
					Lower Bound	Upper Bound
Pre-test	Post-test	-.740*	0.035	0.000	-0.828	-0.652
	Follow-up	-.717*	0.039	0.000	-0.816	-0.619
Post-test	Pre-test	.740*	0.035	0.000	0.652	0.828
	Follow-up	0.022	0.025	1.000	-0.04	0.085
Follow-up	Pre-test	.717*	0.039	0.000	0.619	0.816
	Post-test	-0.022	0.025	1.000	-0.085	0.04

Note. *p< 0.05.

Table 45 provides pairwise comparisons of the self-understanding component across three time points: Pre-test, Post-test, and Follow-up. The analysis reveals significant mean differences between Pre-test and Post-test (Mean Difference = -0.740, Standard Error = 0.035, p < 0.001, 95% CI [-0.828, -0.652]) and between Pre-test and Follow-up (Mean Difference = -0.717, Standard Error = 0.039, p < 0.001, 95% CI [-0.816, -0.619]). The difference between Post-test and Follow-up is not statistically significant (Mean Difference = 0.022, Standard Error = 0.025, p = 1.000, 95% CI [-0.040, 0.085]). These results demonstrate significant improvements in the self-understanding at both Post-test and Follow-up compared to Pre-test, with the gains maintained through the Follow-up period.

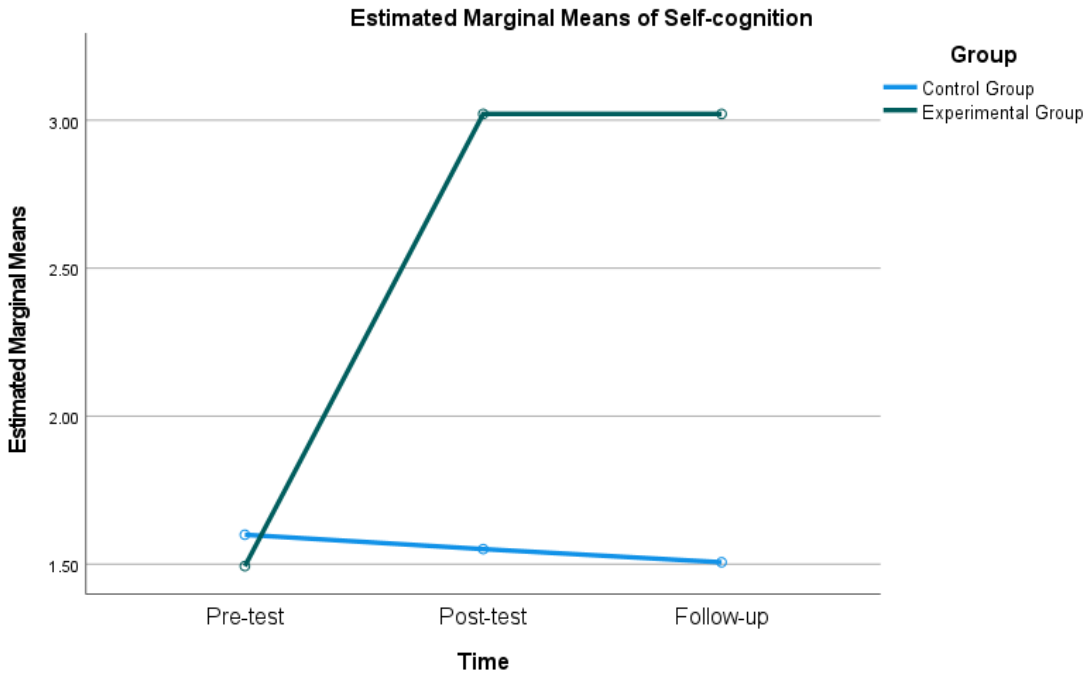

Figure 9 Interaction Figure of Time and Group (self-understanding)

Figure 9 illustrates the interaction between time and group for self-understanding resilience. The graph depicts how self-understanding resilience scores change over the three time points: Pre-test, Post-test, and Follow-up for both the experimental and control groups. The experimental group shows a clear upward trend in self-understanding resilience from Pre-test to Post-test and maintaining high levels through Follow-up, indicating the effectiveness of the self-compassion program. In contrast, the control group shows relatively stable self-understanding resilience scores over time, with no significant upward trend. This interaction highlights the significant impact of the self-compassion program, as evidenced by the pronounced improvement in the experimental group's self-understanding resilience compared to the control group across all time points.

Table 46 Student Feedback on self-compassion program for enhancing resilience

Lessons and Objectives	Student feedback of the lesson
Lesson 1-Orientation **Objective:** To gain the initial impression of the self-compassion program; To know the basic concept of resilience; To build good relationship among each other.	**Student A:** "The orientation lesson introduced me to know what is resilience and what we gonna do for the next." **Student B:** "The whole lesson is quite interesting, I cannot wait for the next lesson." **Student C:** "I like the teacher and the way of the lesson very much. It is quite different with the daily boring class we are having now." **Student D:** "I never see the class like this but I think I like it. The way to presented knowledge is fresh too, I start to feel interest on resilience."
Lessons and Objectives	**Student feedback of the lesson**
Lesson 2-self-understanding: Identity Exploration Exercise **Objective:** To help participants explore their identity; To know about themselves deeper; To build self-kindness of the participants.	**Student E:** "The concept of self-identity gives me inspiration about myself." **Student F:** "It is the first time to know that I have different values in my different identities. It is a quite new thing to me." **Student G:** "When start thinking of many identities about myself, it feels like I am a superman and I can do anything with each identity."

Table 46 (Continued)

Lessons and Objectives	Student feedback of the lesson
Lesson 4-Connection: Nonverbal Introduction of Your Partner **Objective:** To explore other's strength; To improve mutual communication and interaction; To promote common humanity of participants.	**Student H:** "I was super happy during the lesson time. I cannot stop laughing." **Student I:** "This lesson makes me to see a few covering classmates I think. I know them better." **Student J:** "When organized the activity, I think I found others' shining point. I found what I think I am not capable of before, but maybe I am wrong about myself."
Lessons and Objectives	**Student feedback of the lesson**
Lesson 7-Coping: Noticing Little Things & Discover Daily happiness **Objective:** To notice little happiness among daily life; To focus on self-feelings and thoughts; To promote mindfulness of participants.	**Student K:** "I start to think it could be happy when I look at small things in daily life and I am gonna pay more attention on those little tiny happiness after this lesson." **Student L:** "When I focus on the thing itself, I found some of my pressure gone. It makes me feel surprise. The teacher says I can use this method when I feel stressful, I think I will try to use it in the future." **Student M:** "I never paid my attention on my daily routine. It feels not bad I think. My life is not as bored as I thought before. When I noticed this , my life is not bad I think."

Table 46 (Continued)

Lessons and Objectives	Student feedback of the lesson
Lesson 8-Positive thinking: Imagery Exercise **Objective**: To know participants' needs; To create a compassionate image; To promote self-kindness of participants.	**Student N**: "I think it is a stupid way before the class. Now I know I was totally wrong. When the imagery friend say something supportive, I really feel I am the person to be loved and supported unconditionally." **Student O**: "It is a very encouraging way when I need support and confidence. When designing my perfect room, I feel a sense of control at the same time. It makes me feel I am full of power on everything." **Student P**: "Imagery friend makes me feel safe, and I can talk anything, really anything to my imagery friend. It is different with writing dairy. I think it is better."
Lessons and Objectives	**Student feedback of the lesson**
Lesson 11-Meaning: Make Group A Success **Objective**: To explore and analyze other's strength; To improve group strength; To promote common humanity of participants.	**Student Q**: "I really realizes what 1+1 greater than 2 means during this lesson." **Student R**: "This lesson helped me discover my own strength before. Now I start to explore my classmates' strength. I think I am not afraid team work again." **Student S**: "I think this lesson taught me a lot of useful methods that I can exercise by myself to release study pressure and when I think I am not confident enough." **Student T**: "When I found out the strength of my group makes me feel more satisfied than I found strength of my own. It is a great joy for me to participate this lesson."

Table 46 is the feedback collected from participants in experimental group during or after the self-compassion program. All participants showed high level of engagement and cooperation in experiment period and achieved significant increase on both resilience and self-compassion.

In conclusion, the combination of paired t-tests, independent t-tests, and GLM Repeated Measures ANOVA enhances the robustness of the research findings. This methodological triangulation supports the research hypotheses and provides stronger evidence for the conclusions. All 6 aspects of research hypotheses were well supported. The analysis indicates that the self-compassion program for enhancing resilience effectively increases resilience levels among junior high school students, with significant and sustained effects over time. The experimental group exhibited significantly higher resilience levels compared to the control group, both immediately after the self-compassion program or post-test and at Follow-up, demonstrating the long-term effectiveness of the self-compassion program. Additionally, the analysis highlights the importance of the five resilience components (connection, coping, meaning, positive thinking, and self-understanding), each contributing to the overall improvement in resilience. These findings confirm that the self-compassion program has a comprehensive and lasting impact on resilience development.

CHAPTER 5
CONCLUSION AND DISCUSSION

This research develops a self-compassion program to enhance resilience among junior middle school student in China. The research finding and discussion are summarized in this chapter.

5.1 A Brief Summary of the Research

5.1.1 Research Objective

1) to study the definition and components of resilience among junior high school students;

2) to develop the self-compassion program for enhancing resilience among junior high school students;

3) to evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

5.1.2 Research hypotheses

Hypothesis1

After the experiment and at the completion of the follow-up period, the junior high school students in the experimental group who accomplished the self-compassion program improved their resilience.

Hypothesis 2

The junior high school students in the experimental group who achieved the self-compassion program shown a better degree of resilience than those in the control group at the end of the post-test, and follow-up periods.

5.1.3 Research Tool

1) "Resilience Questionnaire for junior high school students" is utilized to assess students' level of resilience. In order to facilitate data comparison and interpretation, this tool also functions as a scale for pre-, post-, and follow-up tests.

2) Before developing a self-compassion program, experts are interviewed using the "Semi-Structured Interview Questionnaire" to define and ascertain the components of resilience.

3) The "Self-compassion program for enhancing resilience among junior high school students" is crucial to verify the learning arrangements throughout the teaching process. It includes class timings, learning objectives, learning exercises, learning resources, and comprehensive timetables to guarantee efficient learning and advancement.

5.1.4 Scope of Research

Phase 1: Studying the definition, and component of resilience among junior high school students In this phase, the researcher interviewed 5 experts to get the definition and component of resilience among junior high school students in China after the initial literature review by a semi-structured interview questionnaire. Then, the researcher developed a Resilience Questionnaire among junior high school students and conducted a reliability test with 100 junior high school students from Kunming 19th Middle School in Xishan District of Kunming city, which has 25,712 junior high school students till 31st May, 2024 from Education Overview of Xishan District in 2023 publicized on website of Xishan District Government.

Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students In this phase, the researcher developed a self-compassion program with 12 lessons in 3 steps (lead-in, learning activity, conclusion) and 4 weeks. The self-compassion program would have 3 times a week with 90 minutes for each lesson. Then the researcher invited 3 experts to do IOC evaluation of the self-compassion program and asked 10 junior high school students from Kunming 19th Middle School to participate a try-out. IOC results for the program is over 0.66 to 1.0, which means a high consistency between content and the objective of the self-compassion program.

Phrase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students The population of this phase is 823, all junior high school students in Kunming 19th Middle School. The Kunming 19th

Middle School is a junior high school in Kunming city. All students from Kunming 19th Middle School (N=823) participated the pre-test of the research. The researcher ranking the result of pre-test and selected 40 samples to form experimental group and control group, which are the lowest scores from pre-test. In order to ensure that there is no significant difference between experimental group and control group, the researcher used matching way to match 40 samples into 2 groups. 20 participants of experimental group achieved self-compassion program developed in phase 2, and 20 participants of control group did not accept any learning or teaching during the whole research. Then the 40 participants from experimental group and control group took the post-test when 4-week self-compassion program for experimental group ends. The researcher collected follow-up data after one month again with 40 samples of 2 groups as well.

5.2 Research Conclusion

5.2.1 Phase 1: Studying the definition, and component of resilience among junior high school students

Based on the first objective of the research, the findings reveal that the resilience among junior high school students encompasses five components: connection, coping, meaning, positive thinking, and self-understanding. The Resilience Questionnaire comprises 36 items, rated on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" with a response time of 30 minutes. The IOC result of the questionnaire was 1.00, yielding an overall reliability coefficient of 0.983.

5.2.1.1 Definition of Resilience among junior high school students

Resilience relates to students' recovery ability from adversity and learning pressure, how long to bounce back and lead in a positive outcome at end. Resilience is defined by Rutter (1999) as a dynamic process including interactions between protective and risk conditions. Ungar (2012) contends that although a person's resilience is influenced by both environmental and personal variables, the resilience among junior high school students in this research refers to students' personal competence of recovering when facing the difficult situation or problems, then getting

through and have a satisfying result. It can be developed and evolved from lower level to higher level.

5.2.1.2 Components of Resilience among junior high school students

Resilience consisted of 5 components as follows:

Connection: Connection refers to students' positive relationships and powering resources around, including family support, interpersonal relationship and social support. The feelings of safety, security and support from parents, teachers or friends that give students the love and power to recover. The American Psychological Association (2012) agrees that connection is an important component of resilience that stands for all the resource and power get from outside. Those positive relationships outside may provide assistance during stressful times or traumatic experiences, including understanding friends or family.

Coping: Coping refers to the skills and techniques students would use to deal with the difficult situation and pressure. The skills, techniques, strategies, and all effective methods, which can help students overcome their crisis such as emotion control, self-regulation, self-compassion, and self-efficacy. According to Ginsburg (2020), coping is one of his 7C components of resilience.

Meaning: Meaning refer to students' setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next. It also means the concentration, being focus and stick for the plan and solution, pushing forward, and accepting the consequences. According to the American Psychological Association (2012), meaning is an essential component of resilience. Meaning involves defining objectives and providing context for current actions, such as assessing the current state of affairs and formulating future plans.

Positive thinking: Positive thinking refers to students' attitudes and thinking pattern adopted to help students get through the crisis, always looking at bright side, and taking crisis as a challenge and opportunities. The faith that everything is going to be better held by students during the hard time as well. Conner and Davidson

(2003) pointed out that positive attitudes or faith that help us to have a positive adaptation with crisis or risk is very crucial in resilience.

Self-understanding: self-understanding refers to students' self-understanding, how deep they know about themself, and knowing their strength and weakness. Besides, it also refers to students' being care and compassionate upon self, taking good care about self whenever and whatever, and being tough and persistent. According to Grotberg (1995), self-understanding is the concept of I AM in his articles. Knowing the concept of I AM and having a better self-understanding meaning a high level of resilience. It is a very common feature among resilient people.

5.2.1.3 Developing a Semi-structured Interview Questionnaire

Expert perspectives are gathered and assessed through semi-structured interviews and expert exchanges to construct the self-compassion program to increase resilience. The researcher developed a semi-structured interview questionnaire before interviewing. The purposes of interview are to define the definition and components of resilience among junior high school students in China context; to gain the guidelines for developing a self-compassion program to enhance resilience among junior high school students in China; to gain the guidelines for developing research measurement instruments to evaluate resilience among junior high school students in China. The questionnaire includes three aspects: the definition and composition of resilience; the development of self-compassion program; and the measurement method of resilience.

5.2.1.4 Development of Resilience Questionnaire among junior high school students

Drawing on the information gathered during the expert interview process, the researcher developed Resilience Questionnaire, the measurement used for this research. The questionnaire designed around the definition of resilience and its 5 components, consisting of 36 items to assess the student's overall level of resilience and the level of each component. There are 6 items for connection, 9 items for coping, 7 items for meaning, 7 items for positive thinking, and 7 items for self-understanding.

Three IOC specialists were asked by the researcher to assess the questionnaire, and the IOC result is 1.0. 100 junior high school students participated the reliability test of the questionnaire and the reliability coefficient value is 0.983. The reliability test result demonstrated that Resilience Questionnaire has a high reliability value to assess resilience among junior middle school student as a research tool in this research.

5.2.2 Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students

Using a study of the literature and semi-structured expert interviews, the researcher created a self-compassion program for enhancing resilience among junior high school students, which includes 12 lesson plans with 90 minutes for each lesson, consisting of three stages :(1) Lead-in (2) Learning Activity process; (3) Conclusion. The curriculum offered a 4-week learning arrangement for 3 times a week. This self-compassion program allows students to develop an in-depth understanding of the learning material, ensures full participation in each lesson, and promotes the improvement of their resilience.

The IOC result from 3 experts showed that the consistency index between research objectives and self-compassion program ranges from 0.66 to 1.00, which indicates a high consistency between learning model and research objective.

According to the participants of the self-compassion program are junior high school students aged 13 to 16, the researcher combined the concept and principle of resilience and self-compassion and designed abstract information and skills into specific learning activities and techniques that is easy to understood and used in person. The self-compassion intended to enhance resilience among junior high school students from 5 aspects of connection, coping, meaning, positive thinking, and self-understanding.

10 junior high school students from Kunming 19th Middle School were invited to conduct try-out of the self-compassion program. The result of self-compassion program try-out is very good and all participants were highly engaged during learning and achieved personal inspiration after lesson.

5.2.3 Phrase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students

Resilience Questionnaire among junior high school students was used to conduct pre-test, post-test and follow-up test as research measurement, it can objectively, comprehensively and accurately evaluate the changes of students during the whole research.

All 823 junior high school students from Kunming 19th Middle School participated pre-test. 40 students who got the lowest scores in pre-test were selected as research sample and matched into experimental group and control group. 40 participants (M=1.55) were performed lowest in pre-test.

In order to ensure there is no difference between experimental and control group in pre-test, the researcher used independent t-test of baseline to analyze the data of resilience in two groups. No statistically significant differences were found across the overall resilience score (t = -0.127, p = 0.899, CI [-0.025, 0.022]), suggesting that both groups had comparable baseline levels of resilience. The participants' scores on 5 components of resilience was analyzed as well. The results showed the resilience levels of the experimental and control groups are initially equivalent in the pre-test.

Under almost the same baseline of experimental and control group, the researcher implemented the experiment with self-compassion program for 4 weeks in experimental group. There is no experiments or any kind of learning on resilience in control group.

After taking 4 weeks' self-compassion program to enhance resilience among junior high school students, the researcher collected the data of post-test. 40 participants in both experimental and control group took the post-test. 30 days later, the researcher conducted the follow-up test and collected the data.

The researcher used paired t-test method to analyzed the data in experimental and control group from pre-test, post-test, and follow-up test. After data analysis, the experimental group exhibited a significant increase in resilience from the pre-test (M = 1.55, SD = 0.04) to the post-test (M = 3.05, SD = 0.12), with a moderate high level of resilience maintained at follow-up (M = 3.03, SD = 0.12). In contrast, the

control group's resilience remained consistently low across all time points (Pre-test: M = 1.55, SD = 0.04; Post-test: M = 1.57, SD = 0.05; Follow-up: M = 1.57, SD = 0.07).

Paired t-test also used to see the difference between experimental and control group in pre-test, post-test, and follow-up test on 5 components of resilience. The experimental group showed significant improvements in all components from pre-test to post-test, which were sustained through follow-up. In contrast, the control group's scores remained low across all time points for all the five components.

The researcher used independent t-test to analyze the data in experimental group from pro-test, post-test, and follow-up test. Compared with control group, the experimental group showing significantly higher resilience level than the control group (Post-test: $t = 52.53$, $p < 0.001$, CI [1.421, 1.535]) in post-test period, and the experimental group showing significantly higher resilience level than the control group (Follow-up: $t = 48.40$, $p < 0.001$, CI [1.404, 1.526]) in follow-up test. The same result showed in 5 components of resilience between experimental group and control group.

A General Linear Model (GLM) Repeated Measures ANOVA was conducted by researcher as well. The result of analysis suggests that the experimental group experienced substantial and significant increases in resilience over time compared to the control group. The Eta Squared value of 0.983 indicates that the self-compassion program had a significant impact on improving resilience, highlighting the effectiveness of the self-compassion program in enhancing resilience. These results demonstrate that the self-compassion program led to significant increases in resilience over time, with the gains maintained through the Follow-up period.

Same analysis conducted to the 5 components of resilience as well. The result of analysis showed the same trend with above.

Through paired t-test, independent t-test, and GLM Repeated ANOVA analysis, the research hypotheses have been testified. The junior high school students in experimental group, who participated the self-compassion program, achieved significantly improvement on resilience after learning and maintained a long-term

learning effects within a month. There is no significant difference in experimental group from post-test to follow-up test, but there is great change on resilience in experimental group from pre-test to post-test and follow-up test. The junior high school students in control group, who did not received any learning on resilience during experiment, have no significantly change from pre-test, post-test, and follow-up test. However, the students who in experimental group have achieved significantly difference with the students in control group in both post-test and follow-up test.

5.3 Discussion

5.3.1 Discussion of Phase 1: Studying the definition, and component of resilience among junior high school students

From phase 1 of this research, the researcher gained the definition and 5 components of resilience among junior high school students. The importance of this part of research is to definite resilience under the context of junior high school education in China. The most researches on resilience focused the people who experienced adversity, especially the post-trauma people, or the people in workplace, and university students. According to the Oxford Dictionary of English, the earlier definition of resilience refers to the quickly recover capacity (Soanes & Stevenson, 2005). Capacity means resilience can be cultivated and developed from lower level to higher level, agreeed by researcher Pluess, think that resilience is a notion that can be raised (Ungar et al., 2021). The definition of resilience in this research combined opinions and perspectives from many researchers with the background with junior high school students that is easy to understand.

The 5 components of resilience in this research are connection, coping, meaning, positive thinking, and self-understanding based on the context of junior high school students. To adolescents aged 13 to 16 years old, connection means all the help and support they can get around such as friends, classmates, parents, teachers and school, agreed by the American Psychological Association (APA, 2012), Grotberg (1995), Conner and Davidson (2003), Kumpfer (2002) and Ginsburg (2020). Coping, meaning, and positive thinking are the techniques and methods they can learn to

promote resilience. Researcher Jeremy Sutton (2023), Grotberg (1995), and so many other researchers think coping is a necessary component of resilience, and also an effective strategy for enhancing resilience. Researcher Suzanne Kobasa (1979) and the American Psychological Association (APA, 2012) agreed that meaning, as an component of resilience, is helpful to identify the hard situation and make plan for next step. There are many researchers such as Kumpfer (2002) and Ginsburg (2020) give a position to positive thinking as another component of resilience. According to researcher Grotberg (1995), the notion of knowing I AM, which can be defined as self-understanding, is the internal strength of resilience. Self-understanding refers to the understanding upon self, knowing self-strength and weakness, how capable of oneself, and how compassionate upon self. All those 5 components closely linked to the junior high school students and their daily life.

The definition and components of this research are easy to understood and accepted by junior high school students, which enrich the intention and extension of resilience and develop a usable framework for resilience and self-compassion implementing programs especially for junior high school students. By establishing a clear definition, identifying key components, and developing a reliable and valid measurement instrument, this research have laid the groundwork for future research and practice on resilience and psychological resilience.

5.3.2 Discussion of Phase 2: Developing a self-compassion program for enhancing resilience among junior high school students

From phase 2 of this research, the self-compassion program for enhancing resilience among junior high school students was developed. The curriculum includes twelve 90-minute lesson plans divided into three steps: lead-in, learning activities, and conclusion. The aim of this educational approach is to enhance student involvement and facilitate comprehensive learning upon resilience. The course runs for three times a week over a four-week period, allowing ample time for participants to actively participate in the learning process and enhance their resilience after lesson. According to Lemire, self-compassion could help person to acknowledge and accept failure as a shared

human encounter, and recover from difficult situation because they are kind to themselves (Lemire, 2018).

The researcher developed the self-compassion program with 5 components as connection, coping, meaning, positive thinking, and self-understanding. Agreed by Southwick and Charney (2012), the components of meaning (sense of purpose), coping, positive relationship such as family support and social support are important strategies to enhance resilience. According to psychologist Suzanne Kobasa (1979), the methods of practicing positive thinking, setting goals (meaning), and developing strong relationships and building positive connection can help people to become more resilient. Based on those components to establish the self-compassion program is effective on enhancing resilience.

The learning activities is crucial in self-compassion program. The researcher adopted many self-compassion learning activities from famous self-compassion programs or interventions such as Compassionate Mind Training (CMT), Mindfulness-based cognitive therapy (MBCT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT) and so on. According to Gilbert (2009,2010), imagery activities self-identity exercise are helpful for participants. The researcher used those two learning activities in self-compassion program. Our brain mechanisms supporting imagery exercises, and imagery activities provides a useful way to access and modify emotional experiences (O'Craven & Kanwisher, 2000). In fact, the participants found the imagery activities and self-identity exercise is helpful for them to cultivate their confidence and building a compassionate image is an effective method when facing difficulty or feeling stressful. The researcher adopted activities with The Gestalt two-chair technique as well. This kind of activity allows the participants to move various aspects of the internal conflict (Greenberg, 1979) and found self-strength.

In fact, the self-compassion program in this research has been proved to have great impact on promoting resilience among junior high school students. For junior high school students, resilience can be an effective way to help them cope with the gradually increasing academic stress.

5.3.3 Discussion of Phase 3: Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students

The discussion of phase 3 based on the 2 hypotheses of this research.

5.3.3.1 Hypothesis1

Under the hypothesis 1 of the research, which is that after the experiment and at the completion of the follow-up period, the junior high school students in the experimental group who accomplished the self-compassion program improved their resilience, the junior middle school students from experimental group have a significant increase of resilience after the whole experiment.

As the researcher Boonlue and Sillence has proved before among university student that resilience would strongly improved through self-compassion program (Boonlue & Sillence, 2021), the results from Phase 3 strongly support the effectiveness of the self-compassion program for enhancing resilience among junior high school students. The researcher Neff and McGehee also testified that a high level of self-compassion means the high potential on improving resilience among adolescents (Neff & McGehee, 2010). From the result of this research, the students in experimental group improved their level of resilience after participating the self-compassion program and maintained its effect within a month. Specifically, the average outcome of the experimental group significantly exceeded indicating the self-compassion program's significant capacity to bolster participants' resilience. The success of self-compassion program can be attributed to a number of factors:

(1) Diverse self-compassion program compared with the traditional one. Students may become more interested and understand the learning material better through a resilience-focused self-compassion program, which prioritizes participant engagement and active learning. Through learning activities, group discussions, and practical application tasks, participants are able to more effectively use techniques learned by this self-compassion program such as imagery exercise, self-identity exploration, Gestalt 2 chair technique, cognitive defusion method, and committed action exercise. Agreed by Matsushita (2019), the learning activities like

discussion, speaking, and idea exchanging activities that require students' highly engagement would help students to externalize their thinking and ideas through deep interactions with each other and leave a positive result and learning effect.

(2) The reflective aspect of the learning paradigm allows participants to think deeply and gain a better understanding of their own resilience and how they interact with the outside world. In addition to imparting knowledge, reflective learning is also a powerful tool for fostering personal growth and internalization.

(3) One of the primary reasons for the effectiveness of the self-compassion program is the supportive learning environment it fosters. At the beginning of the self-compassion program and every lesson, the researcher intend to create a comfortable and relaxed learning atmosphere and increase mutual understandings and emotional bound between participants and teacher. Students feel supported by both professors and peers in such an environment, making it easier for them to express and share their thoughts and opinions. Thus, the learning environment promoting the learning performance.

Agreed with the researcher Lemire, the concept of self-compassion offers a different framework that could potentially enhance resilience in adolescents as well (Lemire, 2018). According to the result of this research, the learning effect of self-compassion program has sustained at least 30 days among junior high school students. The reasons for self-compassion program can maintain its learning effect involve the following aspects:

(1) The learning paradigm goes beyond just memorizing information. It allows individuals to acquire knowledge and skills through self-exploration, conversations, and practice. This approach results in deeper understanding and reflection, making it more likely for participants to retain what they have learned.

(2) The self-compassion program involves mechanisms for reflection and feedback. Participants can continually receive feedback from professors and peers throughout the learning process, which ultimately helps them maintain their effectiveness and consolidate their learning outcomes.

(3) The self-compassion program helps learners integrate acquired knowledge into practical scenarios, making connections between learning and everyday life. The researcher assist participants to link their problems and difficulties in real-life with the techniques and methods in self-compassion program to form a problem-solving thinking pattern with resilience and cope with their pressure. This kind of learning enables participants learning effect stay in a long-term impact.

(4) The learning mode emphasizes participants' autonomy and motivation. Participants are the leading role during lesson time, and they are more willing to explore their activeness to finish the learning. Students can maintain interest and dedication for a long time through autonomous learning.

5.3.3.1 Hypothesis 2

Under the hypothesis 2 of the research, which is that the junior high school students in the experimental group who achieved the self-compassion program shown a better degree of resilience than those in the control group at the end of the post-test, and follow-up periods, the students from control group have no significant change before and after the experiment who have not received any learning sessions of resilience during the whole research.

Agreed by researcher Wu and other researchers (Wu et al., 2013), training programs or learning activities can all contribute to resilience building from an early age. The students in experimental group, who are all adolescents, have a significant increase on resilience after taking the self-compassion program oriented to enhancing resilience. As researcher Coutu (2002) mentioned, resilience can be learned. In this research, resilience have learned by participants and the students in control group, who have not learned anything about resilience, did not have improvement on resilience.

5.4 Research Recommendation

5.4.1 Research Limitation

It is crucial to conduct a thorough and methodical literature review to gather and analyze both local and international research on the concept and components of resilience. In fact, the definition of resilience is ability, process, and outcome. Different focus from definition and components corresponds different target people. In the meantime, resilience's meaning and scope are being discussed from various perspectives, drawing on research findings from psychology, education, sociology, and other fields. To thoroughly explore the cognitive and experiential aspects of resilience among junior high school students in both real-life settings and academic studies, qualitative research techniques such as semi-structured interviews and focus groups should be employed.

5.4.2 Future Development

To the further development of self-compassion program to enhance resilience among junior high school students, the sample and population need to be expanded to more school and cover more junior high school students. The study results indicate that students' growth in different resilience components varies. This suggests that we may need different teaching and learning approaches to promote these various components. The learning paradigm should be applicable to all ages and geographical locations. Since junior high school students are diverse, pupils from different places and localities may have notable differences. Therefore, in order to ensure the validity and adaptability of the model in different situations, it is recommended that comprehensive adaptation studies be conducted during the self-compassion program creation process.

In addition, to the measurement of research, in order to achieve the research objectives, the researcher adopted semi-structured interview, Resilience Questionnaire, qualitative, quantitative, and experiment method to conduct and research. Paired t-test, independent t-test, and GLM Repeated ANOVA analysis method is used to analyze the collected data. Based on the research findings, students in the experimental group showed significant improvement in resilience after the implementation of the self-compassion program, with a long-lasting impact. Further

long-term research is recommended to monitor and evaluate the lasting effects of learning models on resilience in light of these findings. This will help to understand the long-term benefits of the model, assess variations in its impact over time, and investigate potential contributing factors.

Ultimately, educational policy makers and practitioners should collaborate more closely to translate research findings into practical guidelines and policy recommendations for use in real teaching and learning environments.

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APPENDIX

Appendix A

1 List of Interviewed Experts and Experts for Research Tool Review

Name	Title	Specialty
Sittipong Wattananonsakul	Associate Professor	Psychology
Asama Campiranon	Lecturer	Counseling Psychology
Patcharaporn Srisawat	Associate Professor	Guidance Psychology
Jitra Dudsdeewaytha	Associate Professor	Counseling Psychology
Sittiporn Kramnnon	Instructor	Applied Psychology

2 List of IOC Experts who assessed the Resilience Questionnaire among junior high school students

Name	Title	Specialty
Kanchit Saenubol	Professor	Psychology
Monthira Charupheng	Associate Professor	Educational Psychology
Thammachot Aeamtussana	Instructor	Educational Psychology

3 List of IOC Experts who assessed the Self-compassion Program for Enhancing Resilience among Juior High School Students

Name	Title	Specialty
Kanchit Saenubol	Professor	Psychology
Monthira Charupheng	Associate Professor	Educational Psychology
Sittiporn Kramnnon	Instructor	Applied Psychology

Appendix B

Sample of Semi-Structured Interview Questionnaire

Semi-Structured Interview Questionnaire for Interviewing Eligible Respondents

STATEMENT: This semi-structured interview questionnaire is a tool used to interview respondents for the following purposes.

Purpose of the Interview:

1. To define the definition and components of resilience among junior high school students in China context.
2. To gain the guidelines for developing a self-compassion program to enhance resilience among junior high school students in China.
3. To gain the guidelines for developing research measurement instruments to evaluate resilience among junior high school students in China.

Section 1: General Information

Name of Expert

Educational Background

Work Experience

Position

Organization_____Specialized Field

Date and Time of Interview

Section 2: Problem Orientation

Question1) The meaning and components of Resilience among junior high school students in China context.

1.1 In your opinion, what is the definition of resilience for junior high school students in China?

1.2 According to the literature review, the American Psychological Association outlines four core components of resilience (connection,wellness, healthy thinking, and meaning). Do you think resilience with these four components is suitable for junior high school students?

1.2.1 Connection means the positive relationships, such as trustworthy family members or understanding friends, that can support when facing stress or experiencing trauma.

1.2.2 Wellness means self-care and self-compassion, taking good care of oneself whenever and wherever. Healthy thinking tells a concept of always looking the bright side and a positive attitude upon difficulty.

1.2.3 Healthy thinking refers to maintain healthy thought patterns by keeping things in perspective, accept that change is inevitable, and strive to maintain a positive attitude.

1.2.4 Meaning means setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next.

1.3 In addition to the four components mentioned above, do you think there are other components that reflect resilience of junior high school students in China? What are they?

1.4 In response to if there are additional components, what should the behaviors guided by those components you mentioned look like?

Question 2) Guidelines to develop Self-Compassion Program for enhancing Resilience among junior high school students.

2.1 In your opinion, what is the definition of self-compassion for junior high school students in China?

2.2 Could you provide me with the guidelines for developing a self-compassion program to enhance resilience among junior high school students in China?

2.3 What characteristics or steps to provide the contents and activities of self-compassion program to enhance resilience among junior high school students?

2.4 In your opinion, are there psychological techniques or other activities that can be used to enhance resilience among junior high school students in developing a self-compassion program? If so, what kinds of techniques or activities?

Question 3) Guidelines for developing research measurement instruments to evaluate resilience among junior high school students in China.

3.1 In your opinion, it is suitable to use the Resilience Scale to evaluate resilience among junior high school students in China?

3.2 Are there other measurements can be used to evaluate resilience of junior high school students in China? If so, what are the measurements?

Appendix C

Resilience Questionnaire for junior high school students

Dear students,

This is a questionnaire for junior high school students' resilience, the purpose of which is to understand the basic situation of resilience among junior high school students. Each item in this questionnaire has five options from 1="strongly disagree" to 5="strongly agree", please select one that fits you most according to your actual situation, and tick "√" in the boxes. Your answer will contribute a lot for my research and will also offer a valuable help to resilience research among junior high school students. This questionnaire is totally anonymous, and there is no right or wrong answer. Your answer is only used for research, please feel free to answer. Please read every item carefully and choose your answer, thank you for your cooperation!

Basic Information

Gender: Male Female

Age:

Class:

Student ID:

(1=almost never, 2=not very often, 3=sometimes, 4=very often, 5=almost always)

Tick "√" in the boxes that fits you MOST

Items	1	2	3	4	5
1. My parents respect my opinions.					
2. My parents always encourage me to try my best.					
3. I get love and support from my parents.					
4. When I need help, I have somebody to find and offer help.					
5. I have a friend of my age who can talk about my difficulties.					
6. I cannot find a person to listen when I meet unpleasant things.					
7. I can deal with whatever comes.					
8. I cannot facing any change.					
9. I have my own way to cope with stress.					
10. My mind goes to be blank when under pressure.					
11. I like the feeling that everything is under my control.					

Items	1	2	3	4	5
12. I do not have ability to manage my difficult times.					
13. I believe I can solve my problem.					
14. Failure and setback always make me discouraged.					
15. I can manage myself no matter what happened.					
16. I have specific goal for my life.					
17. I have no idea what is going on when meeting difficulties.					
18. I would set a goal for myself and push myself forward.					
19. I cannot accept any bad results.					
20. Usually, I would make a plan when facing difficulty.					
21. I stick to my plan after making the decision.					
22. I think I can achieve my goal despite obstacles.					
23. Making a mistake is the process of learning.					
24. Adversity can motivate myself.					

25. Problems and obstacles make me strong.					
Items	1	2	3	4	5
26. I always have choices.					
27. Being a loser is my fate.					
28. I believe that everything is becoming better and better.					
29. No matter what I did, the result is not going to change.					
30. I don't deserve anything good.					
31. I know what my strengths are.					
32. I can take good care of myself.					
33. I am a tough person.					
34. I always worry that I am not god enough.					
35. No matter what I did, I would mess up at the end.					
36. I know what I am capable of.					

Appendix D

Review of Research Instruments:

Resilience Questionnaire among junior high school students

NO.	Experts' Evaluation Score			Total	IOC	Summary
	1	2	3			
1	+1	+1	+1	3	1.0	Available
2	+1	+1	+1	3	1.0	Available
3	+1	+1	+1	3	1.0	Available
4	+1	+1	+1	3	1.0	Available
5	+1	+1	+1	3	1.0	Available
6	+1	+1	+1	3	1.0	Available
7	+1	+1	+1	3	1.0	Available
8	+1	+1	+1	3	1.0	Available
9	+1	+1	+1	3	1.0	Available
10	+1	+1	+1	3	1.0	Available
11	+1	+1	+1	3	1.0	Available
12	+1	+1	+1	3	1.0	Available
13	+1	+1	+1	3	1.0	Available
14	+1	+1	+1	3	1.0	Available
15	+1	+1	+1	3	1.0	Available
16	+1	+1	+1	3	1.0	Available
17	+1	+1	+1	3	1.0	Available
18	+1	+1	+1	3	1.0	Available
19	+1	+1	+1	3	1.0	Available
20	+1	+1	+1	3	1.0	Available
21	+1	+1	+1	3	1.0	Available
22	+1	+1	+1	3	1.0	Available
23	+1	+1	+1	3	1.0	Available

24	+1	+1	+1	3	1.0	Available
25	+1	+1	+1	3	1.0	Available
26	+1	+1	+1	3	1.0	Available
27	+1	+1	+1	3	1.0	Available
28	+1	+1	+1	3	1.0	Available
29	+1	+1	+1	3	1.0	Available
30	+1	+1	+1	3	1.0	Available
31	+1	+1	+1	3	1.0	Available
32	+1	+1	+1	3	1.0	Available
33	+1	+1	+1	3	1.0	Available
34	+1	+1	+1	3	1.0	Available
35	+1	+1	+1	3	1.0	Available
36	+1	+1	+1	3	1.0	Available

Appendix E

Reliability of Indicators for Measures of Resilience Questionnaire among junior high school students

Items	r	Appliance	Items	r	Appliance
Q1	0.863	Applicable	Q19	0.702	Applicable
Q2	0.772	Applicable	Q20	0.718	Applicable
Q3	0.702	Applicable	Q21	0.748	Applicable
Q4	0.743	Applicable	Q22	0.716	Applicable
Q5	0.742	Applicable	Q23	0.708	Applicable
Q6	0.750	Applicable	Q24	0.742	Applicable
Q7	0.755	Applicable	Q25	0.760	Applicable
Q8	0.741	Applicable	Q26	0.701	Applicable
Q9	0.744	Applicable	Q27	0.772	Applicable
Q10	0.754	Applicable	Q28	0.714	Applicable
Q11	0.724	Applicable	Q29	0.716	Applicable
Q12	0.792	Applicable	Q30	0.819	Applicable
Q13	0.758	Applicable	Q31	0.754	Applicable
Q14	0.734	Applicable	Q32	0.781	Applicable
Q15	0.720	Applicable	Q33	0.720	Applicable
Q16	0.746	Applicable	Q34	0.735	Applicable
Q17	0.736	Applicable	Q35	0.703	Applicable
Q18	0.791	Applicable	Q36	0.705	Applicable

Based on the reliability test of the above items, the reliability coefficient value is 0.983

Appendix F

Review Results of the 12-Lesson Self-compassion Program for Enhancing Resilience among junior high school students

NO.	Experts' Evaluation Score			Total	IOC	Summary
	1	2	3			
1	+1	+1	+1	3	1.0	Available
2	+1	+1	+1	3	1.0	Available
3	+1	+1	+1	3	1.0	Available
4	+1	+0	+1	2	0.66	Available
5	+1	+0	+1	3	0.66	Available
6	+1	+0	+1	3	0.66	Available
7	+1	+0	+1	3	0.66	Available
8	+1	+0	+1	3	0.66	Available
9	+1	+0	+1	3	0.66	Available
10	+1	+1	+1	3	1.0	Available
11	+1	+1	+1	3	1.0	Available
12	+1	+1	+1	3	1.0	Available

Appendix G

The Self-compassion Program Format

Lesson	Learning Activity	Objective
1	Orientation	1. To gain the initial impression of the self-compassion program 2. To know the basic concept of resilience 3. To build good relationship among each other
2	Self-understanding-Identity Exploration Exercise	1. To help students explore their identity 2. To know about themselves deeper 3. To build self-kindness of the students
3	Self-understanding-Find Your Strength & Weakness	1. To discover self strength and weakness 2. To look at the bright side of the weakness 3. To promote self-kindness of students
4	Connection- Nonverbal Introduction of Your Team Member	1. To explore other's strength 2. To improve mutual communication and interaction 3. To promote common humanity of students
5	Connection-Paraphrasing Bad Words into Good	1. To decrease the level of critical self-judgement of students 2. To discover self-strength

		3. To promote common humanity among students
6	Coping-Sing Your Thought & Emotion Regulation	1. To detach from thoughts 2. To know the level of self emotion regulation 3. To promote mindfulness of the students
7	Coping-Noticing Little Things & Discover Daily happiness	1. To notice little happiness among daily life 2. To focus on self-feelings and thoughts 3. To promote mindfulness of students
8	Positive thinking -Imagery Exercise	1. To know students' needs 2. To create a compassionate image 3. To promote self-kindness of students
9	Positive thinking-Find Reasonable Explanation	1. To be aware and face the possible problem 2. To study shifting different angles of the situation 3. To promote common humanity of students

10	Meaning-Holiday Plan	1. To identify the students' intentions 2. To make sure the actions committed to do for the intentions 3. To promote mindfulness of the students
11	Meaning-Make Group A Success	1. To explore and analyze other's strength 2. To improve group strength 3. To promote common humanity of students
12	Commencement-Lesson Closure	1. To deepen understandings on resilience and self-compassion; 2. To emphasize the whole objective of the self-compassion program; 3. To collect feedback and reflections from students

Appendix H

Self-compassion Program for Enhancing Resilience among Junior High School Students

Lesson1 Orientation

Concept

The concept of orientation lesson contains introducing participants to resilience through an interactive and engaging approach by building a positive and supportive atmosphere at the beginning of the whole program. The orientation aims to establish strong teacher-participant relationships, leaving a good impression and laying a initial foundation for subsequent courses. There are brief program introductions and simple interactive activities designed for this part. participants are going to have the basic concept of the whole program and the aim of it, and initial understanding for each other through orientation.

Objective

1) To gain the initial impression of the self-compassion program;

2) To know the basic concept of resilience;

3) To build good relationship among each other.

Time 45 minutes

Learning Materials

1) Orientation Handout

2) Teaching Slides with basic information of resilience and self-compassion program

3) A blank A4 paper

Learning Plan

1) Lead in

Before class, the researcher will ask participants to sit in any places in any postures they want and give them 30 seconds to 1 minute to make the change. This is to make the participants feel relaxed and the researcher could observe every participants' different reactions under this situation to have a first impression about participants.

The researcher would ask participants to pick a number within 1 to 5 in mind and do not tell others. Then, the researcher would randomly choose a participant and ask his/her number. When the participant stands up, he/she should say their name first. If his number is 2, the teacher would ask 2 questions about the participant such as "What is your favorite color?", "What is your favorite dish?", "What is your favorite celebrity?" and

so on. After the participant answering, he can also ask 2 questions he cares about back to the teacher and pick who is the next one. Or he can choose to keep his 2 questions to next participant. To avoid the situation that all participants only want to pick 1 question, the teacher can re-code the meaning of the number such as number 1 stands for 5 questions, and number 2 stands for 4 questions with 2 questions answered by self and 2 questions answered by the next one. When the first participant stands up, he or she need to think of one movement for next person as well and the second participant need to do the first movement and add one more movement for the third participant.

2) Activity-Introduction of resilience

In the introduction of resilience, the researcher would use slides to let participants know the basic concept of resilience including definition and components of resilience, and the whole self-compassion program with the content and significance of this program. The researcher would encourage participants to write key information of resilience and self-compassion program down on the handout given to them. If participants want to review the concept of resilience and self-compassion program, they can find those information on orientation handout.

The researcher plays slides and introduces the concept of resilience and self-compassion program including what is resilience and self-compassion program, why this is important to have this self-compassion program to enhancing resilience, and what researcher is going to do about this self-compassion program to enhancing resilience.

After the introduction, the researcher would play a relay race game to make sure participants get the basic concept about resilience and self-compassion program. At the end of the class, the researcher will ask participants to write how they feel about the class on the blank A4 paper and take all blank papers back.

3) Conclusion

3.1 For introduction part, the researcher's aim is to let all the participants know the basic concept of resilience and self-compassion program.

3.2 The researcher design the self-introduction part is to build good relationship between researcher and participants, make participants feel relaxed and happy to accept the next learning.

3.3 The participants could ask questions to researcher anytime if they meet any difficulty during classtime.

Evaluation

1) Observe participants' participation and completion.

2) Observe all participants reflection on each activity and to do a little change during the whole situation.

3) Pay attention to participants' answering in self-introduction part and get an initial impression for everyone.

Orientation Handout

About Resilience

1.

2.

3.

4.

5.

About Self-compassion program

1.

2.

3.

4.

5.

Lesson2 self-understanding-Identity Exploration Exercise

Concept

Concept of self-identity exploration exercise is to help participants find out their self-understanding and build the initial self-understanding. Identity is the way how you think about, describe, and present yourself. It can be made up of different roles, traits, and experiences such as a participant, a daughter, an ice-breaker. It rooted from Compassionate Mind Training (CMT). CMT was developed by Professor Paul Gilbert as an approach to help people who experience self-criticism and shame, but it has now been used and evaluated with a wide range of clinical problems. This exercise provides a unique perspective to help participants explore their identity. It can help them get to know the distinct parts of themselves and understand how they come together to create a unique individual in future through this section as well.

Objective

1) To help participants explore their identity;

2) To know about themselves deeper;

3) To build self-kindness of the participants.

Time 90 minutes

Learning Materials

1) Exercise Handout

2) Question List

3) A blank A4 paper

Learning Plan

1) Lead in

The researcher would give a little explanation for the definition of identity. Everybody would have many identities such as a participant for school and class, a mother for family, a administrator for workplace, a good listener for friends, and a cook for personal advantages. The researcher would give some examples and ask participants to think about their identities.

The researcher would do a brief introduction about the self-understanding. self-understanding refers to participants' self-understanding, how deep they know about themself, and knowing their strength and weakness.

2) Activity-Identity exploration exercise

The researcher would give participants the Exercise Handout as follows and ask them to name each part of their identity and describe what it means to them first.

The researcher would walk around among participants when they are thinking about their identities and offer some help when needed. The researcher need encourage participants to discover more identities they can and dig out their specialty as more as they can. After most participants finish the exercise handout, the researcher choose to ask 3-5 participants to share their answer and encourage participants to write more identities during the whole progress if they feel inspired by others' answer.

The researcher would ask participants to rate how strongly they identify with each one. 1 stands for very little, and 10 stands for very strongly. The participants can also talk about they standard of rating and how the very strongly identity means to them. The participants can write down anything when they feel anytime at the blank paper during the section.

3) Further discussion

The researcher design the question list as follows:

Question List

How would I describe myself to others?

Why do you identify more strongly with some parts of yourself than others?

How do the different parts of your identity relate to your values?

What insight did you gain from completing this exercise?

How does your internal sense of self compare to the identity you present to the world?

The researcher would ask the questions above to the participants and ask participants to discuss the answer with the participants who sit next to and then share the answer with researcher.

At the end of the class, the researcher would ask the participants about the definition of identity and how they feel after the whole discovering identity exercise, the participants can write down how they feel about this class on the blank paper and take all their answers back after the class.

Conclusion

3.1 All the learning plan do not have to rush or make the participants feel they were pushed to finish tasks. The researcher wants to encourage participants to have enough time to think and discuss deeply for themselves and get inspired by each other.

3.2 In order to have more understandings upon participants, earning participants' trust, and making participants want to share is also very important during the whole program.

3.3 The participants could ask questions to researcher anytime if they meet any difficulty during classtime.

Evaluation

1) Observe participants' participation and completion.

2) Observe all situations happened in classroom and prepare to adjust when needed to ensure the participants accomplish the objectives.

3) Identify interaction between participants and the teacher.

Exercise Handout

Identity 1	Rate (1-10)
What it means to me?	
Identity 2	Rate (1-10)
What it means to me?	
Identity 3	Rate (1-10)
What it means to me?	

Lesson3 self-understanding-Find Your Strength & Weakness

Concept

Concept of find self-strength and weakness is mainly about finding self-strength, facing weakness and changing perspectives when looking at weakness. Strength are skills, talents, or interests that participants find deeply motivating. They are hidden flames in participants that can light their proverbial fire and tap into their true passions (Benson, 2008). Helping participants to find their strength is the very first step. When their strength are known by themselves, they would start to become confident and get energy from using their strength and be more engaged and hopeful about the future.

Objective

1) To discover self-strength and weakness;

2) To look at the bright side of the weakness;

3) To promote self-kindness of participants.

Time 90 minutes

Learning Materials

1) Teaching Slides for the concept about finding self-strength

2) Question-list

3) A blank A4 paper

Learning Plan

1) Lead in

In this part, the researcher would review the identities found in last class and lead in the concept from identity to self-strength and give some method to find out and develop self-strength. The researcher can tell participants about teacher's self-strength, highlighting how the teacher find out it and what the teacher do to nurture it. The researcher need give examples of self-strength to the participants and check if the participants get the concept or nor at the end of lead in part.

The researcher would introduce the basic definition of self-kindness, which means treating oneself with caring and understanding. Knowing self-strength and weakness can help participants have better self-understanding and self-caring.

2) Activity-Find out self-strength

The researcher would give each participant a blank A4 paper and ask participants to close the eyes. Then researcher are going to ask them several questions on Question-list as handout.

After each question, researcher will give participants a few minutes to think about the answer before moving on to the next question. The questions do not need to ask them one by one, the teacher would choose some of them based on the atmosphere and answer given by participants. The researcher would ask participants to write down their answer within 3 words on the paper.

3) Activity-Find out self-weakness

The researcher would ask participants to write down 3 disadvantages they think they have on the paper.Then every participant need to think about 3 positive terms to explain each of their disadvantage and write down their answer on the paper.

The researcher would ask participants to exchange their answer paper with the person who sit next to them. Their partner would think about 3 positive terms again that different with the answer before to explain the 3 disadvantage and share their ideas to their partner.

The researcher would ask 5-10 pair of participants to share their answer including their self-strength and weakness and explain how their positive terms connect with the weakness.

At the end of the class, the researcher would ask participants about how they feel about this class and how they view changed from their weakness.

Conclusion

3.1 Pay attention to participants' world and interests, and give participants enough time to think about the answer without pressing them with a quick answer.

3.2 When participants are writing down their answer, the teacher need to walk around the classroom to check all the participants' answer during classtime, and think about the following question that would precisely targeted for every single participant.

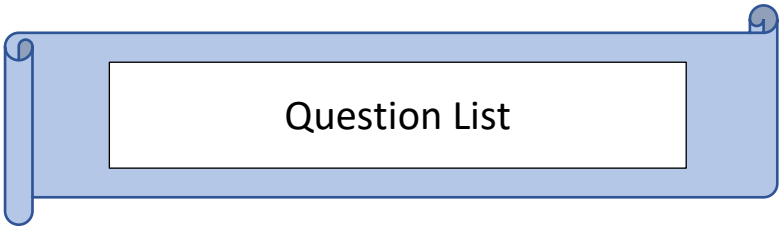
3.3 If some of the participants who are unclear about their self-strength and weakness, the teacher tries to help them get to know what is self-strength and weakness. The notion of self-strength and weakness are not academic or hard terms, it has very wide range. Self-strength can be anything the participant cares about or feel interested in. Finding out self-strength and weakness is just the first beginning, the method to develop it in the future is more important.

Evaluation

1) Observe participants' participation and completion.

2) The teacher need to check in participants' self-strength time by time, and tries to discover more self-strength from participants.

3) When participants achieve progress on their self-strength, the teacher can help and encourage participants to bring their self-strength on their learning.



a. If you woke up one morning and were told you could do one activity for as long as you wanted all day, what activity would it be?

b. When in your life do you feel happiest? What are you doing at those times?

c. Are there times when you lose track of time because you are so absorbed in an activity? What are you doing then?

d. Is there something you are really interested in?

e. Is there an activity you are really good at?

Lesson4 Connection- Nonverbal Introduction of Your Partner

Concept

The concept of nonverbal activities leads to the opportunity to learn more about effective communication, help guide participants' interactions with others, and improve their communication skills. Nonverbal communication means conveying information without using words, and it need full communication in advance under common situation. Through this activity, the participants can have communicating practice in group and gain the notion of Dialectical Behavior Therapy method.

Objective

1) To explore other's strength;

2) To improve mutual communication and interaction;

3) To promote common humanity of participants.

Time 90 minutes

Learning Materials

1) Teaching Slides for introducing nonverbal activity

2) Handout about movement bank

3) Bluetooth speaker

Learning Plan

1) Lead in

In this lead in part, the researcher would introduce the nonverbal activity briefly. The participants need to know why they need to take the activity and what the researcher want from them during the class. The researcher would give a brief introduction of connection, which refers to participants' positive relationships and powering resources around, including family support, interpersonal relationship and social support. Those connections would offer the sense of safety, support, love and power when participants meet difficulty or trouble.

The researcher would ask all participants to stand up and pick 2 participants, one need offer a classmate's name, and another one need offer a number within 10 such as 7. Then the researcher would invite the participant whose name was offered before to open his or her music list, and pick number 7 song among the list and play it out by bluetooth speaker. All participants can move freely with the music and do some

movements in classroom.

At the end of lead in part, the researcher would check the concept of connection again among participants to make sure all participants know the definition of connection of resilience.

2) Activity-Code your team

The researcher would create 5 small groups with 4 participants with each group and ask group member to sit together first. Then the researcher will give each participant a blank A4 paper and a handout with movement bank. Every group need to write down the self-strength of each member on the paper. Each group member need to write at least 3 self-strength that he thinks he have. If one self-strength such as “easygoing” is selected by other group member as his self-strength before, the word “easygoing” cannot be used again as other team member’s self-strength. Different group member cannot share one same self-strength.

Then the group member need to think about different expressions and movements to stand for each self-strength. If the participant cannot think of any nonverbal action, they can choose movements from movements bank given. They need to code every self-strength with fixed nonverbal terms such as actions, gestures, facial expressions, tones and so on.

3) Activity-Wordless Acting Introduction

The researcher would check the code and meaning of every group during the whole activity and encourage participant to think about more creative movements and expressions, however when they create their self-strength introduction, they need to choose movements and expressions which people can connect with the word of their self-strength. Then the researcher can ask participants to act out their self-strength introduction of every group member. Each group can act out their self-strength introduction to other group.

At the end of the class, the researcher would ask participants about how they feel about this class.

Conclusion

3.1 The teacher need to walk around and around to make sure all activities of this section are going well and offer help when needed. The atmosphere of this class does not have to be quietly and organized. The teacher is not the controller of the class.

3.2 The teacher need to observe how every group work and communicate when finishing activities.

3.3 The teacher's role in this section is more of an assistant than a teacher.

Evaluation

1) Observe participants' participation and completion.

2) Identify interactions among group work and the participant's role in group.

3) Discover participants' different self-strength in group and encourage participant to develop it.

Movement Bank

Lesson5 Connection-Paraphrasing Bad Words into Good

Concept

The concept of Gestalt 2 chair technique focus on the need to address unfinished business. The activity of this class would use the concept of Gestalt 2 chair technique to design the learning plan. It can help participants resolve conflict in their present moment by increasing awareness and helping them uncover additional aspects of their experience they may have been avoiding. Through this technique, participants would be restructured in the safety of environment.

The concept of common humanity would be introduced to the participants as well. The common humanity refers to the feeling that one's experiences are linked with the others, and is a component of self-compassion. Strengthen the participants' feeling of common humanity can help them feel connected or build mutual beneficial connection with others, which can empower themselves or get love and support back from others.

Objective

1) To decrease the level of critical self-judgement of participants;

2) To discover self-strength;

3) To promote common humanity among participants.

Time 90 minutes

Learning Materials

1) Handout

2) A blank A4 paper

3) Colored pen

Learning Plan

1) Lead in

The researcher would invite all participants stand up first, stand in a line, and ask them turn right when the researcher is saying “turn right”. The second time, the participants need to turn left when the researcher is saying “turn right”. Then, participants need to stand up when the researcher is saying “squat down”. The researcher can keep doing this and change the rules again and again till all participants feel happy and relaxed.

When participants go back to their seat, they can choose everywhere they want to sit. The researcher would introduce the concept of common humanity, which is the feeling that one’s experiences are linked with the others briefly.

2) Activity-Facing bad opinions

The researcher would give one blank A4 paper, a red pen and a black pen for each participant, and ask participants to write 3 sentences he or she feel most uncomfortable on the paper with black pen. Or the negative sentences others used to say to them very often. Then the researcher would ask participants to think about positive explanations or reasons for those negative sayings with red pen. If participants have opportunity to fight back, what they would say to those critical judgement. The researcher would encourage the participants to brainstorm the positive sayings to fight back with bad words or bad intentions which is behind the words.

3) Activity-Help your partner

The researcher would assign participants into pair group.The partner in a same group would share what they write before with each other. The partner would think about new positive judgements or explanations for your partner and help he or she to fight back. When the participants have pair discussion, the researcher would walk around among different pairs to observe participants' pair work.

After participants finish the pair work, the researcher would ask all the pairs to share their whole experience of this activity and what they feel about the uncomfortable sayings now. The researcher can ask questions such as How does it feel to express these thoughts and emotions out loud? What are you learning about yourself through the dialogue before? Can you find any understanding or empathy for the negative perspective or situation?

The researcher need check the concept of connection and common humanity again and collect the answers from participants about how they feel about common humanity and connection.

Conclusion

3.1 The teacher should check all the answers and writings during the classtime and to be a good listener of participants' saying.

3.2 The teacher need to offer necessary help or guide to lead participant changing views by Gestalt 2 chair technique and finish the activity.

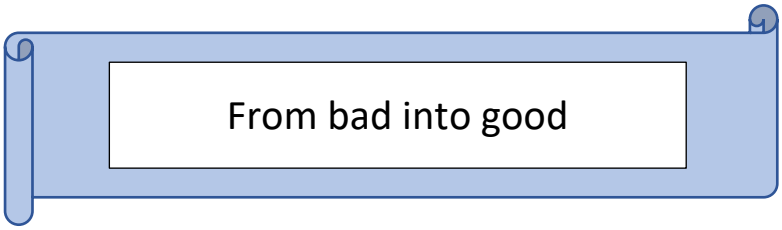
3.3 The teacher's role in this section is more about an inspirer to enlighten participants' thoughts and mind.

Evaluation

1) Observe participants' participation and completion.

2) Identify the participants' performance during the whole section.

3) Collect participants' answers and to build participants' individual profile gradually.



Negative words or sayings

1.

2.

3.

Positive terms or explanations

Lesson6 Coping-Sing Your Thought & Emotion Regulation

Concept

The concept of coping is refers to the skills and techniques participants would use to deal with the difficult situation and pressure. The method called cognitive defusion is about looking at thoughts rather than from them, which means noticing thoughts rather than getting caught up or buying into the thought. It can help participants let thoughts come and go rather than holding onto the thought, especially the negative thoughts. Using this coping method can help participants get out of the bad emotion and negative ideas rather than stuck in it deeper and deeper.

Objective

1) To detach from thoughts;

2) To know the level of self emotion regulation;

3) To promote mindfulness of the participants.

Time 90 minutes

Learning Materials

1) Music pieces

2) Bluetooth speaker

3) A blank A4 paper

Learning Plan

1) Lead in

The researcher would pick 1 participant randomly and ask the participant to think about a kind of color in his or her mind now. If the participant says “Blue”, the researcher would pick a participant who wears blue clothes and share his or her music list to all participants. Pick a simple music piece of one song and invite all participants to learn to sing it together. Using this method to pick 5 simple music pieces that is very easy to follow.

2) Activity-Sing Your Thought

The researcher would assign a blank A4 paper to every participant. Then the researcher will ask participants to write down 3 thoughts about what they are thinking now and what they are feeling now on the paper. Any thoughts can be wrote down.

The researcher would group participants with 5 people. Every group member

need to choose one music piece to match their thoughts. After exercise singing, every group member would sing out the thoughts to other group members.

Then all group can sing their thoughts to other groups.

3) Activity-Emotion regulation

The researcher ask all the participants to close their eyes first. The researcher need to choose one thought that impress the researcher most and ask participants to imagine a scene in their brain.

“Try to imagine an ocean wave flowing through you, but not so big that it knocks you over,the thought is just like the wave coming to you. Don’t try to push them away. Now the wave become bigger and bigger. The wave comes closer and closer. Hold on with the feelings.”

After create a scene, the researcher need to ask participants questions like “what color of the sky now?” “What the wave sounds like?” “Is there any cloud in the sky?” “Is there any birds flying by?” “Where are you standing at now? In the ocean or by the beach?” and so on.Then the researcher can guide the participants to find out when they start to put their focus on some part of the emotion, the wave in their brain are fading out. Let the participants know that there is no good or bad emotions, emotion is just emotion. participants don’t need reject any emotion and judge the emotion.

At the end of the class, the researcher would ask 3 participants to share their painful emotion and use the same technique to help them create the scene and let the painful emotion go. The researcher would check the concept of coping again to make sure all participants know the concept of coping and they can exercise this method after the class and try to regulate their unhappy emotion or mood by themselves.

Conclusion

3.1 The teacher's role of this section is more like a guider to guide participants a simple tour of their thoughts and emotions.

3.2 Prepare different scenes before to participants' negative emotions.

3.3 Guide participants to exercise the emotion regulation technique again and again to make sure they can try the same method by themselves when they need in future.

Evaluation

1) Observe participants' participation and completion.

2) Observe participants feeling and emotion when creating the scene. Pay attention to the multiple situations and do the adjustment anytime.

3) Evaluate the usage situation of participants.

Lesson7 Coping-Noticing Little Things & Discover Daily happiness

Concept

The concept of mindfulness is about balancing one's emotions when negative feelings appear. The method called Mindfulness-Based Cognitive Therapy (MBCT) is designed to help people who suffer repeated bouts of depression and chronic unhappiness. It combines the ideas of cognitive therapy with meditative practices and attitudes based on the cultivation of mindfulness. The activity of this class is try to help participants find little happiness in daily life and focus the happy feelings and thoughts instead negative things. Concentrated on happy feelings and thoughts is a basic way of MBCT to help participants balance their emotion and strengthen their mindfulness.

Objective

1) To notice little happiness among daily life;

2) To focus on self-feelings and thoughts;

3) To promote mindfulness of participants.

Time 90 minutes

Learning Materials

1) A blank A4 paper

2) Bluetooth speaker and light music that can remind listener about morning in forest, seaside by sunset, raining drop and so on.

Learning Plan

1) Lead in

The researcher would have a brief introduction about mindfulness to the participants. Mindfulness refers to balancing one's emotions when negative feelings appear. After introduction, the researcher would review other 2 components of self-compassion which are self-kindness and common humanity. The participants would know the 3 components and the definition of self-compassion again in class.

2) Activity-Noticing little things

The researcher would open the bluetooth speaker and play the light music to create a relaxed atmosphere in classroom. Give blank paper to the participants and ask them to answer questions at question list.

The researcher would remind participants to discover the positive elements in little things and write down their feelings on the paper. The researcher can give participants an example if some of them cannot think about.

3) Activity-Discover daily happiness

The researcher need to group participants with 5 people. Then the researcher will ask every group members to share their answer and their routine before go to school in the morning. The group member can ask more questions to each other to discover more daily happiness. At the end, each group have to summarize 3 little things that every group member agree that it is happy and share those 3 little things to the whole class.

At the end of the class, the researcher need to ask about how participants feel about those little things they may ignore before. The researcher need to guide participants to pay attention on daily happiness instead of other things that make them feel stressful and pressure. The participants can exercise this coping method after the class to help them deal with their negative emotion and difficulty.

Conclusion

3.1 The teacher need to prepare more content and pick light music to help participants get in the relaxed mood and remind the happiness in little things before the section.

3.2 The teachers have to offer prepared options if participants have no clues at the beginning and help participants to notice little things they never paid attention before with patience.

3.3 When observe group discussion, the teacher need to not disturb or interfere anything but be a participant to feel the participants' happiness in daily life.

Evaluation

1) Observe participants' participation and completion in both self-work and group work.

2) Identify the different interaction type among different groups.

3) Evaluate the productions came out by each group and notice how they cooperate with this result.

a. When you get up this morning, what would feel at the moment?

b. Is there anything different this morning? If so, what is it?

c. How's the weather like when you get up?

d. How you get to the school?

e. What happened at the way you coming to school?

f. Is there something special?

Lesson8 Positive thinking-Imagery Exercise

Concept

The concept of imagery exercise is to lead participants to image the compassionate scene and image and offer emotional values such as love, support, trust, and sense of safety when needed. Imagine exercise can be a technique that participants would use after the class that could reduce stress and anxiety and help them feel less nervous or upset, be less bothered by pain or achieve a goal such as an athletic or academic achievement.

Objective

1) To know participants' needs;

2) To create a compassionate image;

3) To promote self-kindness of participants.

Time 90 minutes

Learning Materials

1) Teaching Slides for learning steps to tell participants what they need to do with every step

2) Blank A4 papers

Learning Plan

1) Lead in

The researcher will ask participants to close the eyes first and describe the researcher's perfect room scene as an example to the participants. "It's a big living room with huge floor-to-ceiling window. The sunshine would sneak in the room by morning. There is always breeze in all season when open the window. A beige fabric sofa was put in the middle of the room with many cartoon cushions. A comfortable carpet is under sofa. There is a floor lamp by sofa." The researcher would ask participants how they feel about the scene to check if they can get the relaxed and comfortable meaning behind the description.

2) Activity-Imagine your perfect room

The researcher would give a blank A4 papers to every participant and ask them to think about a room and draw it down on the paper. The room can be not only the bedroom, they can draw a kitchen, living room and so on. After participants finish drawing the room, the researcher can ask participants to add more details by words such as the color of the wall, the layout of the room.

Then the participants can put furniture that match the room, like bed in bedroom, microwave in kitchen. If the participants cannot draw out the furniture, they can write it in words. The researcher need to walk around when participants is drawing, and encourage participants to add more details about the furniture such as the style, the color, the function, the material, the brand and so on if they can. The participants can draw pet as well if they think they want. The researcher need to walk around in classroom to make sure every participant can finish drawing the room.

The researcher would organize 2 participants into a pair and share their perfect room with partner. At the end of this part, the participant need to select one thing they think is the most important thing for their room.

3) Activity-Imagine your perfect friend

The researcher will guide participants to think about the scene of their perfect room first and draw a face that sit in the room on other blank paper. The participants can

draw the eyes, lip, nose, eyebrows, ears and hairs. The researcher will encourage participants to add more details with words like how you feel when you look at the eyes, the smile, hair color, facial expression, and so on.

Then the researcher would tell the participants to imagine if this friend can talk, how his or her voice sounds like and what tones would he or she have. The participants need to write down 3 sentences they want the friend would say to them most. The partner is going to play the friend role and say those sentences to another one and try to use the imagery voice and tones.

At the end of the class, the researcher can ask the participants the questions like what would you want the friend to say when you feel down, what would you want the friend to say if you feel happy, and how would participants feel when the imagined friend say to them. After the class, the participants would exercise this way as well if they think this is useful for them to get out of pressure.

Conclusion

3.1 The teacher need to prepare many content and options to participants to help them discover their ideas and needs.

3.2 The teacher need to potentially control the class to go well step by step and be an observer at the same time.

3.3 The teacher need to do a little change to adjust the situation anytime based

on the reflection from participants.

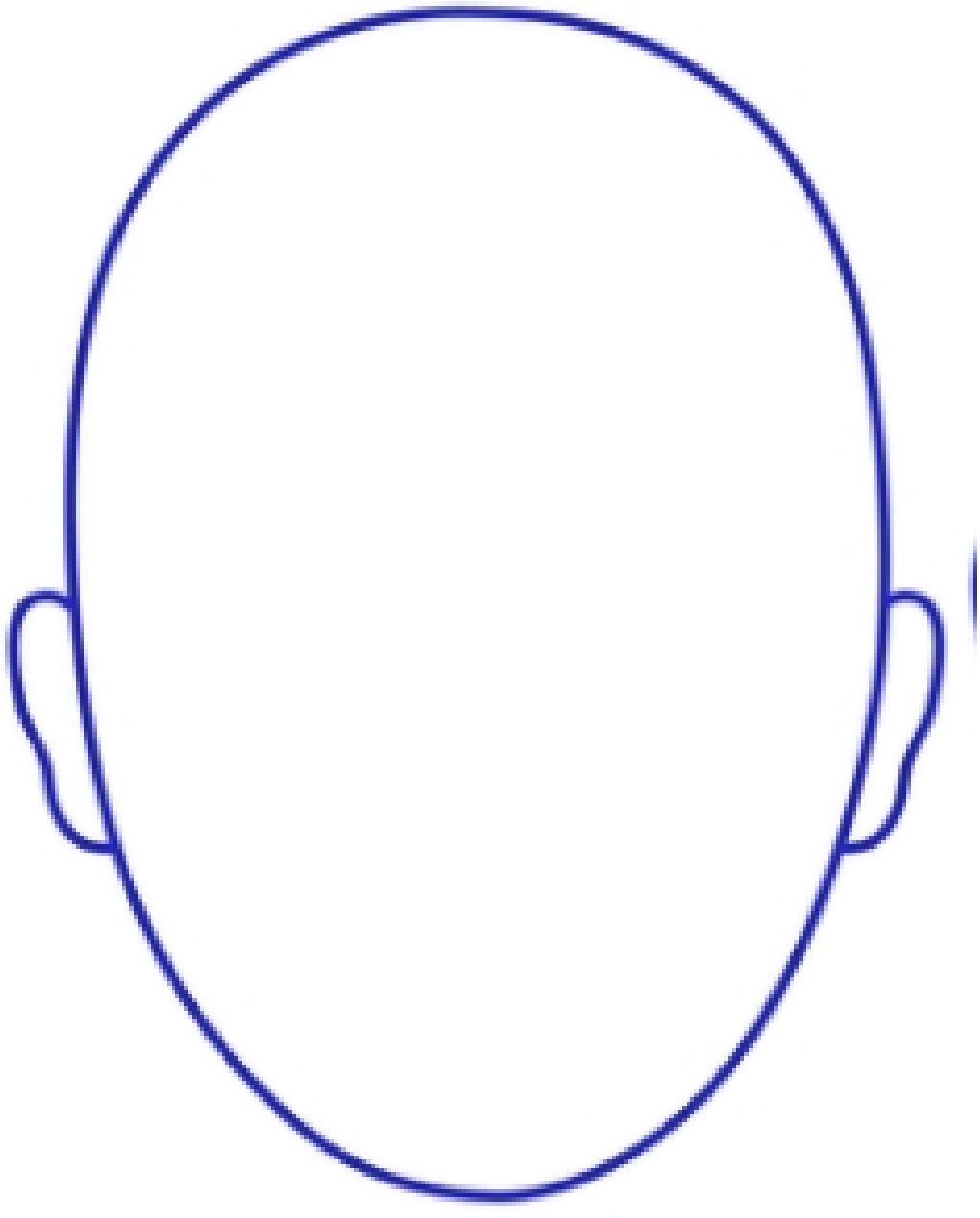
Evaluation

1) Observe participants' participation and completion in both self-work and group work.

2) Collect the participants' answer and performance to know better about participants.

3) Interview a few participants after the class about their feeling of this lesson.

Imagery Face



Lesson9 Positive thinking-Find Reasonable Explanation

Concept

The concept of positive thinking refers to participants' attitudes and thinking pattern adopted to help participants get through the crisis, always looking at bright side, and taking crisis as a challenge and opportunities. The faith that everything is going to be better held by participants during the hard time as well. Imagine is a technique that participants would use after the section that could reduce stress and anxiety and help them feel less nervous or upset, be less bothered by pain or achieve a goal such as an athletic or academic achievement.

Objective

1) To be aware and face the possible problem;

2) To study shifting different angles of the situation;

3) To promote common humanity of participants.

Time 90 minutes

Learning Materials

1) Teaching Slides

2) Handout for paper folding tutorial

Learning Plan

1) Lead in

The researcher would choose 3 negative adjectives “lazy, selfish, bored” previously, and invite participants to add other negative words or sayings. The researcher would ask participants to stand up and running around the classroom. When they are running, they need to shout out the negative words and sayings loudly. The researcher need to run with the participants together. The participant can add movements when running and shouting, like raising the hand or hopping. When the atmosphere is going to be energetic, the researcher can stop this activity.

2) Activity-Find out group weakness

The researcher would assign participants into 5 group and each group has 4 participants. The researcher will give a blank A4 paper to every participant. Then the researcher will ask every participant to write down 3 self-weakness on the paper. Group member can guess the self-weakness among group first. The participants can offer some hints when guessing. Then participants can share self-weakness with group

members and summarize 5 weakness as group weakness after group discussion.

3) Activity-Find reasonable explanation

The researcher would ask each group to analyze weakness of other groups first and pick one group as a group pair. Name group A and group B in group pair. Group A and B can share weakness and A group need to think the reason why B group choose their group weakness like this and give positive explanations of them. After group A's explanation, group B will do the same thing.

4) Activity-Paper folding

The researcher would give the handout of paper folding tutorial for every participant. The participant would use the blank A4 paper with group weakness before and fold it into a rose from the tutorial handout.

At the end of the class, the researcher would ask participants how they think about other's weakness, how they discuss and guess, and how they feel about the positive explanations. The researcher would check the concept of positive thinking again and ask participants if they have any unclear part of the class.

Conclusion

3.1 The teacher need to walk around again and again in classroom to ensure every group finish the task. However it does not mean that the teacher can interfere the group work.

3.2 The teacher need to give examples to the participants if they get stuck anytime.

3.3 The group discussion in this section involves many participants so the teacher would prepare some questions and techniques to ensure every group member play their role in group discussion.

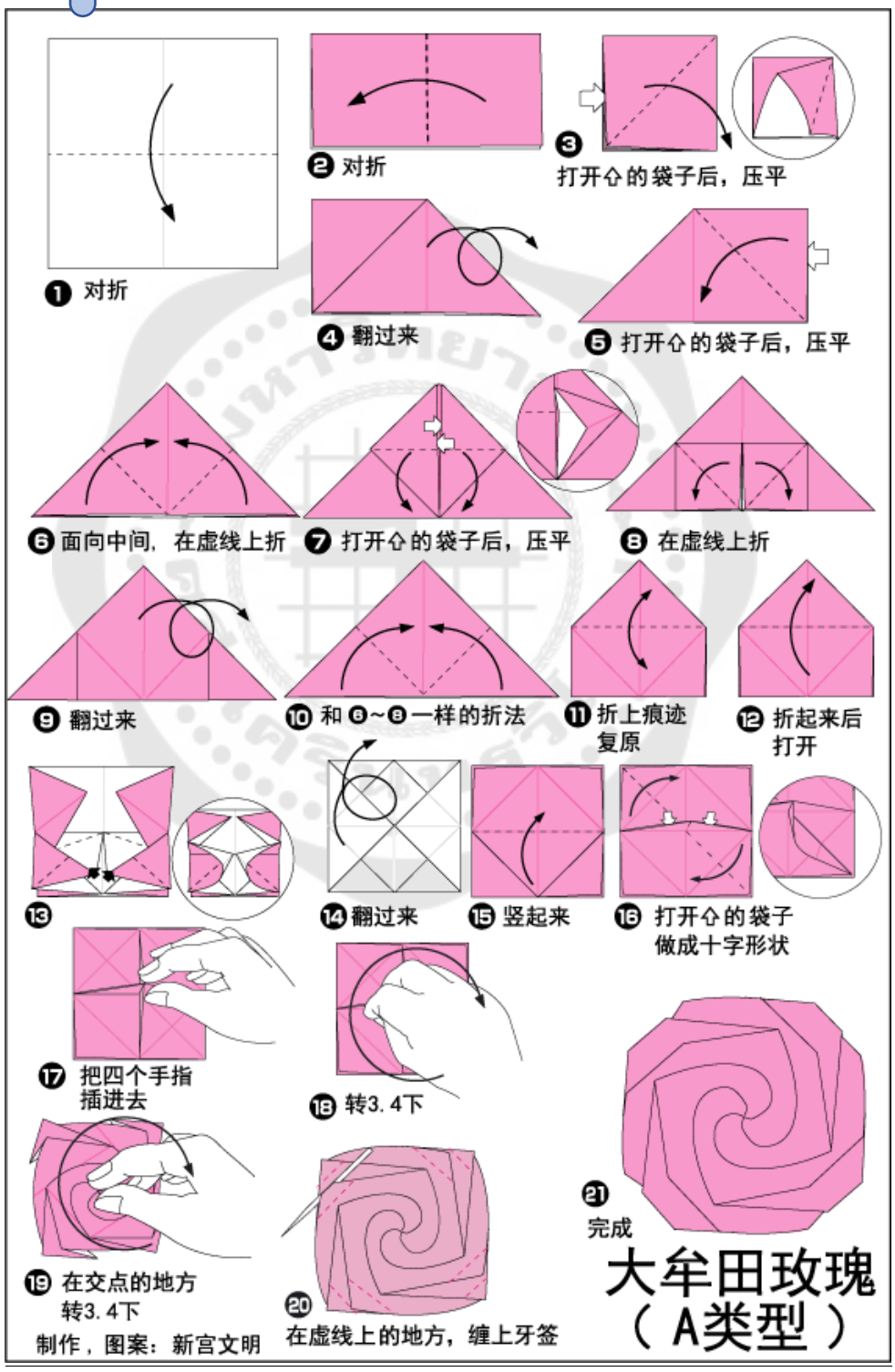
Evaluation

1) Observe participants' participation and completion in both self-work and group work.

2) Observe group interaction and reflection during the group work.

3) Write the teaching diary after the section and think about better ways to finish the group work.

Paper Folding Tutorial



Lesson10 Meaning-Holiday Plan

Concept

The concept of committed action will give participants all the tools they need to achieve psychological flexibility, enabling them to adapt to difficult situations and take effective action to build a rich and meaningful life when they consistently take actions that align with their values, even when failed already. It is a step-by-step process of acting to create a life of integrity, true to one's deepest wishes and longings.

Objective

1) To identify the participants' intentions;

2) To make sure the actions committed to do for the intentions;

3) To promote mindfulness of the participants.

Time 90 minutes

Learning Materials

1) Teaching Slides

2) Handout of Chinese traditional holiday matching

3) Blank A4 papers

Learning Plan

1) Lead in

The researcher would ask participant to have a brainstorm about Chinese traditional festival and activities about these festivals. Then, the researcher will guide participant to finish the handout of Chinese traditional holiday matching.

2) Activity-Holiday plan

The researcher would give a blank A4 paper to every participant and ask them to think about the next holiday. Then the researcher would guide participants to draw their destination of the holiday, it can be a scenery spot or a temple, a park, a playground and a themed park. The researcher will inspire participants to add more details about the holiday, such as how to get there, how much of the ticket, how long to stay there, what they want to do with the destination and so on.

3) Activity-Goal setting

If the participant have the opportunity to let the holiday plan come true, what the most important element is except the money. What they would do for their holiday plan. How they solve the possible problems happened? Ask participants to share their answer.

Conclusion

3.1 The teacher need to give many examples for every step to avoid participants come up similar answer and encourage participants to think differently with each other even an impossible answer.

3.2 The whole section is self-work, so the teacher need to be an inspirer to motivate participants get an initial technique on problem-solving and decision making.

3.3 There is not only a way to get to personal goal, so try to avoid participants to stuck deep in their thoughts. Try to lead participants find more possibilities.

Evaluation

1) Observe participants' participation and completion

2) Pay attention to participant's personal performance

3) Evaluate the production they create for holiday plan

Chinese traditional holiday matching

Lantern Festival	oncake & Watching the moon
Chinese Valentine's Day	Eating Dumplings
Dragon Boat Day	a good marriage
Mid-Autumn Festival	g lantern riddles
Shangsi Festival	by water & Spring outing
Winter Solstice	g-boat racing
Pure Brightness	hipping the dead
Double Ninth	Sweeping
Ghost Festival	g & Wearing cornel

Lesson11 Meaning-Make Group A Success

Concept

The concept of interpersonal effectiveness comes from interpersonal communication, which is the process of face-to-face exchange of thoughts, ideas, feelings, and emotions between two or more people. It would help participants to attend to multiple relationships, balance their priorities versus demands, balance the 'wants' and 'shoulds', and gain respect and confidence from group.

Objective

1) To explore and analyze other's strength;

2) To improve group strength;

3) To promote meaning of participants.

Time 90 minutes

Learning Materials

1) Teaching Slides

2) Handout of the 24 character strengths

Learning Plan

1) Lead in

The researcher would give the handout of the 24 character strengths to the participant and inspire the participant to think of themselves. The researcher will ask participants the understanding of the 24 character strengths and explain some strength if the participants may feel unclear about it. The researcher would encourage participant to think about a person who has those strength among them and give examples to prove their thoughts.

2) Activity-Find group strength

Give blank A4 paper to participants and ask them to think about their strength. Ask participants to form group with 5 people. Share self-strength with group member and summarize 5 group strength. Think about the strength that is not in self-strength but now can be group strength after forming a group.

3) Activity-Make Group A Success

Ask participants to form a company based on their group strength. Ask questions like what kind of company that can develop group strength. Give group member positions of company like CEO, CFO and so on and explain the reasons. Share results to the whole class and ask participants to think about one company to cooperate with.

Conclusion

3.1 The teacher need to give many examples for every step to avoid participants come up similar answer and encourage participants to think differently with each other.

3.2 The teacher need to help participants to practice the technique and strategy of problem solving and decision making.

3.3 There is not only a way to get to the goal, so try to lead participants to be open minded with every possibility.

Evaluation

1) Observe participants' participation and completion

2) Identify the group interaction during the whole group work

3) Interview some participants about their feeling and gain

4) Write down the teaching diary to the whole group work part and how does each group work with the task

The 24 character strengths

Appreciation of beauty & excellence

Bravery

Creativity

Curiosity

Fairness

Forgiveness

Gratitude

Honesty

Hope

Humility

Humor

Judgment

Kindness

Leadership

Love

Love of learning

Perseverance

Perspective

Prudence

Self-regulation

Social intelligence

Spirituality

Teamwork

Zest

(From website https://www.viacharacter.org/character-strengths)

Lesson12 Commencement-Lesson Closure

Concept

The concept of lesson closure provides an opportunity for teachers to conduct a final, brief review of the lesson and to check and confirm that student learning has occurred at the conclusion of a lesson. It is a great chance for teacher as well to collect the feedback and reflections of the whole program from students. This kind of closing up lesson can help students to establish their sense of ending ceremony, and teachers need to emphasize the key points and the most important information of this program to the students for the last time to deepen their memory and impression of all the concepts and techniques they have acquired from the previous lesson.

Objective

1) To deepen understandings on resilience and self-compassion;
2) To emphasize the whole objective of the self-compassion program;
3) To collect feedback and reflections from students.

Time 90 minutes

Learning Materials

1) Teaching Slides
2) A Blank A4 Paper
3) The Lesson List

Learning Plan

1) Lead in

The researcher would reviewed the key information and concept about resilience and self-compassion program first. As a start, the researcher tries to draw participants memories about the whole program and lead them to reflect about all the previous lessons.

2) Activity-Snowstorm

Give blank A4 paper to participants and ask them to write down the answer of researcher's question. The first question is "what was the one thing you have learned from this program?" Then the participants need to wad it up like a snowball and no one can see the contents. The researcher would give the participants a signal to throw their snowball into the air. Then each participant need to pick up a snowball nearby, unfold and write down the answer of the second question. The second question is "what did you find most interesting about this program?" Then continue to wad up like a snowball, wait for the researcher's signal and throw up. The researcher could ask participants to stand up and run before they throw the snowballs. The third question is "What was the one lesson that impress you most of the program?" The fourth question is "How did you overcome any problem or challenge during the program?" The last question is "What was the difference with you after taking this program?" Until there are five answers on the paper, the researcher stop the activity and ask participants to pick up the snowball and read it aloud.

3) Activity-Create Headlines

The researcher ask participants to form a pair. The researcher give them the lesson list to draw their memories about every lesson they have experienced. Then the researcher ask participants to create new headlines of each lesson. The participants should combine the features of activities and what they feel about the lesson to create the new headline. The participant could discuss their answer with their partner. Then the

researcher would review all the answers and share their ideas.

Conclusion

3.1 The teacher need to check the students' understandings about the key information of the program and correct their misunderstandings by the last chance.

3.2 The teacher need to observe and collect all the feedback and suggestions towards the lesson.

3.3 There is a method of assessment for researcher as well to indicate whether the objective of the program achieved.

Evaluation

5) Observe participants' participation and completion

6) Identify the pair interaction and the interaction between students and teacher

7) Interview some participants about their reflection and achievement

VITA