



## Self-Appreciation Grit and Futuristic Thinking of Secondary School Students under Office of the Private Education Commission Pattani Province Post Covid-19 Pandemic

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### ABSTRACT

This study aimed to investigate self-appreciation, grit, and futuristic thinking among secondary school students, with the following objectives: to compare these constructs across personal and family factors, examine their interrelationships, and identify factors influencing them. The research utilized a descriptive design with a sample of 379 students (Grades 8-12) under the Private Education Commission in Pattani Province during the 2023 academic year. Four questionnaires were employed, with reliabilities of 96, 89, and 92. Data were analyzed using mean, ANOVA, and MANOVA. Results indicated high levels of self-appreciation and futuristic thinking, with grit at a moderate level. Significant differences in these constructs were observed by grade level, while family income and parental education influenced self-appreciation. Self-appreciation correlated positively with grit and futuristic thinking. Gender and grade significantly influenced the constructs, while family factors showed no significant impact.

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## **INTRODUCTION**

Education is a crucial mechanism for national development, as stated in the Basic Education Core Curriculum 2008, which emphasizes aligning basic education with social, cultural, and environmental changes to foster quality learning (Ministry of Education, 2017). A student-centered learning model that integrates various disciplines and aligns with learners' potential is vital for fostering lifelong learning (Phimpha, 2018). However, the Covid-19 pandemic severely disrupted education worldwide, leading to school closures in over 107 countries and affecting 861.7 million children and youth (World Health Organization Thailand, 2020). The crisis exacerbated long-standing issues such as dropout rates, particularly among vulnerable populations (UNICEF Thailand, 2021).

Economic and social impacts from the pandemic have intensified educational inequalities, particularly in marginalized regions like southern Thailand, where 60.93% of students in Pattani are from impoverished backgrounds (Prachachat Business, 2021). The pandemic's impact on learning loss, defined as the inability to acquire age-appropriate skills, has long-term implications for academic and social development (Equitable Education Fund, 2022). UNICEF Thailand (2021) reports that one year of disrupted schooling may result in a three-year learning deficit.

Developing self-appreciation and grit among learners is critical in addressing these challenges. Self-appreciation encompasses recognizing one's worth, respecting others, and maintaining a positive mindset (Stosny, 2021; Sterling, 2010). Grit, defined as perseverance and passion for long-term goals, has been identified as a predictor of academic success, particularly during adversity (Duckworth et al., 2007; Francisco et al., 2022). Strengthening these attributes fosters resilience, well-being, and lifelong learning potential (Che-Li Lin & Chun-Yen, 2017).

This study underscores the importance of fostering self-appreciation, grit, and futuristic thinking to support learners' potential and academic success. By enhancing these traits, educators can empower students to overcome challenges, complete their education, and contribute meaningfully to society, reinforcing the lifelong learning ethos (Thongpan, 2013).

As the research progresses, it is expected to explore the relationship between self-appreciation, grit, and futuristic thinking of students under Office of the Private Education Commission Pattani Province to provide foundational data for curriculum and activity development aimed at enhancing student achievement and improving the quality of life for both students and society in the long term.

## **LITERATURE REVIEW**

### **Context of Education in Pattani Province**

Education in Thailand varies by region, particularly in the southern border provinces, where the majority of the population is Muslim. Ali and Baka (2012) noted that Islamic private schools in Pattani, Yala, and Narathiwat originated from the traditional "Pondok" institutions, which have played a crucial role in

religious and cultural education. In 1961, the Thai government mandated the registration of these institutions to align them with national educational standards. Subsequently, in 1965–1971, Pondok schools were restructured into "Islamic Private Schools," integrating general education subjects. The Private School Act of 1982 further classified these schools into two types: those fully subsidized by the government and those receiving partial support while employing state-appointed teachers for general subjects (Office of the Council of State, 2011).

Pattani's private education sector is overseen by the Pattani Office of Private Education, established in 2009 to enhance the quality of private schools and promote regional stability (Office of Private Education Pattani Province, 2022). This office plays a significant role in balancing religious and general education curricula to meet diverse societal needs. Given the high concentration of private Islamic schools in Pattani, this study focuses on their students' self-appreciation, grit, and futuristic thinking following the Covid-19 pandemic. The findings are expected to provide representative insights into the broader student population in the region.

### **Psychosocial Development Theory**

Erikson (1982) proposed that personality development occurs throughout life, shaped by interactions between psychological and social factors. His psychosocial development theory consists of eight stages, each presenting a conflict that influences identity formation. For example, infancy (Trust vs. Mistrust) establishes a foundation for security based on caregiver responsiveness, while adolescence (Identity vs. Role Confusion) is crucial for self-exploration and role establishment. Adulthood stages focus on relationships (Intimacy vs. Isolation) and societal contributions (Generativity vs. Stagnation). Finally, old age (Ego Integrity vs. Despair) involves reflecting on life with either fulfilment or regret. Erikson's framework underscores the lifelong nature of personality development and its impact on adaptability and self-concept.

### **Individual Differences and Demographic Factors**

Galton (1883) pioneered the study of individual differences, emphasizing genetic inheritance in intelligence and physical traits. His work established the normal distribution of individual variations, highlighting their societal importance. He also introduced eugenics, advocating for the enhancement of human traits through selective reproduction. Additionally, demographic factors such as age, gender, income, education, and culture significantly influence cognition, behaviours, and decision-making. Theories like Market Segmentation and Social Change further explain how demographic variations shape societal roles and attitudes. This study focuses on gender and grade level to examine self-appreciation, grit, and future-oriented thinking among students in private educational institutions in Pattani province post-Covid-19.

### **Social Learning Theory**

Bandura (1977) proposed that human learning primarily occurs through observation, imitation, and cognitive modelling. This process involves four key components: attention, retention, reproduction, and motivation. Learners must first focus on the behaviours, retain information, reproduce it effectively, and be

motivated to act based on rewards or consequences. Furthermore, Bandura (2001) highlighted factors influencing social learning, including role models, behavioural consequences, and self-efficacy. The family serves as a primary social learning environment, shaping students' academic discipline, goal-setting, and responsibility. When students consistently observe positive behaviours, these become ingrained as habitual patterns contributing to long-term success.

### **Family Support Theory**

Cohen and Wills (1985) emphasized the critical role of family support in promoting psychological well-being, particularly during crises. Effective family support encompasses emotional, social, informational, and instrumental dimensions (Ryan & Deci, 2017). Several factors influence the extent of familial support, including family structure, size, relationships, economic status, and social position (Conger, Conger, & Martin, 2010). Economic stability and parental education levels significantly impact students' self-efficacy, perseverance, and future orientation. This study examines how parental education, occupation, and household income influence students' psychosocial development in private educational institutions in Pattani province following the Covid-19 pandemic.

### **Self-Appreciation**

Self-appreciation is a psychological construct that refers to an individual's ability to recognize and value their intrinsic worth, particularly in the face of adversity. It involves transforming negative self-perceptions and emotions into constructive and positive aspects, fostering resilience and emotional well-being. Self-appreciation often arises from experiences of near-loss or through comparative processes, which allow individuals to better appreciate their strengths and achievements relative to others. This process of self-recognition enhances one's capacity for personal growth, adaptability, and emotional stability, contributing to the development of healthier self-evaluation skills (Stosny, 2021; Buangam, 2011; Mingkwan, 2017).

Furthermore, self-appreciation facilitates a deeper emotional connection with both internal and external experiences, leading to greater life satisfaction and joy. Individuals who cultivate self-appreciation are better equipped to navigate both positive and negative life circumstances, recognizing the beauty in their lives despite challenges. This recognition of one's value supports the formation of positive emotional bonds with others, contributing to well-being and social harmony (Stosny, 2021; Intraprot et al., 2019).

### **Grit**

Grit is a psychological trait characterized by perseverance and passion for long-term goals, even in the face of obstacles and setbacks. This concept transcends innate talent or intelligence, emphasizing the role of sustained effort and determination in achieving success. Individuals who exhibit grit demonstrate a deep commitment to their aspirations, continuously striving toward their goals despite hardships. Grit can be likened to an investment of mental and emotional resources, akin to financial or physical investments that require long-term commitment to yield results (Stoltz, 2014; Duckworth et al., 2007).

Duckworth et al. (2007) research demonstrates that grit is a more reliable predictor of success than traditional measures of intelligence, highlighting the critical importance of effort and resilience. According to her equation:

$$\begin{array}{l} \text{Talent} \times \text{Effort} = \text{Skill} \\ \text{Skill} \times \text{Effort} = \text{Achievement} \end{array}$$

Figure 1. Reliable Predictor of Success than Traditional Measures of Intelligence

Success is largely determined by the amount of effort applied over time, not merely by innate abilities. This finding underscores the idea that persistence and perseverance are essential for achieving long-term success, regardless of initial levels of talent or intelligence (Duckworth et al., 2007; Jongjamrasphan, 2016).

### **Futuristic Thinking**

Futuristic thinking refers to the cognitive ability to anticipate and plan for future possibilities by analysing current and historical data. This skill involves systematic risk assessment, strategic foresight, and an openness to change, allowing individuals to navigate future challenges effectively. Futuristic thinking requires analytical reasoning and continuous reflection to ensure informed decision-making and preparedness for emerging trends. It is an essential cognitive skill for adapting to rapidly changing environments and for creating strategic plans that anticipate future needs (Wehmeyer, 1986; Chareonwongsak, 2013).

In addition, futuristic thinking is not solely about predicting the future but about shaping it. Individuals with this mindset evaluate risks, identify opportunities, and take proactive actions to guide their future trajectories. As Texter (1980) noted, futurism is based on the belief in multiple possible futures, emphasizing the need for systematic study and planning. In a rapidly evolving world, the ability to think ahead and prepare for future challenges is indispensable, particularly for individuals navigating complex and uncertain environments (Wehmeyer, 1986).

### **Objectives of the Study**

- 1) To study self-appreciation, grit, and futuristic thinking of secondary school students under Office of the Private Education Commission Pattani Province post Covid-19 pandemic.
- 2) To compare the differences of self-appreciation, grit, and futuristic thinking of the students classified by personal factors and family factors.
- 3) To examine the relationships between self-appreciation, grit, and futuristic thinking of the students.
- 4) To investigate the factors that influence self-appreciation, grit, and futuristic thinking of the students.

### **Research Questions**

The following questions will guide the study:

- 1) What are the levels of self-appreciation, grit, and futuristic thinking of secondary school students under Office of the Private Education Commission Pattani Province post Covid-19 pandemic?
- 2) Do secondary school students post Covid-19 pandemic with different personal and family factors exhibit differences in self-appreciation, grit, and futuristic thinking?
- 3) What are the relationships among self-appreciation, grit, and futuristic thinking of secondary school students post Covid-19 pandemic?
- 4) Do personal and family factors influence the levels of self-appreciation, grit, and futuristic thinking of secondary school students, post Covid-19 pandemic?

**Hypothesis**

H1 : Students' self-appreciation, grit, and futuristic thinking of secondary school students under Office of the Private Education Commission Pattani Province Post Covid-19 Pandemic were at low level.

H2: Secondary school students with different personal and family factors exhibited variations in their levels of self-appreciation, grit, and futuristic thinking.

H3: Self-appreciation was correlated with grit and futuristic thinking of the students. and

H4: Personal factors and family factors have influence on self-appreciation, grit, and futuristic thinking of the students post Covid-19 pandemic.

**Conceptual Framework**

Independent Variable

Dependent Variable

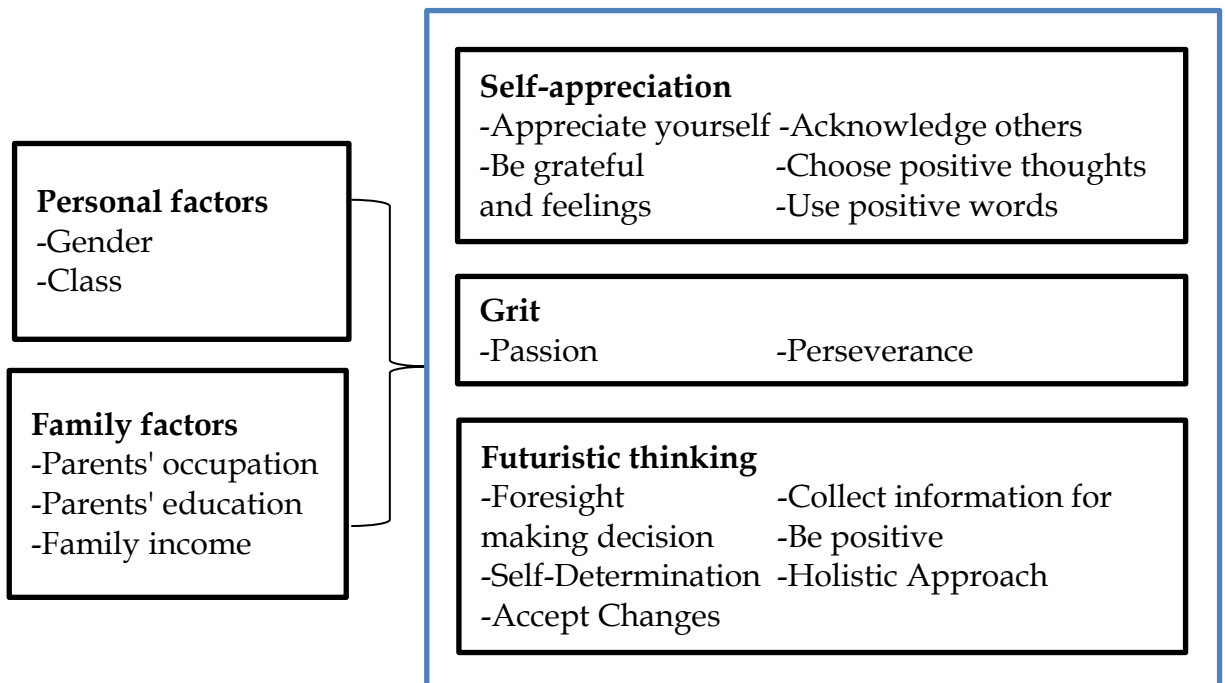


Figure 2. Conceptual Framework

## METHODOLOGY

This descriptive study was conducted with 379 students in secondary 2-6 under the Private Education Commission Pattani Province in academic year 2023. The samples were obtained using stratified random sampling based on school size, and simple random sampling employed within each stratum. Three sets of questionnaires were used: 1) Self-Appreciation Questionnaire, 2) Grit Questionnaire, and 3) Futuristic Thinking Questionnaire with the reliability of .96, .89, and .92 respectively. The data were analysed by using mean, standard deviations, ANOVA, Pearson correlation coefficients, and Multivariate Analysis of Variance (MANOVA). Informed consent was obtained from all participants, who was assured of anonymity and could withdraw at any time. The study designed was approved by the university's Ethics Committee, no: psu.pn.2-040/66.

## RESULTS AND DISCUSSION

- 1) The study included 379 students. Majority were females (64.4%) and male (35.6%). Most students were in secondary 6 (31.4%) and secondary 4 (28.8%). The majority of occupation of students' parents were temporary workers (40.6%) and farmers (21.1%). The educational background of parents showed that most had completed secondary level (37.7%) and primary level (21.6%). Families with an income below 10,000 (49.9%), between 10,001-20,000 baht (32.2%), and only 0.8% with income over 40,000 baht per month.
- 2) Analysis of self-appreciation, grit, and futuristic thinking level (N=379).

Table 1. Mean and Standard Deviation of Self-Appreciation Categorized by Different Aspects and Overall

Aspects	$\bar{X}$	S.D.	Results
Appreciate yourself	4.16	.64	High
Acknowledge others	4.11	.67	High
Be grateful	3.97	.61	High
Choose positive thoughts and feelings	3.91	.63	High
Use positive words	3.69	.54	High
<b>Overall</b>	<b>3.94</b>	<b>.51</b>	<b>High</b>

Results from table 1 indicate that students' self-appreciation is high overall (3.94), with the highest in appreciate yourself (4.16) and the lowest in use positive words (3.69).

Table 2. Mean and Standard Deviation of Grit Categorized by Different Aspects and Overall

Aspects	$\bar{X}$	S.D.	Results
Passion	2.83	.94	Moderate
Perseverance	3.65	.82	High

<b>Overall</b>	<b>3.69</b>	<b>.42</b>	<b>Moderate</b>
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Results from table 2 indicate that students' grit is moderate overall (3.24), with the highest in perseverance (3.65) and the lowest in passion (2.83).

Table 3. Mean and Standard Deviation of Futuristic Thinking Categorized by Different Aspects and Overall

Aspects	$\bar{X}$	S.D.	Results
Foresight	3.76	.57	High
Collect information for making decision	3.49	.50	Moderate
Be Positive	4.01	.63	High
Self-Determination	3.67	.56	High
Holistic Approach	3.65	.52	High
Accept Changes	3.44	.61	Moderate
<b>Overall</b>	<b>3.69</b>	<b>.42</b>	<b>High</b>

Results from table 3 indicate that students' futuristic thinking is high overall (3.69), with the highest in be positive (4.01) and the lowest in accept changes (3.44).

3) The differences of self-appreciation, grit, and futuristic thinking (N=379)

Table 4. The Differences of Students Self-Appreciation Categorized by Personal and Family Factors

Source	SS	df	MS	F	Sig.	$\eta_p^2$
Gender	0.06	1	0.06	0.29	.59	.00
Class	3.02	4	0.75	3.57*	.01	.08
Parents' occupation	1.88	5	0.38	1.78	.12	.05
Parents' education	4.06	4	1.01	4.80*	.00	.10
Family income	2.20	4	0.55	2.61*	.04	.06
* The significance level at .05						
R Squared = .652 (Adjusted R Squared = .202), $\eta_p^2$ Partial Eta Squared						

Results from table 4 indicate that there were differences found in class analysis results of students' self-appreciation (F = 3.57, p = .01) with large effect size, in parents' education analysis results (F = 4.80, p = .00) with very small effect size, and in family income analysis results (F = 2.61, p = .04) with very small effect size. However, there were no differences found in gender analysis results (F = 0.29, p = .59) or in parents' occupation analysis results (F = 1.78, p = .12).

Table 5. The Differences of Students Grit Categorized by Personal and Family Factors

Source	SS	df	MS	F	Sig.	$\eta_p^2$
Gender	0.89	1	0.89	3.86*	.05	.02
Class	5.82	4	1.45	6.29*	.00	.13
Parents' occupation	0.71	5	0.14	0.62	.69	.02
Parents' education	0.97	4	0.24	1.05	.39	.02
Family income	1.42	4	0.36	1.54	.19	.04
* The significance level at .05 R Squared = .642 (Adjusted R Squared = .180), $\eta_p^2$ Partial Eta Squared						

Results from table 5 indicate that there were differences found in gender analysis results of students' grit ( $F = 3.86, p = .05$ ) with very small effect size and in class analysis results of students' grit ( $F = 6.29, p = .00$ ) with very small effect size. However, there were no differences found in parents' occupation analysis results ( $F = 0.62, p = .69$ ), in parents' education results ( $F = 1.05, p = .39$ ), or in parents' education results ( $F = 1.54, p = .19$ ).

Table 6. The Differences of Students Futuristic Thinking Categorized by Personal and Family Factors

Source	SS	df	MS	F	Sig.	$\eta_p^2$
Gender	0.14	1	0.14	1.17	.28	.01
Class	1.21	4	0.30	2.47*	.05	.06
Parents' occupation	1.21	5	0.24	1.99	.08	.06
Parents' education	0.94	4	0.24	1.93	.11	.04
Family income	0.81	4	0.20	1.65	.16	.04
* The significance level at .05 R Squared = .694 (Adjusted R Squared = .299), $\eta_p^2$ Partial Eta Squared						

Results from table 6 indicate that there were differences found in class analysis results of students' futuristic thinking ( $F = 2.47, p = .05$ ) with very small effect size. However, there were no differences found in gender analysis results ( $F = 1.17, p = .28$ ), in parents' occupation analysis results ( $F = 1.99, p = .08$ ), in parents' education analysis results ( $F = 1.93, p = .11$ ), or in family income analysis results ( $F = 1.65, p = .16$ ).

Table 7. Results Summary

Factors	Self-appreciation	Grit	Futuristic thinking
Personal factors			
Gender	No	Yes (.05)	No
Family factors			
Parents' occupation	No	No	No
Parents' education	Yes (.01)	No	No

Family income	Yes (.05)	No	No
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As shown in table 7, there were some differences of grit among students in different genders and some differences of all variables in different classes. However, in family factors; there were some differences only in Self-appreciation among students in different parents' educations and family income, but no any difference of students' grit or futuristic thinking among students in different family factors.

4) Correlation Analysis

Table 8. Correlation Coefficients of Self-Appreciation, Grit, and Futuristic Thinking

Correlations (r)																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1															
2	.66**	1														
3	.60**	.67**	1													
4	.60**	.63**	.70**	1												
5	.52**	.60**	.65**	.64**	1											
6	.78**	.84**	.88**	.87**	.82**	1										
7	-.10*	-.30**	-.19**	-.13*	-.00	-.17**	1									
8	.61**	.58**	.59**	.63**	.57**	.71**	-.28**	1								
9	.38**	.18**	.28**	.37**	.43**	.39**	.67**	.52**	1							
10	.47**	.52**	.55**	.56**	.58**	.64**	-.13**	.61**	.35**	1						
11	.37**	.38**	.36**	.37**	.50**	.47**	.13*	.34**	.37**	.53**	1					
12	.54**	.59**	.63**	.60**	.59**	.71**	-.32**	.68**	.24**	.58**	.40**	1				
13	.28**	.30**	.33**	.33**	.37**	.39**	0.08	.31**	.31**	.42**	.61**	.31**	1			
14	.38**	.44**	.43**	.42**	.46**	.51**	0.02	.39**	.32**	.55**	.52**	.47**	.53**	1		
15	.29**	.25**	.31**	.29**	.40**	.37**	.20**	.26**	.38**	.37**	.43**	.27**	.42**	.37**	1	
16	.54**	.57**	.60**	.59**	.66**	.71**	-.04	.60**	.43**	.78**	.81**	.72**	.76**	.75**	.59**	1

\*\* The significance level at .01

\* The significance level at .05

**Note:** 1= Appreciate yourself, 2 = Acknowledge others, 3 = Be grateful, 4 = Choose positive thoughts and feelings, 5 = Use positive words, 6 = Self-appreciation overall, 7 = Passion, 8 = Perseverance, 9 = Grit overall, 10 = Foresight, 11 = Collect information for making decision, 12 = Be Positive, 13 = Self-Determination, 14 = Holistic Approach, 15 = Accept Changes, 16 = Futuristic thinking overall,

As shown in table 8, the self-appreciation had a positive correlation with grit ( $r = .39$ ) and futuristic thinking ( $r = .71$ ), both statistically significant at the .01 level. Grit had a positive correlation with futuristic thinking ( $r = .43$ ), statistically significant at the .01 level. Detailed analysis revealed positive correlations between all aspects of self-appreciation and futuristic thinking, with coefficients ranging from .25 to .63. Grit components like passion negatively correlated with self-appreciation aspects (appreciate yourself, acknowledge others, be grateful, and choose positive thoughts and feelings) but not with use positive words. Futuristic thinking positively correlated with all aspects of self-appreciation but negatively correlated with grit. Futuristic thinking showed positive correlations with perseverance components, except for passion which had negatively correlated with aspects like foresight and be positive.

5) Multivariate Analysis of Variance (MANOVA)

Table 9. Result of MANOVA Overall

Multivariate Tests				
Factors	Test	Value	F	Sig.
Gender	Wilks' Lambda	0.94	7.86	.00*
Class	Wilks' Lambda	0.88	3.97	.00*
Parents' occupation	Wilks' Lambda	0.97	0.83	.64
Parents' education	Wilks' Lambda	0.98	0.67	.78
Family income	Wilks' Lambda	0.99	0.37	.97

\* The significance level at .05

The results show value test in gender (*Wilk's*  $\lambda=0.94$ ,  $F=7.86$ ,  $sig.=0.00$ ), in class (*Wilk's*  $\lambda=0.88$ ,  $F=3.97$ ,  $sig.=0.00$ ), in parents' occupation (*Wilk's*  $\lambda=0.97$ ,  $F=0.83$ ,  $sig.=.64$ ), in parents' education (*Wilk's*  $\lambda=0.98$ ,  $F=0.67$ ,  $sig.=.78$ ), and in family income (*Wilk's*  $\lambda=0.99$ ,  $F=0.37$ ,  $sig.=.97$ ). In conclusion, only gender and class significantly influenced ( $sig.<.05$ ) students' overall self-appreciation, grit, and futuristic thinking among secondary school students under Office of the Private Education Commission. Family factors; parents' occupation, parents' education, and family income had no significant influence on any of students' self-appreciation, grit, or futuristic thinking.

Table 10. Result of MANOVA on Self-Appreciation, Grit, and Futuristic Thinking with Personal Factors and Family Factors

Tests of Between-Subjects Effects						
IV	DV	SS	df	MS	F	Sig.
Gender	Self-appreciation	1.41	1.00	1.41	5.61	.02*
	Grit	0.28	1.00	0.28	1.03	.31
	Futuristic thinking	2.31	1.00	2.31	13.78	.00*
Class	Self-appreciation	4.08	4.00	1.02	4.06	.00*
	Grit	5.59	4.00	1.40	5.22	.00*
	Futuristic thinking	1.81	4.00	0.45	2.70	.03*
Parents' occupation	Self-appreciation	2.00	5.00	0.40	1.59	.16

	Grit	0.54	5.00	0.11	0.40	.85
	Futuristic thinking	0.50	5.00	0.10	0.59	.71
Parents' education	Self-appreciation	0.95	4.00	0.24	0.95	.44
	Grit	0.36	4.00	0.09	0.34	.85
Family income	Futuristic thinking	0.62	4.00	0.15	0.92	.45
	Self-appreciation	0.39	4.00	0.10	0.39	.82
	Grit	0.60	4.00	0.15	0.56	.69
	Futuristic thinking	0.18	4.00	0.04	0.27	.90
* The significance level at .05						

The test of between-subjects effects indicates the results of self-appreciation in gender ( $F=5.61$ ,  $sig.=.02$ ) and in class ( $F=4.06$ ,  $sig.=.00$ ). It showed that personal factors; gender and class had a significant influence on students' self-appreciation, while family factors; parents' occupation, parents' education, and family income had no influence on self-appreciation of the students.

The test results of grit in class ( $F=5.22$ ,  $sig.=.00$ ). It shows that only personal factors, class, had a significant influence on students' grit, while all of the family factors had no influence on grit of the students.

The test results of futuristic thinking in gender ( $F=13.78$ ,  $sig.=.00$ ) and in class ( $F=2.70$ ,  $sig.=.03$ ). It showed that the personal factors had a significant influence on students' futuristic thinking, while the family factors had no influence on futuristic thinking of the students.

### **Problems and Obstacles in Life after the Covid-19 Pandemic**

According to the information provided in open-ended questionnaire of secondary school students under Office of Private Education Commission Pattani Province, regarding the problems and obstacles in life after the pandemic, it can be concluded as following: 1) Regarding respondents' current life post Covid-19 pandemic, primarily describing improved living conditions and enhanced family economic status. 2) Respondents' self-reported challenges encompassed personal, social, and familial aspects.

Examination of these challenges indicates that women disproportionately reported financial difficulties stemming from parental job loss (3.96%) more than men reported in similar issues (2.90%). Further challenges included insufficient online learning resources, parents working remotely or abroad, and the negative impact of reduced teacher-student interaction from online learning during the pandemic, which were led to decreased student concentration, student comprehension, and also academic performance. Finally, parental separation and a lack of counselling support were reported less frequently.

The results of the present study demonstrate that students' self-appreciation is high overall. High scores were observed in appreciate yourself and acknowledge others, reflecting students' positive self-perception and openness to feedback. In this way, the present study supports the work of Stosny (2021), stated that self-appreciation arisen from positive attitudes towards oneself and the environment, led to self-acceptance and recognition of others' value. This also aligns with Taylor (2014) and Adler & Fagley (2005), which indicated that

overcoming adversity, hardship, and comparing oneself can enhance self-appreciation.

The students' grit level is moderate overall, with high in perseverance but moderate in passion. The hypothesis was unsupported, possibly due to educational disparities exacerbated by Covid-19 pandemic, which increased dropout risks and challenged students' stability and motivation. Financial constraints, with most families earning less than 10,000 THB monthly, intensified these struggles. This finding aligns with Changlek & Palanukulwong (2017), who reported moderate grit levels among secondary school students, but contrasts with Pandit, et al. (2021), who found higher grit levels among upper-secondary students. While perseverance aids overcoming obstacles (Duckworth et al., 2007), limited opportunities to explore passions might hinder goal-setting. Cultivating grit enhances self-efficacy and academic resilience, promoting long-term achievement (Jiang et al., 2021).

The study also found that students demonstrated a high overall level of futuristic thinking, particularly in being positive, foresight, self-determination, and holistic approach. However, aspects like collecting information for decision-making and accepting changes were moderate. This could stem from secondary students needing to plan their academic or vocational paths, requiring self-discovery to align their choices with interests and aptitudes. Influenced by role models, they exhibited foresight and adaptability to technological advancements, the study supports the previous researcher Inthawong (2009), who reported high futuristic thinking traits among secondary students. The multicultural context of Pattani further cultivated open-mindedness, enhancing their ability to embrace change and plan for societal contributions (Hill, 2007).

The study revealed significant differences in grit between male and female students at the 0.05 level, highlighting those societal expectations, responsibilities, and learning experiences vary by gender, influencing perseverance (Worasayan, 2017). While self-appreciation and futuristic thinking did not differ significantly between genders, this aligns with Inthawong (2009), suggesting equal opportunities foster development. Students in different class levels showed significant differences in self-appreciation, grit, and futuristic thinking, likely due to diverse learning experiences and social environments. Parental education levels also impacted students' self-appreciation, with higher-educated parents fostering creativity and problem-solving through enriched learning resources (Singh & Bussey, 2010). Similarly, family income influenced self-appreciation development, as higher income provided access to quality educational resources, safe environments, and diverse learning opportunities. Emotional support from family and society played a key role in enhancing students' sense of value and belonging, contributing to differences in self-appreciation (Singh & Bussey, 2010). These findings emphasize the interplay between socioeconomic factors and student development.

The analysis revealed a positive correlation between self-appreciation, grit, and futuristic thinking among secondary school students at the significance .01 level. This can be described that the individuals with self-appreciation value themselves while recognizing areas for improvement, aligning with a growth

mindset (Dweck, 2006), which fosters grit (Duckworth et al., 2007). Pandit, et al. (2021) also found a significant relationship between growth mindset and grit in high school students. Positive self-perception enhances hope, a psychological capital which influencing futuristic thinking (Luthans et al., 2007; Kuha et al., 2021). The strongest relationship was between self-appreciation and futuristic thinking, emphasizing the role of self-value and envisioning desired futures. Positive language and creating optimism are key components (Vygotsky, 1978; Adler & Fagley, 2005). Jackman & MacPhee (2015) highlighted that futuristic thinking and self-perception can reduce adolescent risk behaviours and promote positive development. Integrating self-appreciation in learning activities strengthens resilience and decision-making, preventing issues like drug abuse or school dropout. However, a negative correlation between self-appreciation and passion-related grit suggests the need for balanced perspectives to support personal identity exploration. A lack of self-appreciation and fixed mindset may hinder motivation and grit, impeding personal and academic success (Dweck, 2006; Changlek & Palanukulwong, 2017).

The analysis of the influence of personal and family factors revealed that gender and class level significantly impact students' self-appreciation, grit, and futuristic thinking. This influence stems from the fact that grit and futuristic thinking often originate from individual determination. The study found that students demonstrated a high level of self-appreciation across all dimensions, including self-recognition, acknowledge others, being grateful, maintaining positive thoughts and feelings, and using positive words. These attributes contribute to students' strong personal determination and motivation, enabling the development of self-appreciation alongside learning skills such as effective study methods, time management, and problem-solving. These findings align with Sterling (2010), who emphasized the importance of fostering self-worth and self-assessment as integral to personal development. Additionally, while family socioeconomic status (SES) was examined, it did not emerge as a significant predictor of academic achievement within the sample group.

## **CONCLUSIONS AND RECOMMENDATIONS**

Students' self-appreciation and futuristic thinking were at high level, and grit was at moderate level. Self-appreciation was positively correlated with grit and futuristic thinking with the significance level at .01. Personal factors; gender and class had a significant influence on self-appreciation, grit, and futuristic thinking of students at .05 level, while family factors; parents' occupation, parents' education, and family income had no influence on self-appreciation, grit, and futuristic thinking of the students. Most of students described that after the Covid-19 pandemic their living conditions was improved and also family economic status. In conclusion, fostering self-appreciation and grit, alongside enhancing futuristic thinking, is vital for secondary school students in Pattani. The study underscores the importance of supportive educational environments in nurturing these traits, especially in post-pandemic contexts.

## FURTHER STUDY

Further study is needed to investigate additional factors influencing self-appreciation, grit, and futuristic thinking in more diverse samples. Teachers and educators should utilize research findings to develop projects that foster positive energy and enhance students' self-appreciation.

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