

ARTICLE

Exploring Academic Resilience among Higher Secondary Students of Bharath Montessori Higher Secondary School, Ilanji

S. Kanthimathi* & B. William Dharma Raja**

Abstract

The present study explores the concept of academic resilience among higher secondary students at Bharath Montessori Higher Secondary School, Ilanji (BMS) aiming to uncover the factors that enable students to navigate academic challenges successfully. Academic resilience is vital in this pivotal educational phase, where students face intense pressure to perform. A mixed-methodology approach is employed, combining quantitative surveys (n=60) and qualitative interviews (n=40) to provide a comprehensive understanding of academic resilience. The study explores the interplay of personal, social, and institutional factors that influence resilience, including self-efficacy, teacher support, and parental involvement. Findings reveal a complex landscape of resilience, highlighting the significance of adaptive strategies, coping mechanisms and supportive relationships. The study's results offer valuable insights for educators, policymakers, and parents seeking to foster academic resilience among higher secondary students. By understanding the dynamics of resilience, stakeholders can develop targeted interventions to support students' academic success and well-being. This study contributes to the growing body of research on academic resilience, providing a nuanced perspective on the experiences of higher secondary students in India.

Keywords: Academic Resilience, mixed approach, self-efficacy, teacher support, parental involvement, coping mechanism.

* Research Scholar, Department of Education, Manonmaniam Sundaranar University, Abishekpatti, Tamil Nadu

** Professor & Head Department of Education, Manonmaniam Sundaranar University, Abishekpatti, Tamil Nadu