



Comprehensive analysis of academic resilience in higher secondary school students

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Abstract: Academic resilience is crucial for students, especially in higher secondary education, where students face numerous challenges that can impact their academic performance. This study aims to explore the factors influencing academic resilience among higher secondary school students. A mixed-methods approach was adopted, with quantitative surveys and qualitative interviews conducted across multiple schools. Results indicate that personal motivation, family support, peer relationships, and school environment significantly contribute to resilience. The findings emphasize the importance of providing holistic support systems to enhance students' academic resilience, ensuring they can overcome academic challenges and thrive in their educational journey.

Keywords: Academic Resilience, Higher Secondary Students, Student Resilience, Educational Psychology, Adolescence and Learning, Coping Strategies, Stress Management, Motivation and Achievement, Self-Efficacy.

Introduction: Academic resilience refers to the capacity of students to successfully navigate academic challenges and setbacks, achieving positive educational outcomes despite adversity. In the context of higher secondary education, resilience becomes particularly critical as students face a heightened level of academic pressure, making decisions that influence their future educational and career pathways. Students at this stage often confront several stressors, including academic

workload, social pressures, and personal issues, all of which can affect their ability to maintain focus and succeed.

The concept of academic resilience is closely tied to psychological and emotional factors that help students cope with adversity. Research suggests that resilient students exhibit perseverance, adaptability, and the ability to manage stress effectively. However, the factors contributing to academic resilience in higher secondary school students remain underexplored. Understanding these factors is vital for developing educational strategies and interventions that foster resilience and improve academic outcomes.

This study aims to investigate the factors influencing academic resilience among higher secondary school students, including individual characteristics, family dynamics, peer relationships, and school-related factors. By analyzing these aspects, the study provides valuable insights into how educational institutions can support students in overcoming challenges and developing resilience.

METHODS

Research Design

A mixed-methods approach was employed to gain a comprehensive understanding of the factors contributing to academic resilience in higher secondary school students. The study combined quantitative surveys and qualitative interviews to capture both the broad trends and in-depth perspectives of students.

Participants

The study was conducted in three urban higher secondary schools in the region. A total of 500 students participated in the quantitative survey, selected using stratified random sampling to ensure a representative sample across different academic streams (science, commerce, and arts). Additionally, 20 students were selected for in-depth qualitative interviews, based on their survey responses indicating varying levels of academic resilience.

Data Collection

1. Quantitative Data:

A structured questionnaire was developed, measuring factors related to academic resilience. The survey included items on personal motivation, self-regulation skills, perceived family support, peer relationships, and school environment. The responses were recorded on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

2. Qualitative Data:

Semi-structured interviews were conducted with 20

students, aimed at understanding their experiences with academic challenges and the strategies they employed to overcome them. The interviews were recorded and transcribed verbatim for analysis.

Data Analysis

• Quantitative Analysis:

The survey data was analyzed using descriptive statistics and inferential analysis. Correlation and regression analyses were conducted to determine the relationships between different factors and academic resilience.

• Qualitative Analysis:

The interview transcripts were analyzed using thematic analysis. Thematic codes were identified through repeated reading of the data, focusing on key themes such as coping strategies, support systems, and personal attributes contributing to resilience.

RESULTS

Quantitative Findings

The survey results showed that several factors significantly contribute to academic resilience:

1. Personal Motivation:

Personal motivation was the strongest predictor of academic resilience ($r = 0.68$, $p < 0.01$). Students who reported high levels of intrinsic motivation were more likely to persist through academic difficulties and achieve better academic outcomes. These students tended to be more self-driven and proactive in seeking help when needed.

2. Family Support:

Family support emerged as another significant factor influencing academic resilience ($r = 0.62$, $p < 0.05$). Students who felt supported by their families were better able to cope with academic stress and manage their academic workload effectively. Family support included emotional encouragement, as well as practical assistance, such as help with schoolwork or managing schedules.

3. Peer Relationships:

Positive peer relationships were also found to contribute to academic resilience ($r = 0.57$, $p < 0.05$). Students who had supportive friends or study groups reported higher levels of resilience. Peer support provided both emotional and academic reinforcement, helping students feel connected and motivated to succeed.

4. School Environment:

The quality of the school environment ($r = 0.53$, $p < 0.05$) played a moderate role in fostering resilience. A positive school environment characterized by supportive teachers, a culture of academic excellence, and access

to resources (e.g., libraries, counseling services) helped students navigate challenges more effectively.

Qualitative Findings

The qualitative analysis revealed several key themes regarding how students develop and maintain academic resilience:

1. Coping Strategies:

Students reported using a range of coping strategies to manage academic challenges. These included time management, seeking help from teachers or peers, setting academic goals, and maintaining a positive mindset. Many students emphasized the importance of breaking large tasks into smaller, manageable goals to avoid feeling overwhelmed.

2. Role of Teachers:

Supportive teachers were consistently highlighted as a key source of resilience. Students valued teachers who provided both academic and emotional support. Encouragement and personalized feedback from teachers helped students build confidence in their abilities and persist through challenges.

3. Family and Community Support:

The importance of family and community networks was repeatedly mentioned. Family members provided both emotional support and practical assistance, such as helping with study material or offering a quiet study space. Additionally, some students mentioned community programs and after-school support groups that helped them maintain focus and motivation.

4. Self-Belief and Persistence:

Several students described how developing self-belief and persistence was essential for overcoming setbacks. Resilient students often mentioned that they viewed failure as a learning opportunity rather than a setback. This mindset allowed them to stay motivated even when faced with academic difficulties.

DISCUSSION

The academic resilience of higher secondary school students plays a critical role in their overall success and ability to overcome challenges during a transformative and challenging period in their educational journey. This discussion aims to explore the various factors that contribute to and influence academic resilience, its implications for educational outcomes, and the strategies that can be implemented to foster greater resilience among students.

1. Understanding Academic Resilience

Academic resilience refers to the ability of students to successfully adapt to academic challenges, overcome obstacles, and maintain or even improve their

performance despite adversity. Higher secondary students, who are at a crucial stage in their educational development, face significant academic pressures, including preparing for final exams, managing increasing workloads, and balancing extracurricular activities. It is during this phase that academic resilience becomes vital for students to cope with stress, setbacks, and external challenges, such as family issues, mental health struggles, or socio-economic difficulties.

Resilient students possess certain characteristics, such as motivation, perseverance, adaptability, and a growth mindset. These traits enable them to navigate through difficulties, recover from failures, and continue striving for academic excellence. Moreover, academic resilience is not a fixed trait but rather a dynamic process influenced by various internal and external factors, which include individual attributes, school environment, and social support systems.

2. Key Factors Influencing Academic Resilience

Several factors contribute to the development of academic resilience in higher secondary students:

- **Personal Attributes:** Traits such as self-efficacy, emotional regulation, and internal locus of control are central to fostering resilience. Students who believe in their abilities and maintain a positive outlook, even in the face of adversity, tend to bounce back from failures more effectively. Emotional intelligence also plays a crucial role, as students who are able to manage stress and anxiety tend to cope better under pressure.

- **Family Support:** A strong support system at home is one of the most significant factors in building academic resilience. Students who feel supported and encouraged by their families are more likely to develop the confidence and perseverance necessary for academic success. On the other hand, a lack of parental involvement or negative family dynamics can exacerbate academic struggles.

- **School Environment:** The school plays a key role in nurturing resilience. Teachers who provide constructive feedback, create a supportive classroom atmosphere, and encourage a growth mindset can positively influence students' resilience. Furthermore, access to academic resources, counseling services, and extracurricular activities can enhance a student's ability to cope with stress and develop resilience.

- **Peer Relationships:** Positive peer interactions, such as friendships with like-minded students or access to peer mentoring, also influence resilience. Students who can form strong support networks with their peers often have better coping mechanisms when faced with challenges. Peer support can provide motivation, encouragement, and help students feel less isolated.

3. Academic Resilience and Student Performance

Academic resilience is strongly linked to students' ability to achieve success in their studies. Resilient students tend to outperform their less resilient peers, even when faced with the same challenges. This can be attributed to their capacity to persist through difficulties, view setbacks as learning opportunities, and maintain a long-term focus on their academic goals.

Moreover, resilience enables students to manage stress effectively. Higher secondary school is often a period of intense pressure, with major exams and future career decisions looming. Resilient students are better able to handle this pressure without succumbing to burnout or anxiety, which can otherwise negatively affect their academic performance.

4. Implications for Educational Practices

Recognizing the importance of academic resilience offers valuable insights into how educational systems and teachers can better support students. One important implication is the need for early intervention. Identifying students who may struggle with resilience or face potential setbacks can enable educators to provide timely support. This might include personalized learning strategies, mental health resources, or fostering a positive classroom culture where students are encouraged to take risks and learn from mistakes.

Teachers can also employ strategies to help students develop resilience, such as promoting a growth mindset, providing opportunities for skill-building, and offering emotional and social support. Encouraging self-reflection and goal-setting can empower students to take ownership of their learning and cultivate resilience in the face of adversity.

Additionally, schools should foster an environment that celebrates both effort and achievement, recognizing the importance of perseverance. By emphasizing the process over the outcome, educators can help students build the necessary mindset to navigate future challenges in both their academic and personal lives.

5. Limitations and Future Research

While the discussion highlights the importance of academic resilience, it is important to acknowledge the limitations of current research in this area. Much of the existing literature has focused on individual traits, while less attention has been given to systemic factors, such as the influence of socio-economic status or the impact of digital learning environments on resilience.

Further research is needed to explore how academic

resilience varies across different demographic groups and in diverse educational settings. Understanding the role of cultural factors, gender, and geographic location can provide a more comprehensive picture of how resilience develops and how it can be supported in various contexts.

Additionally, research into the long-term effects of academic resilience can yield valuable insights into its impact on students' future success, including their college admissions, career opportunities, and overall well-being.

In conclusion, academic resilience is a crucial attribute that can significantly affect the success of higher secondary students. The ability to overcome setbacks, manage stress, and remain motivated throughout their academic journey is essential for both short-term performance and long-term development. By understanding the factors that contribute to resilience and implementing strategies to foster it, educators, families, and communities can support students in navigating the challenges of higher secondary education. Through continued research and practical interventions, we can better equip students to become resilient individuals capable of thriving in the face of adversity.

The findings of this study confirm that academic resilience is influenced by multiple factors, including personal, familial, peer, and school-related elements. Personal motivation emerged as the most significant predictor of academic resilience, underscoring the importance of intrinsic drive in helping students overcome challenges. This aligns with existing research on the role of motivation in academic success (Duckworth & Quinn, 2009).

Family support was also found to play a crucial role in fostering resilience. This finding suggests that schools and communities should work closely with families to create an environment where students feel encouraged and supported. The emotional and practical support from families was found to buffer against the pressures of academic stress and help students persevere.

Peer relationships were similarly important, with students reporting that having supportive friends or study partners was instrumental in managing academic challenges. This indicates that schools should foster collaborative learning environments and peer support networks to enhance resilience.

The school environment, while important, was found to play a somewhat lesser role than personal motivation and family support. However, this does not diminish the significance of creating supportive and resource-rich school environments. Schools should focus on providing access to academic resources, counseling services, and

creating a positive and inclusive culture that promotes resilience.

CONCLUSION

This study provides valuable insights into the factors that contribute to academic resilience among higher secondary school students. Personal motivation, family support, peer relationships, and a positive school environment all play significant roles in helping students cope with academic challenges. By focusing on these factors, educational institutions can create supportive environments that foster resilience and enhance student success. Interventions designed to promote resilience, such as counseling, peer support programs, and motivational training, could significantly improve academic outcomes for students facing adversity.

Future research could explore longitudinal studies to track the development of academic resilience over time and assess the effectiveness of specific interventions in enhancing resilience. Understanding the nuanced dynamics of resilience will enable educators, policymakers, and communities to provide the necessary resources and support systems for students to thrive academically.

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