Abstract:

The concept of resilience refers generally to an individual’s ability to develop in terms of normal/healthy development, despite the presence of significant risk and adversity. It represents a dynamic, with the environment interactive process, which is based on three basic ideas: (1) resilience is a multidimensional construct, (2) it is dependent on the social and cultural context, and (3) it is time-limited (dynamically changing with time).

One of the specific types of resilience is academic resilience. This refers to educational achievement outcome anomalies that occur in certain groups of students after an individual has been exposed to statistical risk factors. These groups include students from ethnic minorities, students from low socio-economic status families, children in residential care, and otherwise disadvantaged students.

In promoting school resilience it is primarily necessary to identify individual mechanisms that help resilient students reach achievement and then promote and develop them. These include mainly certain personal characteristics (self-efficacy, work ethics, internal locus of control, etc.) and influences from surroundings (supportive teacher, school programs and extracurricular activities, help and support from family, etc.).

It is therefore important to focus on identifying and promoting disadvantaged students’ school success, primarily through understanding those individuals who have overcome their assumptions. Teachers play an especially important role here.

Key words: academic resilience, school success, disadvantaged individuals, compensatory mechanism.