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# Academic Buoyancy in Southeast Asia: Patterns, Contexts, and Implications for Educational Psychology

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## ABSTRACT

**Objective:** This critical narrative review aimed to synthesize research on academic buoyancy in Southeast Asia, emphasizing psychological correlates, educational contexts, and methodological limitations.

**Methods and Materials:** A critical narrative synthesis examined English-language studies published between 2019 and 2025. Literature searches were reported for Scopus and Web of Science. Of 479 initially identified records, 198 underwent title and abstract screening, 16 full texts were assessed, and 10 reports were retained. Studies were examined for geographical setting, research design, psychological constructs, and contextual associations. The synthesis was descriptive, without meta-analysis or formal risk-of-bias assessment.

**Findings:** The 10 studies represented four Southeast Asian countries: Indonesia (n = 3), Malaysia (n = 2), Singapore (n = 2), and the Philippines (n = 3). All included regional components employed cross-sectional designs, predominantly using self-report measures. Three recurring themes emerged: adaptive learning resources, relational support, and educational context. Academic buoyancy was positively associated with self-regulation, adaptability, growth-related beliefs, motivation, and perceived teacher or parental support. However, inconsistent measurement approaches and limited socioeconomic data prevented reliable comparisons across contexts. No direct evidence established collectivist orientation as an explanatory mechanism. The restricted geographical coverage and incomplete documentation of screening procedures further limited the synthesis.

**Conclusion:** Southeast Asian research identifies recurring associations between academic buoyancy, adaptive psychological resources, and educational support. Longitudinal, culturally informed, and methodologically transparent studies are needed to strengthen regional evidence.

**Keywords:** Academic Buoyancy, Southeast Asia, Educational Psychology, Student Adaptability, Teacher Support, Narrative Review.

## Introduction

Academic buoyancy is defined as a student's ability to cope with everyday academic challenges and setbacks effectively. This construct is increasingly recognized as a key protective mechanism in educational psychology studies (Martin & Marsh, 2008, 2009). In contrast to academic resilience, which is generally concerned with responses to major or chronic adversity, academic buoyancy focuses more on students' adaptive functioning in daily academic contexts (Martin, 2013). Several emerging studies have shown that higher levels of academic buoyancy are associated with increased academic achievement, engagement, satisfaction, and emotional regulation across educational levels (Colmar et al., 2019; Hirvonen et al., 2020; Hoferichter et al., 2021; Putwain & Wood, 2023).

Although initially studied among secondary school students, research on academic buoyancy has now expanded to include primary school and higher education contexts, yielding valuable insights for both theory and practice (af Ursin et al., 2021; Diert-Boté & Moncada-Comas, 2024; Jahedizadeh et al., 2019). A literature review has highlighted the key antecedents, measurement approaches, and outcomes associated with academic buoyancy, while emphasizing the predominance of studies conducted in Western educational settings (Datu & Yuen, 2018). This review calls for greater attention to non-Western contexts, where educational structures, social expectations, and learning environments may differ substantially.

Southeast Asia includes educational systems with different languages, school structures, and socioeconomic opportunities. Assuming a uniform collectivist orientation from geographical membership would be an ecological inference without direct cultural measurement (Bhullar et al., 2012; Kitayama et al., 1997). The present review treats culture as a contextual consideration and distinguishes it from tested individual-level variables.

Educational disruption during and after COVID-19 further underscores the importance of contextual synthesis. Work on school reopening in Malaysia identifies heterogeneous student experiences (Asadullah, 2024), while scholarship on educational technologies highlights that national and institutional conditions shape learning environments (Kerres & Buchner, 2022). Regional studies have examined buoyancy alongside teacher support, self-regulation, motivation, and family contexts (Datu & Yang, 2021; Granziera et al., 2022; Rohinsa et al., 2019).

Therefore, this article aims to synthesize and interpret research patterns on academic buoyancy conducted in the Southeast Asian region by examining the geographical distribution of studies, their methodological characteristics, and the contextual factors most frequently associated with academic buoyancy. Adopting a critical narrative approach, this article seeks to provide a focused overview of the area of recent empirical work, identify current limitations in the evidence base, and outline directions for future research in educational psychology that is sensitive to contextual and structural diversity.

## Methods and Materials

This study adopts a critical narrative synthesis approach to examine patterns of academic buoyancy research conducted in Southeast Asia. This narrative synthesis is particularly appropriate when the goal is to interpret trends, contextual emphases, and methodological characteristics across heterogeneous studies, rather than to aggregate effect sizes or produce comprehensive coverage (Hickson, 2016; Pino Gavidia & Adu, 2022). Given the diversity of study designs, samples, and related constructs in the academic buoyancy literature, a narrative approach allows for a flexible yet transparent synthesis of recent empirical work.

*Data Sources and Search Strategy*

The literature search referred to Scopus and Web of Science (WoS), two major databases with broad coverage of educational psychology and related fields. Their coverage and metadata differ, so the choice of databases alone does not establish exhaustive coverage (Pranckutė, 2021).

The search targeted articles published between 2019 and 2025, representing the last six years of research on academic buoyancy. This timeframe was chosen considering contemporary developments in the field, including shifting educational contexts, increased attention to students' adaptive capacities, and changing learning conditions during and after the COVID-19 pandemic (Bostwick et al., 2022; Hoferichter et al., 2021).

The primary term was “academic buoyancy”; geographic eligibility was established from each report’s participant and school-setting descriptions. The original database export,


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complete Boolean search syntax, and deduplication log were not supplied with this manuscript. Accordingly, the following summary describes the author-reported narrative selection rather than a reproducible exhaustive search.

*Inclusion and Exclusion Criteria*

*Research was included if it met the following criteria:*

- explicitly examined academic buoyancy as a primary construct
- conducted in one or more Southeast Asian countries
- published between 2019 and 2025
- written in English
- published in peer-reviewed journals and indexed in Scopus or Web of Science.

*Research was excluded if:*

- It was conducted outside of Southeast Asia
- It did not empirically investigate academic buoyancy
- It was a review article, book chapter, conference proceedings, or other non-peer-reviewed publication
- It was published in a language other than English.

*Study Selection and Data Extraction*

The source manuscript reports 479 search records, 198 titles and abstracts screened, 16 full-text reports considered, and 10 reports retained for narrative synthesis (Figure 1). The difference of 281 between the first two stages is not explained by a documented deduplication or exclusion step; a complete audit of record-level decisions is therefore not possible from the supplied materials. These values should be regarded as author-reported until search histories and screening logs are made available.

For the retained reports, the narrative extraction considered geographic setting, sample, reported study design, central constructs, measurement instruments where available, and the nature of associations (Table 1). The selected reports were not weighted as if effect estimates were directly comparable; formal risk-of-bias appraisal and independent reviewer agreement were not documented. Consequently, the synthesis highlights recurring questions rather than quantifying regional prevalence or causal mechanisms.

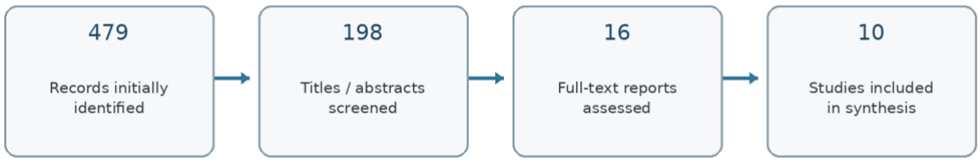



Figure 1.

*Reported sequence of literature identification and selection*

*Data Synthesis*

A descriptive thematic narrative was organized around self-regulation/adaptability, relational support, and educational context. Reported cross-sectional relationships are described as associations rather than effects. Academic buoyancy was distinguished from academic resilience, mathematical buoyancy, and broader motivation wherever study operationalizations differed. The contextual interpretation was informed by established research on academic buoyancy (Martin & Marsh, 2008; Datu & Yuen, 2018) and adjacent evidence on educational and family resources (Javadi-Elmi et al., 2022), without treating non-Southeast Asian studies as members of the regional corpus.


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Table 1.

*Ten reports described in the Southeast Asian narrative synthesis.*

| No. | Study | Design | Location | Reported focus and interpretation limit |
|---|---|---|---|---|
| 1 | Rameli et al., 2025 | Cross-sectional | Malaysia | Self-regulated learning and academic buoyancy; observational associations only. |
| 2 | Wong & Lee, 2025 | Cross-sectional | Singapore | Mindset and cognitive reappraisal as correlates of buoyancy; cannot infer causality. |
| 3 | Valdez, 2024 | Cross-sectional | Philippines | Implicit theories of talent, academic buoyancy, and well-being; specific population. |
| 4 | Rafsanjani et al., 2024 | Cross-sectional | Indonesia | Academic buoyancy and learning achievement; geographically limited student sample. |
| 5 | Teoh et al., 2024) | Cross-sectional | Malaysia | Mathematical buoyancy in rural education; related but not necessarily equivalent to general academic buoyancy. |
| 6 | Friala et al., 2023 | Cross-sectional | Philippines | Grit and buoyancy under distance learning; cross-sectional self-report. |
| 7 | Granziera et al., 2022 | Cross-sectional* | Singapore | Teacher instrumental support linked with buoyancy in Singapore; separate Australian longitudinal component excluded from SEA inference. |
| 8 | Datu & Yang, 2021 | Cross-sectional | Philippines | Academic buoyancy, motivation, and achievement among Filipino students; observational. |
| 9 | Rohinsa et al., 2020 | Cross-sectional | Indonesia | Parent support, need satisfaction, and buoyancy in Indonesian students; no socioeconomic comparison. |
| 10 | Rohinsa et al., 2019 | Cross-sectional | Indonesia | Teacher support, academic buoyancy, and engagement; tested associational mediation model. |

*The Singapore component of Granziera et al. (2022) was cross-sectional; the article also includes an Australian longitudinal sample.

## Findings and Results

### *Overview of Included Studies*

A total of 10 empirical studies published between 2019 and 2025 were included in the critical narrative synthesis. These studies were conducted in a limited number of Southeast Asian countries, specifically Indonesia (Rafsanjani et al., 2024; Rohinsa et al., 2019, 2020), Malaysia (Rameli et al., 2025; Teoh et al., 2024), Singapore (Granziera et al., 2022; Wong & Lee, 2025), and the Philippines (Datu & Yang, 2021; Friala et al., 2023; Valdez, 2024). No eligible studies were identified from other countries in the region within the selected timeframe.

The studies predominantly examined secondary-school or university learners and relied on self-report questionnaires and cross-sectional associations. One multi-context investigation included a Singaporean cross-sectional component and a longitudinal Australian comparison; the latter does not constitute additional Southeast Asian longitudinal evidence (Granziera et al., 2022). Consequently, no inference about developmental change in the region follows from the table alone.

### *Constructs Examined in Relation to Academic Buoyancy*

In all included studies, academic buoyancy was examined in relation to various psychological and contextual constructs. Through critical narrative synthesis, three recurring thematic emphases were identified: adaptability, socioeconomic background, and teacher or social support.

Several studies have examined academic buoyancy in relation to adaptability, growth mindset, or related self-regulatory capacities. For example, (Rohinsa et al., 2019, 2020) reported positive associations between academic buoyancy and adaptability-related constructs among Indonesian high school students. A similar pattern was also found in a higher education sample, where traits related to adaptive learning were associated with students' capacity to cope with daily academic challenges (Datu & Yang, 2021; Rameli et al., 2025). These findings suggest a consistent association between adaptive capacity and academic buoyancy; however, all of this evidence comes from cross-sectional study designs.

Socioeconomic conditions were discussed as potentially relevant but were not measured consistently across the retained reports. The present evidence table does not support a defensible conclusion that students with lower socioeconomic status have higher buoyancy in the region. Family support and basic need satisfaction were examined in one Indonesian study (Rohinsa et al., 2020), but this should not be equated with a comparative socioeconomic effect.

Meanwhile, teacher support and broader social support emerged as another recurring theme across several studies. A positive association between perceived teacher support and academic buoyancy was reported in studies conducted in Malaysia and Singapore (Granziera et al., 2022; Rohinsa et


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al., 2019). These studies emphasized the role of a supportive classroom environment in addressing students' daily academic challenges, although the strength and operationalization of teacher support varied across studies.

*Geographic Distribution and Evidence Gaps*

Geographically, the distribution of studies is uneven, with research concentrated in only a few Southeast Asian countries. No eligible studies were identified from Thailand, Vietnam, Cambodia, Myanmar, Laos, or Brunei during this review period. Consequently, the current evidence base does not support generalization of findings across Southeast Asia.

Furthermore, the limited number of studies and the predominance of correlational designs have limited the robustness of conclusions regarding academic buoyancy in this region. Therefore, the patterns identified in this synthesis should be interpreted cautiously as recurring highlights in the available literature, rather than as definitive or representative regional characteristics.

## Discussion and Conclusion

The reviewed reports cluster around adaptive learning resources and teacher or family support, but these themes represent emphases in a selected literature rather than distinctive regional psychological mechanisms. With heterogeneous measures, limited geographic coverage, and largely cross-sectional data, the synthesis does not establish causality or regional prevalence.

*Constructs Related to Academic Buoyancy and Adaptability*

Across the included studies, adaptability, growth mindset, and self-regulation emerged as recurring correlates of academic buoyancy (Datu & Yang, 2021; Friala et al., 2023; Valdez, 2024; Wong & Lee, 2025). This pattern is generally consistent with findings from Western educational contexts, where academic buoyancy has been associated with students' adaptive responses to routine academic stress (Martin, 2013; Martin & Marsh, 2008; Putwain & Wood, 2023). However, the Southeast Asian evidence base remains limited to cross-sectional designs, thus preventing conclusions about developmental directions or trends.

Equally important, although constructs related to adaptability are frequently examined, they are operationalized using different instruments and conceptual labels across studies. This heterogeneity complicates direct comparisons and suggests the need for greater conceptual alignment in future research. Rather than indicating unique mechanisms of academic buoyancy in Southeast Asia, the available evidence points to broadly similar adaptive processes expressed in context-specific educational environments.

*Socioeconomic Background and Contextual Interpretation*

Socioeconomic resources and constraints are potentially relevant to everyday academic adaptation, but the selected articles do not offer comparable socioeconomic measures sufficient to establish the direction or magnitude of their association with buoyancy. This synthesis therefore treats socioeconomic position as a research gap, rather than reporting a verified regional effect.

*Teacher Support and Relational Context*

Perceived teacher support emerged as a recurring correlate of academic resilience across studies conducted in Southeast Asian countries (Granziera et al., 2022; Rohinsa et al., 2019). This finding aligns with the broader educational psychology literature, which emphasizes the role of supportive teacher-student relationships in fostering students' academic engagement and emotional regulation.

Although some interpretations have linked the importance of teacher support to collectivist cultural orientation, this synthesis does not provide direct evidence to support such claims. None of the included studies measured collectivism or tested cultural orientation as a moderator. Therefore, teacher support should be understood as a contextual and relational factor embedded in specific educational environments, rather than as regionally determined cultural values. Overgeneralizing the effects of teacher support as

inherently "collectivist" risks creating an ecological fallacy and obscuring regional diversity.

*Methodological and Geographic Limitations of the Evidence Base*

This synthesis also outlines significant methodological and geographic limitations in the literature on academic buoyancy in Southeast Asia. The predominance of correlational and self-report designs limits the ability to draw causal conclusions or inform intervention development. Furthermore, the concentration of studies in only a small number of countries limits the representativeness of the evidence base.

Several Southeast Asian countries were not included in the reviewed literature at all, suggesting that the current understanding of academic resilience in the region is partial. Consequently, claims about regional patterns should be interpreted as a reflection of research emphasis rather than a comprehensive representation of Southeast Asia as a whole.

*Implications for Future Research*

Overall, the findings from this critical narrative synthesis suggest several directions for future research. First, diverse methodological designs, including longitudinal and intervention-based studies, are needed to better understand the development and adaptability of academic resilience. Second, future studies should seek greater conceptual clarity and measurement consistency, particularly regarding constructs related to adaptive capacity. Third, expanding research coverage to underrepresented Southeast Asian countries is crucial to building a more inclusive and representative evidence base.

Equally important, future research should avoid treating cultural orientation as an assumed explanatory factor. Instead, constructs related to culture should be explicitly defined, measured, and analytically tested where relevant. Such an approach would allow for a more rigorous examination of how contextual and cultural factors interact with academic buoyancy across different educational settings.

*Cross-context theoretical perspective*

Academic buoyancy research in other regions reinforces the importance of keeping conceptual and cultural claims separate from observations. A structural model of engagement in Iranian university students considered personal, family, peer, and educational resources alongside buoyancy (Javadi-Elmi et al., 2022). A broader adolescent mental-health discussion also highlights the context of stress, family resilience, and culturally responsive school supports (Seyed Alitabar, 2026). Neither source forms part of the ten Southeast Asian studies, and neither is used to infer an unmeasured cultural effect for Southeast Asia.

*Limitations*

This narrative review is limited to English-language reports retrieved through an incompletely documented Scopus and Web of Science search. In particular, the initial record counts cannot be reconciled from the source material, and several studies were interpreted from descriptive reporting without a study-level risk-of-bias assessment. The table includes a cross-national paper and a mathematical-buoyancy study, which require construct-specific interpretation. Most regional results are correlational and based on self-report, and countries other than Indonesia, Malaysia, Singapore, and the Philippines are scarcely represented. Cultural orientations were not directly measured or compared, precluding region-wide cultural explanations.

*Conclusion*

This critical narrative synthesis examines studies on academic buoyancy conducted in Southeast Asia between 2019 and 2025. The studies reviewed largely conceptualize academic buoyancy as a correlational construct related to adaptive capacity, socioeconomic background, and perceived teacher support. Rather than indicating distinct regional mechanisms, these findings reflect how commonly studied factors are situated within specific educational contexts.



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However, the existing evidence base remains limited in scope, methodological diversity, and geographic representation. Future research should adopt more diverse designs, expand coverage across Southeast Asian countries, and explicitly define and measure contextual factors to gain a more nuanced understanding of academic buoyancy in the region.

## Declaration of Interest

The authors of this article declared no conflict of interest.

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## Authors' Contributions

All authors equally contribute to this study.

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