

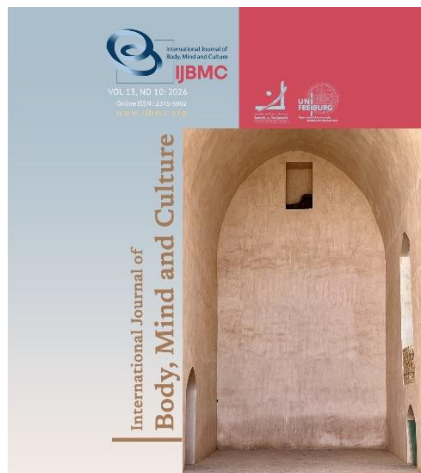
Article type:
Narrative Review

1 Department of Guidance and Counseling, Universitas
Negeri Malang, Indonesia.

Corresponding author email address:
ach.sudrajad.2401119@students.um.ac.id

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

Ach Sudrajad. Nurismawan^{1*}, Muslihah¹, Yulianti.
Hotifah¹, Diniy Hidayatur. Rahman¹, Shopyan
Jepri. Kurniawan¹



Article history:

Received 12 Feb 2026
Revised 15 Mar 2026
Accepted 03 Apr 2026
Published online 01 Oct 2026

How to cite this article:

Nurismawan, A. S., Muslihah, M., Hotifah, Y., Rahman, D. H., & Kurniawan, S. J. (2026). Academic Buoyancy in Southeast Asia: Patterns, Contexts, and Implications for Educational Psychology. *International Journal of Body, Mind and Culture*, 13(10), Article e2026-1339. <https://doi.org/10.61838/ijbmc.v13i10.1339>



© 2026 the authors. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

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; Rohins 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,

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.

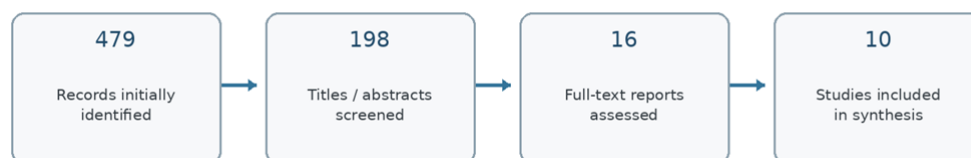


Figure 1.

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.

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	Frialá 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; Frialá 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

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.

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.

Funding

This research is supported by Universitas Negeri Surabaya, specifically the Institute for Research and Community Service (LPPM).

Authors' Contributions

All authors equally contribute to this study.

References

- af Ursin, P., Järvinen, T., & Pihlaja, P. (2021). The Role of Academic Buoyancy and Social Support in Mediating Associations Between Academic Stress and School Engagement in Finnish Primary School Children. *Scandinavian Journal of Educational Research*, 65(4), 661–675. <https://doi.org/10.1080/00313831.2020.1739135>
- Asadullah, M. N. (2024). Back to school after COVID-19 pandemic: Resumption or transitional disruption? *International Journal of Educational Development*, 109, 103086. <https://doi.org/10.1016/j.ijedudev.2024.103086>
- Bhullar, N., Schutte, N. S., & Malouff, J. M. (2012). Associations of individualistic-collectivistic orientations with emotional intelligence, mental health, and satisfaction with life: A tale of two countries. *Individual Differences Research*, 10(3), 165–175. <https://doi.org/10.65030/idr.10015>
- Bostwick, K. C. P., Martin, A. J., Collie, R. J., Burns, E. C., Hare, N., Cox, S., Flesken, A., & McCarthy, I. (2022). Academic Buoyancy in High School: A Cross-Lagged Multilevel Modeling Approach Exploring Reciprocal Effects With Perceived School Support, Motivation, and Engagement. *Journal of Educational Psychology*, 114(8), 1931–1949. <https://doi.org/10.1037/edu0000753>
- Colmar, S., Liem, G. A. D., Connor, J., & Martin, A. J. (2019). Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. *Educational Psychology*, 39(8), 1068–1089. <https://doi.org/10.1080/01443410.2019.1617409>
- Datu, J. A. D., & Yang, W. (2021). Academic buoyancy, academic motivation, and academic achievement among Filipino high school students. *Current Psychology*, 40(8), 3958–3965. <https://doi.org/10.1007/s12144-019-00358-y>
- Datu, J. A. D., & Yuen, M. (2018). Predictors and Consequences of Academic Buoyancy: a Review of Literature with Implications for Educational Psychological Research and Practice. *Contemporary School Psychology*, 22(3), 207–212. <https://doi.org/10.1007/s40688-018-0185-y>
- Diert-Boté, I., & Moncada-Comas, B. (2024). Out of the comfort zone, into the learning zone: An exploration of students' academic buoyancy through the 5-Cs in English-medium instruction. *System*, 124, 103385. <https://doi.org/10.1016/j.system.2024.103385>
- Frialala, E. J., Gales, A., Uy, N. J., & Montano, R. L. T. (2023). The impact of grit on the academic buoyancy of Filipino undergraduate students engaged in distance learning. *Journal of Further and Higher Education*, 47(7), 954–965. <https://doi.org/10.1080/0309877X.2023.2203803>
- Graziera, H., Liem, G. A. D., Chong, W. H., Martin, A. J., Collie, R. J., Bishop, M., & Tynan, L. (2022). The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills: A study of high school and elementary school students in different national contexts. *Learning and Instruction*, 80, 101619. <https://doi.org/10.1016/j.learninstruc.2022.101619>
- Hickson, H. (2016). Becoming a critical narrativist: Using critical reflection and narrative inquiry as research methodology. *Qualitative Social Work*, 15(3), 380–391. <https://doi.org/10.1177/1473325015617344>
- Hirvonen, R., Putwain, D. W., Määttä, S., Ahonen, T., & Kiuru, N. (2020). The role of academic buoyancy and emotions in students' learning-related expectations and behaviours in primary school. *British Journal of Educational Psychology*, 90(4), 948–963. <https://doi.org/10.1111/bjep.12336>
- Hoferichter, F., Hirvonen, R., & Kiuru, N. (2021). The development of school well-being in secondary school: High academic buoyancy and supportive class- and school climate as buffers. *Learning and Instruction*, 71, 101377. <https://doi.org/10.1016/j.learninstruc.2020.101377>
- Jahedizadeh, S., Ghonsooly, B., & Ghanizadeh, A. (2019). Academic buoyancy in higher education. *Journal of Applied Research in Higher Education*, 11(2), 162–177. <https://doi.org/10.1108/JARHE-04-2018-0067>
- Javadi-Elmi, L., Yarshir, S., & Laal-Avazpour, N. (2022). Designing and validating a structural model for academic engagement based on personal, family, peer, and educational factors with the mediating role of academic buoyancy in university students. *International Journal of Body, Mind and Culture*, 9(4), 296–308. <https://doi.org/10.22122/ijbmc.v9i4.396>
- Kerres, M., & Buchner, J. (2022). Education after the pandemic: What we have (not) learned about learning. *Education Sciences*, 12(5), 315. <https://doi.org/10.3390/educsci12050315>
- Kitayama, S., Matsumoto, H., Markus, H. R., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology*,

- 72(6), 1245–1267. <https://doi.org/10.1037/0022-3514.72.6.1245>
- Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring ‘everyday’ and ‘classic’ resilience in the face of academic adversity. *School Psychology International*, 34(5), 488–500. <https://doi.org/10.1177/0143034312472759>
- Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students’ everyday academic resilience. *Journal of School Psychology*, 46(1), 53–83. <https://doi.org/10.1016/j.jsp.2007.01.002>
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, 35(3), 353–370. <https://doi.org/10.1080/03054980902934639>
- Pino Gavidia, L. A., & Adu, J. (2022). Critical narrative inquiry: An examination of a methodological approach. *International Journal of Qualitative Methods*, 21, 16094069221081594. <https://doi.org/10.1177/16094069221081594>
- Pranckutė, R. (2021). Web of Science (WoS) and Scopus: The titans of bibliographic information in today’s academic world. *Publications*, 9(1), 12. <https://doi.org/10.3390/publications9010012>
- Putwain, D. W., & Wood, P. (2023). Riding the bumps in mathematics learning: Relations between academic buoyancy, engagement, and achievement. *Learning and Instruction*, 83. <https://doi.org/10.1016/j.learninstruc.2022.101691>
- Rafsanjani, M. A., Wahyudi, H. D., Dewi, R. M., & Kamalia, P. U. (2024). Navigating the College Students’ Adversities: The Role of Academic Buoyancy and Motivation on Learning Achievement. *Journal on Efficiency and Responsibility in Education and Science*, 17(3), 247–256. <https://doi.org/10.7160/eriesj.2024.170307>
- Rameli, M. R. M., Alhassora, N. S. A., Mazlan, A. N., Hoon, T. S., Mohamed, S. R., & Hong, J. B. Z. (2025). Relationship between Self-regulated Learning with Academic Buoyancy: A Case Study among Malaysia FELDA Secondary School Students. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 45(1), 202–214. <https://doi.org/10.37934/araset.45.1.202214>
- Rohinsa, M., Cahyadi, S., Djunaidi, A., & Iskandar, T. Z. (2019). The role of teacher support in predicting engagement through academic buoyancy. *International Journal of Innovation, Creativity and Change*, 10(5), 200–213. https://www.ijicc.net/images/vol10iss5/10522_Rohinsa_2019_E_R.pdf
- Rohinsa, M., Cahyadi, S., Djunaidi, A., & Zulrizka Iskandar, T. B. (2020). Effect of parent support on engagement through need satisfaction and academic buoyancy. *Utopia y Praxis Latinoamericana*, 25(Extra 6), 144–153. <https://doi.org/10.5281/zenodo.3987593>
- Seyed Alitabar, S. H. (2026). Adolescent mental health in contemporary Iran: A body–mind–culture perspective. *International Journal of Body, Mind and Culture*, 13(1), 1–3. <https://doi.org/10.61838/ijbmc.v13i1.1346>
- Teoh, S. H., Mohamed, S. R., Hong, J. B. Z., Mohd Rameli, M. R., Ahmad Alhassora, N. S., & Mazlan, A. N. (2024). Navigating mathematical challenges: Enhancing mathematical buoyancy among rural students for tertiary-level preparedness. *Asian Journal of University Education*, 20(1), 173–184. <https://doi.org/10.24191/ajue.v20i1.26027>
- Valdez, J. P. M. (2024). Exploring the role of implicit theories of talent in subjective well-being, academic buoyancy, and perceived physical health: A study in the Philippine context. *School Psychology International*, 45(1), 4–15. <https://doi.org/10.1177/01430343231165269>
- Wong, A. W. Y., & Lee, A. N. (2025). Mindsets, emotion regulation and student outcomes: evidence from a sample of higher education students in Singapore. *Current Psychology*, 44(6), 4988–5002. <https://doi.org/10.1007/s12144-025-07394-x>