

Research Paper

Flowing into Buoyancy? Investigating the Predictive Relationship between Flow Proneness and Academic Buoyancy among University Students in India

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ABSTRACT

Studies have shown that Academic Buoyancy is associated with several positive emotional and educational outcomes. In this study, the researchers examined the influence of Flow Proneness, Grit and Perceived Social Support on Academic Buoyancy. A sample of 137 university students' responses was collected and they were classified into High and Low Academic Buoyancy groups. Welch's T-Test showed that High and Low Academic Buoyancy groups significantly differed on their mean Total Flow Proneness scores, and specifically on the dimensions of Explicit Goals, Feedback, Concentration and Enjoyment. Hierarchical Regression revealed only Grit as a valid predictor of Academic Buoyancy. Although Flow Proneness was not a significant predictor, post-hoc analysis revealed that one domain of Flow Proneness, namely: Flow Proneness at Work (FP-Work) significantly predicted Academic Buoyancy ($p < 0.001$). Theoretical implications of the research were discussed along with potential applications in educational settings.

Keywords: *Flow Proneness, Academic Buoyancy, University Students, Grit, Perceived Social Support*

Academic Buoyancy is defined as “students’ ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life” (Marsh & Martin, 2008). It facilitates academic achievement through various underlying cognitive (Collie et al., 2015) and motivational (Datu & Yang, 2019) networks, and has also been implicated as a significant moderator between academic emotions and achievement (Putwain et al., 2022). Students high in Academic Buoyancy show greater academic planning, emotional regulation and autonomous motivation, which support academic performance and wellbeing (Hirvonen et al., 2019; Alazemi et al., 2023; Aydin & Michou, 2019; Strickland, 2015). While Resilience is concerned with bouncing back from intense adversities, Academic Buoyancy is related to less-intense everyday problems. Thus, Academic Buoyancy positively influences academic performance, while also having a protective effect on the student’s wellbeing in times of stress and adversity. The characteristic of Academic Buoyancy discussed above, namely – successfully dealing with

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stressors (situational demands) – overlaps with another concept in Positive Psychology, Flow Proneness.

Flow Proneness is a person's tendency to experience Flow in everyday life (Ullén et al., 2010). While much Flow State research looks at its dynamic processes, researchers have also looked at performance and well-being correlates of Flow Proneness as a dispositional construct. It plays a protective role for a person's physiological and psychological health (Hirao & Kobayashi, 2012; Gaston et al., 2024). Further, Flow Proneness has a positive impact on functioning in educational settings - associated with improved tolerance and ability to manage negative emotions while also motivating students to perform well academically (Asakawa et al., 2010; Jackson et al., 1998; Whiteoak, 2014; Ullén et al., 2016).

Researchers have looked at Academic Buoyancy and its consequences primarily in the school context (Singh & Shourie, 2025). Initial research has categorized proximal (individual and environmental) predictors of academic buoyancy into 3 types: Psychological Factors, School and Engagement Factors; and Family and Peer Factors (Martin & Marsh, 2008a). Among these, Grit (Jabari et al., 2025) and Perceived Social Support (Li et al., 2024) are two empirically established predictors of Academic Buoyancy. Relating to Flow, research has shown that Sustained Flow significantly predicts Academic Buoyancy (Ibrahim & Al-Hoorie, 2019; Jahedizadeh et al., 2020). However, as Sustained Flow was specific to English language-learning, whether these findings generalize to the broad trait-level Flow Proneness is yet to be seen.

Operationalised as a balance between situational demands and an individual's skills, the Quadrant Model calls Flow the 'Engine of Personal Growth' (Csikszentmihalyi, 1988, 2000; Keller, 2011). When the demands of a situation - despite slightly exceeding the person's skills - seem attainable with effort, Flow is fostered. Improved skills and intrinsic rewards push an individual to seek greater challenges, resulting in an upward cycle of autotelic mastery experiences. Thus, Flow involves a conscious employment of skills for meeting situational demands, often associated with feelings of satisfaction. According to the Dynamic Process Model of Resilience (Bryan et al., 2018), the individual builds resources through goal-oriented behaviours, resource reintegration and cognitive reappraisal of stressors as "challenges". As discussed earlier, Flow facilitates and in turn is fostered by goal-oriented cognition and efforts. The mastery experiences and self-regulation associated with greater Flow Proneness may contribute to the psychological capital needed to overcome the minor setbacks characteristic of Academic Buoyancy. Findings of such research could inform teaching approaches, academic planning and interventions designed to foster and improve Academic Buoyancy.

While Grit and Perceived Social Support have an important effect, Flow Proneness may account for additional variance in Academic Buoyancy. An individual "Flow Prone" in academics experiences states of great motivation, focus and resultantly improved skills. Here, Flow Proneness, as opposed to Perceived Social Support, may be directly related to Academic outcomes and abilities such as Academic Buoyancy through problem-focused coping and development of expertise. Further, researchers have pointed to links between Flow, Creativity and Mastery (Csikszentmihalyi et al., 2018). Grit might provide consistent efforts, however in the long run, Flow Proneness may provide the mastery experiences and improved self-efficacy necessary for an individual to deal with increasingly difficult

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academic content and demands. While adaptive, consistent efforts characteristic of Grit might predict Academic Buoyancy, the “cognitive reorganisation” (clarity) and intrinsically driven motivation due to Flow Proneness may also incline an individual to more efficiently deal with everyday academic stressors.

Thus, this study addresses the gap by examining whether university students having different levels of Academic Buoyancy also vary on Flow Proneness. Additionally, the predictive power of Flow could be better understood by including established predictors of Academic Buoyancy as controls. For instance, in a collectivist society such as India, perceived support from parents and peers may be of higher importance than Flow Proneness. The researchers hence examine whether Flow Proneness predicts Academic Buoyancy over and above Grit and Perceived Social Support among university students in India.

METHODOLOGY

Aim

This study aims to investigate whether there is a statistically significant difference between the Flow Proneness levels of High and Low Academic Buoyancy and to test the model suggesting Flow Proneness, Grit and Perceived Social Support can together predict Academic Buoyancy among University Students in India.

Objectives

- To see whether Flow Proneness differs for varying levels of Academic Buoyancy [Low vs High]
- To see whether Flow Proneness, Grit and Perceived Social Support significantly predict Academic Buoyancy.
- To examine whether Flow Proneness predicts Academic Buoyancy over and above empirical predictors [Grit and Perceived Social Support].

Hypotheses

- **H₁**: High Academic Buoyancy group will have significantly greater Flow Proneness compared to the Low Academic Buoyancy group.
- **H₂**: Grit, Perceived Social Support and Flow Proneness will significantly predict Academic Buoyancy.
- **H₃**: Flow Proneness will be a valid predictor of Academic Buoyancy, over and above Grit and Perceived Social Support.

Sample

The study is based on responses of 137 students [86 Females, 51 Males]. Responses were collected using Snowball Sampling. Inclusion criteria involved individuals between the ages of 18-25, currently residing and pursuing an Undergraduate or Master’s Degree in India.

Variables and Definitions:

- **Flow Proneness**: “Tendency of a person to experience flow states” (Ullén et al., 2010), as measured by the Swedish Flow Proneness Questionnaire (Ullén et al., 2011).
- **Academic Buoyancy**: “Students’ ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life”, as measured by the Academic Buoyancy Scale (Martin & Marsh, 2008)

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- **Grit:** "Perseverance, passion and adaptability for long-term goals", as measured by the Triarchic Measure of Grit Scale (Datu et al., 2017)
- **Perceived Social Support:** "Subjective assessment of the extent to which an individual feels supported by others" as measured by the Multidimensional Scale of Perceived Social Support (Zimet et al., 1998)

Materials and Instruments:

Four instruments were used in this study.

1. **Swedish Flow Proneness Questionnaire:** It is a 21-item 5-point Likert scale measuring Flow Proneness. SFPQ has three subscales (domains) of flow-proneness: FP-Work, FP-Maintenance and FP-Leisure (SFPQ; Ullén et al, 2011). All three subscales have good established reliability and validity. Subscale scores are obtained by calculating the means of respective items. The scale yields a total score of Flow Proneness (FP-Total), which is the mean of subscale scores. Higher scores on the scale indicate greater tendency to experience Flow in daily activities.
2. **Academic Buoyancy Scale:** This is a 4-item 7-point Likert scale measuring Academic Buoyancy. Research has shown ABS to have acceptable reliability and validity. Despite construct validity concerns by Stephens (2019), ABS has been validated and used cross-culturally in the US (Martin et al., 2017), Australia (Martin, 2013), Egypt (Khalaf & Abulela, 2021) among several countries. Higher scores indicate greater capacity to deal with everyday academic challenges.
3. **Triarchic Measure of Grit Scale:** This is a 10-item 5-point Likert scale measuring Grit (TMGS; Datu et. al, 2017). Unlike popular scales of two-dimensional Grit, TMGS conceptualises Grit as having 3 aspects (subscales) – Consistency of Effort, Commitment to Long-Term Goals and Adaptability. The scale has been constructed and validated primarily for use in Eastern, Collectivistic Cultures, where the Adaptability aspect of Grit may play a more significant role (Datu et al., 2017). Subscale scores are obtained by calculating item means; and the Total Grit score is calculated as the mean of Subscale Scores. The items on Commitment subscale are reverse-scored. Higher scores indicate greater presence, perseverance, interest towards a particular goal and ability to adapt to situations.
4. **Multidimensional Scale of Perceived Social Support:** It is a 12-item 7-point Likert scale measuring Perceived Social Support (MSPSS; Zimet et al., 1998). The responses for items range from 1 = Very Strongly Disagree to 7 = Very Strongly Agree. This has 3 subscales: Perceived Social Support from Significant Others, Family and Friends. Item means are calculated to yield subscale scores. Mean of subscale scores yields Total Scale Score. Research (Sanjeev et al., 2021) has established Reliability and Validity of the scale for Indian populations. Higher scores indicate perception of greater amount of social support received from significant others, family and friends.

Procedure: A Google Form was used to collect responses for this study. All participants provided Informed Consent, along with Demographic Details [Age, Gender, City of Residence]. Scales were administered as individual sections of the form.

Data Analysis:

Statistical Analysis was conducted in RStudio (R Core Team, 2023). Descriptive Statistics calculated using stats package (R Core Team, 2023) included Mean, Standard Deviation and Standard Error for Total Scale and Subscale Scores.

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Inferential Statistics was conducted using dplyr (Wickham et al., 2025), stats (R Core Team, 2024), Hmisc (Harrell F Jr, 2025) and correlation (Makowski et. al, 2020), pastecs (Grosjean, 2002), car (Fox, 2024), boot (Canty & Ripley, 2024), QuantPsyc (Fletcher, 2022), WRS (Mair & Wilcox, 2020) and rempsyc (Thériault, 2023) packages.

Data was screened for outliers, influential cases, multicollinearity and independence of residuals. A hierarchical multiple regression model was computed with Academic Buoyancy as Criterion, having Grit and Perceived Social Support as Theoretical (Control) Predictors, and Flow Proneness as the Hypothesized Predictor.

Welch's T-Test was conducted for Total-FP Score of two groups: High Academic Buoyancy and Low Academic Buoyancy. Given the absence of empirically established cut-offs for the ABS, a median split was employed for exploratory group comparisons. The hierarchical regression is the primary analysis of this paper, while the t-test is the secondary exploratory analysis.

RESULTS

Table 1 shows the descriptive statistics for Gender, Flow Proneness, Academic Buoyancy, Grit and Perceived Social Support.

Descriptive Statistics

Variable	<i>n</i>	M(SD)	95% C.I.
Gender			
<i>Male</i>	51		
<i>Female</i>	86		
Flow Proneness	137	3.47 (0.46)	[3.39, 3.55]
Academic Buoyancy	137	4.34 (1.35)	[4.11, 4.57]
Grit	137	3.49 (0.59)	[3.39, 3.59]
Perceived Social Support	137	5.29 (1.08)	[5.1, 5.47]

Note. Note. CI = confidence interval.

Table 2 shows Welch's T-Test results for Total Flow Proneness and post-hoc analyses of SFPQ dimensions. As seen here, the T-Test for Total Flow Proneness yielded a t-value of $t(132.20) = 3.48$ ($p < .001$). Thus, on average, the High Academic Buoyancy groups were higher in Flow Proneness as compared to Low Academic Buoyancy groups. It represented a small-sized effect $r = .3$. Thus, the hypothesis H_1 was accepted. Post-hoc analyses were conducted to understand which dimensions High and Low Academic Buoyancy groups differ on. Table 2 displays subsequent post-hoc t-tests for High and Low Academic Buoyancy groups. Welch's T-Tests were significant for Explicit Goals, Feedback, Concentration and Enjoyment. However, they were insignificant for Boredom, Balance of Demands and Skills and Perceived Sense of Control.

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Table no. 2: T-Test Results for Total Flow Proneness Scores and Dimensions between High vs Low Academic Buoyancy Groups

T-Tests for Flow Proneness and Dimensions

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>	95% CI
Flow Proneness	-3.48	132.20	.001***	-0.59	[-0.94, -0.25]
Boredom	-1.08	121.25	.284	-0.19	[-0.54, 0.16]
Balance	-0.66	122.42	.511	-0.12	[-0.47, 0.24]
Explicit Goals	-3.68	122.95	< .001***	-0.65	[-1.01, -0.29]
Feedback	-3.38	122.19	.001***	-0.60	[-0.96, -0.24]
Concentration	-3.68	120.46	< .001***	-0.66	[-1.02, -0.30]
Sense of Control	-1.90	112.37	.060	-0.35	[-0.70, 0.01]
Enjoyment	-2.13	122.04	.035*	-0.38	[-0.73, -0.02]

Note. '*' 0.05, '**' 0.01, '***' 0.001

A hierarchical multiple regression was conducted to investigate the predictive power of Flow Proneness on Academic Buoyancy. The assumptions for multiple regression were assessed prior to conducting the analysis. The Durbin-Watson Test statistic was $dwt = 1.95$, suggesting no autocorrelation. Multicollinearity was assessed through VIF, which was well below 10, and the average VIF was 1.25. Outliers / Influential Cases were assessed using standardised residuals, Cook's distance, Leverage and Covariance Ratios. Covariance ratios, residuals, and leverage statistics flagged 6 cases as potential outliers. However, their Cook's Distance values were all substantially below the threshold of 1.0. Thus, all assumptions for Hierarchical Multiple Regression were met.

The predictors were entered in two steps. In the first step, Grit and Perceived Social Support were entered as control variables. Flow Proneness was added in the second step. One additional step was conducted as post-hoc analysis. In the third step, all three subscales of the SFPQ were entered as individual predictors along with Grit and Perceived Social Support.

Table no. 3: Final Regression Model

Dependent Variable	Predictor	<i>df</i>	<i>b</i>	<i>t</i>	<i>p</i>	<i>sr</i> ²	95% CI
	Grit	129	0.64	2.98	.003**	.05	[0.00, 0.11]
	Perceived Social Support	129	-0.00	-0.02	.986	.00	[0.00, 0.00]
ABS	FP Work	129	0.81	3.37	.001***	.06	[0.00, 0.13]
	FP Maintenance	129	0.08	0.44	.659	.00	[0.00, 0.01]
	FP Leisure	129	-0.09	-0.58	.563	.00	[0.00, 0.01]

Note. '*' 0.05, '**' 0.01, '***' 0.001

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In Step 1 of the Hierarchical Regression, Grit and Perceived Social Support accounted for a significant portion of the variance in Academic Buoyancy, $R^2 = .20$, $F(2, 132) = 16.61$, $p < .001$. Thus, the hypothesis H_2 was supported. After including Flow Proneness in Step 2, the total variance explained by the model was $R^2 = .22$, $F(3, 131) = 12.4$, $p < .001$. The addition of Flow Proneness explained an extra 2% of the variance in Academic Buoyancy. However, Flow Proneness was not a significant predictor of Academic Buoyancy. Thus, hypothesis H_3 was rejected.

As a post-hoc analysis for regression, FP-Total scores were replaced by domain subscale scores for FP-Work, FP-Leisure and FP-Maintenance as predictors. Past research showed that people experienced Flow more frequently in work than in leisure (Csikszentmihalyi & LeFevre, 1983). If the frequency of Flow Experiences is higher in Work, there would be a positive impact on mood, performance and skill acquisition. However, experiencing Flow in leisure activities may also promote relaxation and fulfilment, thus rejuvenating the individual and improving performance. There is a need to examine whether Flow Proneness in task-specific or unspecific domains predicts Academic Buoyancy.

In Step 3, the resultant model accounted for a significant portion of variance in Academic Buoyancy, $R^2 = .27$, $F(5, 129) = 9.75$, $p < .001$. This explained an additional variance of $\Delta R^2 = .05$, which was statistically significant. Here, Grit ($\beta = .63$, $t = 2.97$, $p < .004$) and FP-Work ($\beta = .80$, $t = 3.37$, $p < .001$) emerged as significant predictors of Academic Buoyancy.

DISCUSSION

This study investigated the differences in Flow Proneness among varying levels of Academic Buoyancy. Welch's Two-Sample T-Test revealed that the High Academic Buoyancy group had significantly greater levels of Total Flow Proneness, and specifically Explicit Goals, Feedback, Concentration and Enjoyment. This suggests that students with higher levels of Academic Buoyancy are better able to set goals, observe performance-relevant feedback cues, focus better and experience enjoyment as a result of frequent Flow experiences. These abilities may be integral towards maintaining higher levels of Academic Buoyancy. Further, these findings are consistent with the recent conceptualization of the Flow experience as 'Deep Effortless Concentration' (Marty-Dugas & Smilek, 2019).

While two theoretical Antecedents of Flow Proneness relate to greater Academic Buoyancy, the dimension of 'Balance of Demands and Skills' does not differ between the two groups. This may indicate concerns regarding the frequent operationalization of State Flow & Flow Proneness using this dimension, which are consistent with those voiced by other researchers (Engeser & Rheinberg, 2008). While research has shown that 'Balance' induces Flow (Keller, 2011b), it is possible that the weightage of State Flow & Flow Proneness dimensions is dynamically associated with other important psychological (Implicit Motives; Schiepe-Tiska & Engeser, 2012) and cultural (Carli et al., 1988) variables. Further, while the Swedish Flow Proneness Questionnaire has good reliability and validity (Ullén et al., 2011), research could provide descriptions and questions related to Flow itself along with assessing individual Flow Proneness dimensions. The concept of Flow may be prone to misunderstandings, and thus confused with other constructs like peak performance (Norsworthy et al., 2022).

After exploring significant associations between the two variables, researchers further wished to investigate the predictive power of Flow Proneness for Academic Buoyancy over

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and above established predictors. In the Hierarchical Regression, Grit ($p = .003$) and domain-exclusive Flow Proneness in Work ($p < .001$) remained significant predictors of Academic Buoyancy, while FP-Maintenance and FP-Leisure did not. Based on these findings, the researchers propose a model having Grit and Flow Proneness at Work as crucial predictors of Academic Buoyancy.

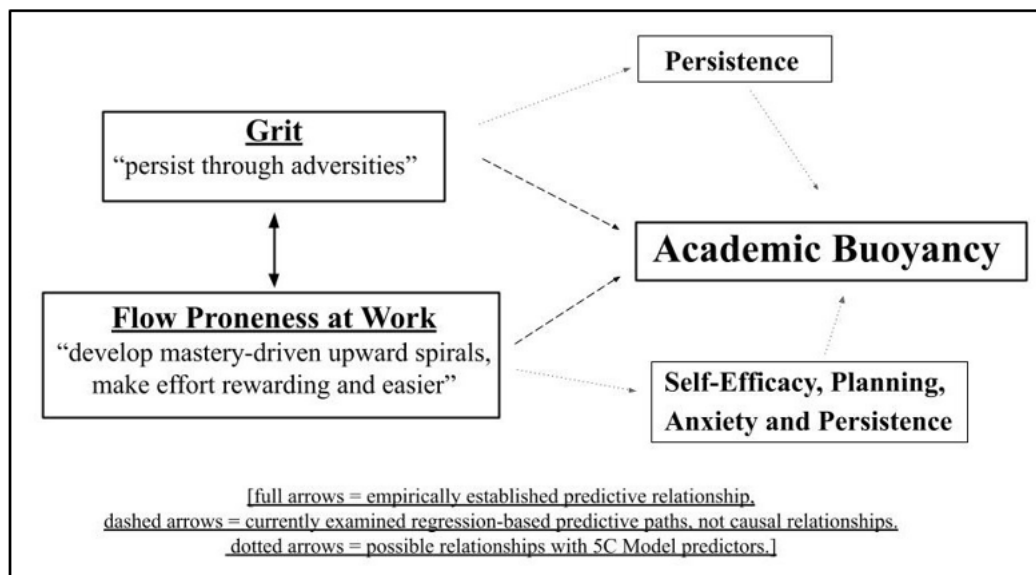


Figure 1: Model for Grit and FP-Work as predictors of Academic Buoyancy

According to the proposed model as shown in Figure 1, Grit and FP-Work might contribute to sustaining and improving Academic Buoyancy in a complementary manner. Research has already established positive predictive relationships between Grit and Flow (Smith et al., 2023; Fernández-Martín et al., 2020). As per the current model, Grit may ensure commitment and effort when an individual experiences problems and unfavourable situations. These include issues relevant to Academic Buoyancy such as work overload, deadlines, mental ruts, failures and acute academic stresses. Thus, Grit facilitates output of consistent effort, even during experience of discomfort and difficulty. Integrating this with the 5C Predictor Model proposed by Martin & Marsh (2006, 2010), Grit may predict Academic Buoyancy through Persistence & Commitment, which are core components of Grit in itself. Building upon this persistence, Flow Proneness in Work improves the probability of repeating the actions by making effort rewarding. It may generate an upward spiral of skills, subsequent efforts and improved affect; thus, potentially contributing to Academic Buoyancy through making academic work more engaging, impactful and enjoyable. While Grit maintains a baseline level of effort towards academic tasks, Flow Proneness in Work converts them into enriching experiences that make the same effort more sustainable and productive. Further, Flow Proneness at Work may influence Self-Efficacy, Planning, Anxiety and Persistence aspects of the 5C Model, along with its direct predictive ability for Academic Buoyancy. While research theoretically links Flow Proneness to Control, current findings indicate non-association between Control dimension of Flow Proneness and Academic Buoyancy. Thus, Grit along with Flow Proneness in Work may together better predict Academic Buoyancy directly as well as by influencing other established predictors of Flow.

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Here, FP-Work may be strongly associated with Academic Buoyancy as it reflects repeated engagement with structured, feedback-driven challenges related to academics. Studies conceptualise Flow as a state of intense concentration and physiological activation. Research also shows that each person has finite cognitive / physiological resources (Baumeister et al., 2024; Hobfoll, 1989). Thus, it is possible that Flow Proneness in non-academic tasks may be differentially associated with the allocation of cognitive resources across domains. Building upon this speculation, it is necessary to empirically examine whether task-proximal academic variables better predict Academic Buoyancy than task-distal variables.

The present study did not replicate the positive predictive ability of Perceived Social Support for Academic Buoyancy in collectivist contexts. This difference may be due to different types of Perceived Social Support assessed. As compared to autonomy, instrumental or academic support (Li et al., 2025), literature suggests mixed results for emotional perceived support in predicting Academic Buoyancy. (Fu et al., 2024) Further, MSPSS might focus on this particular support perceived from friends, family and significant others with items pertaining to “sharing of joys and sorrows” (item 2, 9) and “getting emotional help and support” (item 4). Thus, differences in sources and types of perceived social support may partially account for the non-significant association.

Undergraduate/post-graduate academics in India are characterised by studying for competitive exams along with course curriculum (Pachole et al., 2023). Research suggests that Indian University students may encounter academic problems related to examination performance, test anxiety, academic stress and attention / memory (Gull et al., 2025). As suggested by the findings of the present study, interventions for improving academic buoyancy by targeting Grit and Flow Proneness may positively influence academic performance and associated skills. Mastery experiences and improved ability to deal with academics may also reduce frequently reported academic stress along with better affect and wellbeing. Intervention programmes for Flow Proneness could include an overview of Flow Proneness, key individual strengths and unique challenges related to the trait. Further, training could be given to teach capitalising on antecedents and maintaining positive consequences of the Flow state (Norsworthy et al., 2022). In a similar vein, Grit could be trained by targeting its three dimensions and other related skills such as problem-solving, emotional regulation and goal-setting (Hwang & Nam, 2021; Greculescu, 2025).

A major limitation of this study was sample size. Although it met the minimum requirements proposed by Green (1991), a larger and increasingly gender-representative sample could provide deeper insight into the degree of predictive power Flow Proneness has for Academic Buoyancy. As variables were measured through self-report forms, responses may have been affected by Social Desirability Bias and Response Fatigue. Lastly, a median split was used to create groups for Low and High Buoyancy groups. While the Academic Buoyancy Scale does not include cut-offs for classification into groups, this procedure may have led to loss of statistical power and inflation of effect sizes. Lastly causal inferences cannot be drawn due to the study’s cross-sectional design. Thus, the results must be interpreted with caution.

CONCLUSION

This study indicates that individuals with higher Academic Buoyancy are also higher in Flow Proneness, especially the dimensions of Explicit Goals, Immediate Feedback, Concentration and Enjoyment. Secondly, Grit and Flow Proneness at Work significantly

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predicted Academic Buoyancy. The researchers concluded that task-proximal Flow Proneness significantly predicted Academic Buoyancy, and these variables may be linked through cognitive and affective mechanisms. Task-specific Flow Proneness, along with Grit, may be used to inform interventions related to Academic Buoyancy. The efficacy of these programmes needs to be experimentally assessed along with their effects on associated problems.

In this sample, internal traits like Grit and domain-specific Flow Proneness better predicted Academic Buoyancy than Perceived Social Support. Further research may look at differences in predictive power of the 3 categories of antecedents for Academic Buoyancy. Also, there is need for empirical longitudinal research to investigate the predictive / causal relationship between Grit, Flow Proneness in Work and the predictors of the 5C Model.

While studies link Flow Proneness to wellbeing and performance related variables, there is a need for experimental research to identify the direction of these relationships. Looking at the underlying nuances may enable research to integrate findings into a conclusive model explaining trait versus state level dynamics, along with general versus domain-specific interrelationships.

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Conflict of Interest

The authors declare no conflict of interest.

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APPENDIX

Appendix A - Pearson Product-Moment Correlations for All Variables in the Hierarchical Multiple Regression Model

	Mean	SD	1	2	3	4	5	6	7
Academic Buoyancy	4.34	1.35	1						
Grit	3.49	.59	.45	1					
Perceived Social Support	5.29	1.08	.11	.17	1				
Flow Proneness - Total	3.47	.46	.35	.50	.25	1			
FP - Work	3.36	.54	.47	.55	.21	.70	1		
FP - Maintenance	3.47	.62	.22	.28	.19	.75	.38	1	
FP - Leisure	3.58	.73	.14	.30	.16	.77	.28	.32	1