Linking Self-Regulated Learning and Academic Buoyancy among Different Educational Levels: A Systematic Review

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ABSTRACT

Self-Regulated Learning (SRL) and academic buoyancy are two interconnected constructs that play a vital role in achieving success across academic settings. Self-Regulated Learning (SRL) refers to the capacity to plan, monitor, and evaluate one's own learning process, while academic buoyancy reflects the ability to adapt and maintain motivation when facing everyday academic challenges. The interaction between these two abilities supports persistence, resilience, and sustained performance. This study aims to explore the relationship, influence, and integration of SRL and academic buoyancy within the broader academic context. A literature review method was applied, utilizing databases such as ScienceDirect, Sage Publications, ResearchGate, and Google Scholar. Inclusion criteria included peer-reviewed articles in English or Indonesian, focusing on SRL and academic buoyancy, published between 2021 and 2025. From the 18 reviewed studies, four central themes emerged: goal setting and strategic planning, adaptive coping and motivation, persistence during setbacks, and positive academic engagement. The reviewed studies involved various educational levels, including secondary school students, university students, doctoral students, boarding school students, teachers, and lecturers; with the largest proportion focusing on secondary and undergraduate populations. The findings highlight the significance of combining SRL strategies with initiatives aimed at fostering academic buoyancy to strengthen long-term academic adaptability and success.

Keywords: Self-regulated learning, academic buoyancy

INTRODUCTION

Self-Regulated Learning (SRL) has become a cornerstone in contemporary educational psychology, emphasizing students' ability to independently manage their learning processes through goal setting, strategic planning, self-monitoring, and self-reflection (Panadero, 2017a). This paradigm shift underscores the importance of learners' proactive engagement in their educational journey, highlighting that academic success is not solely determined by innate ability or external instruction but by students' capacity to regulate their learning behaviors and emotions (Broadbent & Poon, 2015). The integration of SRL into educational practices has been shown to enhance motivation, foster deeper learning, and improve academic performance across diverse contexts (Amailiyah & Affandi, 2023a).

Concurrently, the concept of academic buoyancy (AB) has gained prominence as a critical factor in students' ability to navigate the everyday challenges of academic life, such as minor setbacks, low grades, and workload pressures (Putwain et al., 2024). Unlike resilience, which often pertains to overcoming significant adversity, AB focuses on the routine academic challenges that students encounter, emphasizing the importance of emotional regulation and adaptive coping strategies in maintaining academic engagement and well-being (Putwain & Wood, 2023). Research indicates that students exhibiting higher levels of AB are better equipped to manage academic stressors, leading to improved academic outcomes and overall well-being (Miller et al., 2013; Zhai, 2025).

The interplay between Self-Regulated Learning (SRL) and academic buoyancy is increasingly recognized as pivotal in fostering a holistic approach to student development. Studies have demonstrated that SRL strategies can enhance students' AB by promoting adaptive coping mechanisms and emotional regulation in the face of academic challenges (Chen et al., 2025; Xu & Wang, 2024). Conversely, students with higher AB are more likely to engage in SRL behaviors, as they perceive academic setbacks as manageable and are motivated to employ effective learning strategies (Amailiyah & Affandi, 2023b). This reciprocal relationship suggests that cultivating both Self-regulated learning and academic buoyancy can create a synergistic effect, leading to more resilient and effective learners.

Several factors influence the development and manifestation of Self-Regulated Learning (SRL) and academic buoyancy, including individual characteristics such as self-efficacy and growth mindset, as well as environmental factors like perceived autonomy support and social-emotional need satisfaction (Bai & Wang, 2023; Wu et al., 2023). For instance, doctoral students who perceive higher levels of autonomy support from their supervisors are more likely to employ SRL strategies effectively, especially when they possess strong AB (Chen et al., 2025). Similarly, interventions targeting emotional intelligence and growth mindset have been shown to enhance AB, thereby supporting SRL and overall academic success (Liu, 2025).

Understanding the dynamic relationship between Self-Regulated Learning and academic buoyancy is crucial for developing educational interventions that not only improve academic performance but also support students' emotional and psychological well-being. By fostering both self-regulatory skills and academic buoyancy, educators can equip students with the tools necessary to navigate the complexities of modern education, leading to more successful and fulfilling academic experiences.

Background of the Study

In today's dynamic and high-pressure educational landscape, students across all educational levels are required to manage increasing academic demands, performance expectations, and uncertainty (Putwain et al., 2020). The ability to thrive academically under these conditions depends not only on cognitive abilities but also on psychological resources that enable learners to adapt, persist, and recover from setbacks. Two such constructs that have received growing attention in educational psychology are Self-Regulated Learning (SRL) and Academic Buoyancy (AB) (Martin & Marsh, 2008; Panadero, 2017).

Self-Regulated Learning refers to students' proactive processes of setting goals, monitoring progress, employing strategies, and reflecting on outcomes to optimize learning (Zimmerman, 2002). Through SRL, students take responsibility for their learning, using cognitive, metacognitive, and motivational strategies to sustain engagement and overcome obstacles (Panadero, 2017). Empirical research has consistently shown that students with strong self-regulation skills tend to achieve better academic outcomes, exhibit higher motivation, and display greater adaptability to challenges (Dent & Koenka, 2016).

Meanwhile, Academic Buoyancy represents students' capacity to successfully deal with everyday academic challenges such as poor grades, workload stress, or negative feedback (Martin & Marsh, 2008). Unlike resilience, which focuses on overcoming severe adversity, academic buoyancy captures students' ability to "bounce back" from common academic setbacks (Collie et al., 2017). Studies suggest that academically buoyant students maintain positive emotions, motivation, and engagement even under stress, contributing to long-term academic success (Putwain et al., 2020; Martin, 2023).

Despite the conceptual proximity between SRL and AB, research exploring their relationship remains fragmented. Several studies indicate that SRL enhances students' adaptability and coping mechanisms (Rameli & Kosnin, 2018; Teoh, 2024), implying that self-regulated learners are more likely to demonstrate buoyant behaviors. Others propose that emotional regulation and contextual support moderate this link (Kritikou & Giovazolias, 2022; Collie et al., 2017). However, a comprehensive synthesis that systematically maps how SRL and AB have been conceptualized, measured, and interconnected across different educational levels—from primary to tertiary—has not yet been developed.

Understanding this relationship across educational contexts is critical. Early promotion of self-regulation and buoyancy could foster adaptive learning behaviors from childhood through adulthood, equipping learners with skills to navigate academic and life challenges (Martin, 2023; Panadero, 2017). Therefore, this systematic review aims to integrate existing evidence on the relationship between self-regulated learning and academic buoyancy, identify key patterns and gaps in the literature, and provide a conceptual framework that guides future research and educational practices across diverse learning stages.

Objectives of the Systematic Literature Review (SLR)

The main objective of this systematic literature review is to identify gaps in the current understanding and practices related to Self-Regulated Learning (SRL) and academic buoyancy (AB), and to propose a conceptual framework for integrating emotional, behavioral, and contextual competencies that support academic adaptation. The objectives are:

1. To identify and map existing gaps in research and practice concerning the relationship between self-regulated learning and academic buoyancy across different educational levels.

2. To evaluate the relationship between self-regulated learning and academic buoyancy

Problem Statement

In the rapidly changing educational landscape, students are required to adapt to increasing academic demands, uncertainty, and pressure to perform (Putwain et al., 2023). Two psychological constructs—Self-Regulated Learning (SRL) and academic buoyancy (AB)—have emerged as crucial factors that support students' capacity to manage challenges, maintain motivation, and sustain achievement (Martin & Marsh, 2008; Panadero, 2017b). While Self-Regulated Learning emphasizes proactive control over one's learning processes through goal setting, monitoring, and reflection (Zimmerman, 2002;Panadero, 2017b), academic buoyancy reflects students' ability to recover from everyday academic setbacks such as poor grades, workload stress, or feedback disappointment (Martin & Marsh, 2008; Collie et al., 2017)**.**

Despite the growing recognition of both constructs, empirical studies exploring their interrelationship remain fragmented across educational levels and contexts (Rameli & Kosnin, 2014). Some studies highlight that self-regulation enhances students' resilience and adaptability ((Arafah & Sumiati, 2024a;Kritikou & Giovazolias, 2022), whereas others suggest that emotional and contextual factors moderate this link (Collie et al., 2017; Martin & Marsh, 2008). Furthermore, there is no comprehensive synthesis that maps how SRL and academic buoyancy have been conceptualized, measured, and connected in prior research, particularly across different educational stages—from primary to tertiary education. This gap calls for a systematic review to integrate existing findings and provide a conceptual framework that clarifies how SRL and AB interact across developmental contexts.

METHODOLOGY OF LITERATURE REVIEW

This study employs a structured Systematic Literature Review (SLR) approach to explore the relationship between Self-Regulated Learning (SRL) and academic buoyancy, as well as To identify and map existing gaps in research and practice concerning the relationship between Self-Regulated Learning (SRL) and academic buoyancy across different educational levels.

Review Protocol

This study followed the PRISMA chart (Page et al., 2021) to conduct the systematic literature review. The method consists of six key stages: (1) Protocol, establishing a clear protocol that defined the scope of the review and formulated the research questions; (2) Search, performing a systematic search of relevant publications using predefined keywords in selected databases; (3) Appraisal, screening and appraising studies based on explicit inclusion and exclusion criteria as well as quality checks; (4) Synthesis, synthesizing data through extraction and

categorization; (5) Analysis, analyzing the results using descriptive and narrative approaches to answer the research questions; and (6) Report, reporting the findings in a transparent and structured manner. This approach ensured that the review process was explicit, reproducible, and minimized potential bias.

Specific inclusion and exclusion criteria were established to guide the selection process. Only peer-reviewed journal articles were considered, while non-academic sources such as grey literature, book chapters, conference proceedings, and review articles were excluded. To minimize the risk of misinterpretation and ensure consistency, only publications written in English and Indonesian were included. Furthermore, the review was limited to articles published between 2021 and 2025 to capture the most recent developments on Self-Regulated Learning (SRL) and academic buoyancy. This review did not restrict the scope to a single country or educational setting, but instead examined studies across various contexts to provide a broader understanding of the topic.

Table 1 Inclusion and Exclusion Criteria

riteria	**Inclusion**	**Exclusion**
Document Type	Peer-reviewed journal articles	Review articles, grey literature, book chapters, books, conference proceedings
Language	English, Indonesian, Arabian	Non-English, Non-Indonesian, Non-Arabian
Publication Period	2020-2025	Before 2020
Focus	Studies addressing Self-Regulated Learning (SRL) and/or academic buoyancy (AB), particularly in connection with adaptive learning outcomes conceptually related to SRL and/or AB among educational contexts.	Studies outside the scope of Self-Regulated Learning (SRL) or academic buoyancy (AB) in educational contexts, including those focusing on non-educational contexts, or those unrelated to adaptive learning outcomes.

This study applies the PRISMA chart (Page et al., 2021) to conduct the systematic review, which comprises six stages: protocol, search, appraisal, synthesis, analysis, and reporting. In the protocol phase, the scope of the review was defined to focus on the relationship between Self-Regulated Learning (SRL) and academic buoyancy (AB), and two guiding research questions were formulated: (1) What is the relationship between Self-Regulated Learning (SRL) and academic buoyancy across different educational levels? and (2) In what ways do Self-Regulated Learning (SRL) strategies help students develop academic buoyancy when dealing with everyday academic challenges? During the search phase, relevant studies were identified using Google Scholar, Web of Science, and Scopus, accessed through Publish or Perish software. Keywords and search strings were developed based on existing literature, thesaurus exploration, and previous studies, including terms such as “s Self-Regulated Learning (SRL),” “academic buoyancy,” “student resilience in academic contexts,” and “learning strategies and academic outcomes.”

The appraisal phase involved screening articles based on explicit inclusion and exclusion criteria, retaining peer-reviewed journal publications in English or Indonesian published between 2020 and 2025 that addressed SRL and/or AB in educational settings. After screening titles and abstracts, a final set of 18 articles was selected for full-text review, ensuring that only studies addressing the SRL-AB or related were included. In the synthesis phase, data were extracted and categorized regarding publication year, participants, and main findings. The analysis phase consisted of a narrative evaluation to identify trends, research gaps, and contributions of SRL to AB. A total of 18 studies were included in this review after the screening process. The abstracts of the retrieved articles were first examined to determine their relevance to Self-Regulated Learning (SRL) and academic buoyancy (AB). Full-text versions of potentially eligible papers were then analyzed in detail to extract information regarding research design, participants, variables, and key findings. The selected studies were synthesized narratively to identify recurring patterns and themes, particularly the role of SRL in supporting academic buoyancy across different educational settings.

Fig. 1 PRISMA 2020 flow diagram (n included = 18)

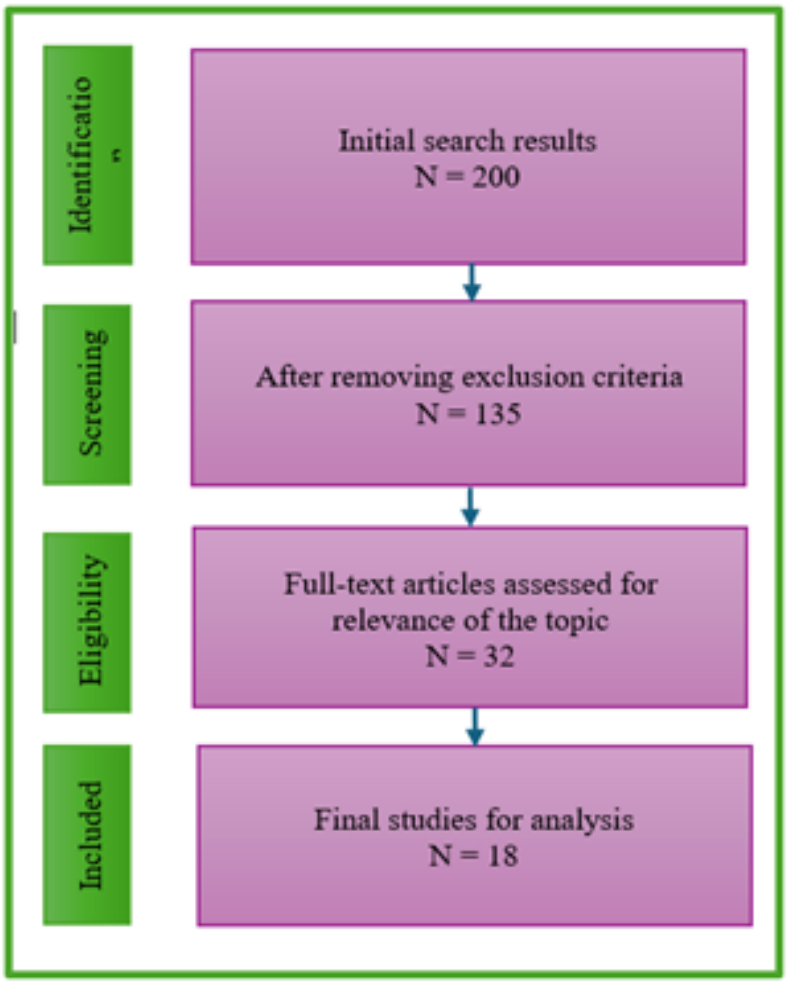

Figure 2. Method/Design distribution of included studies

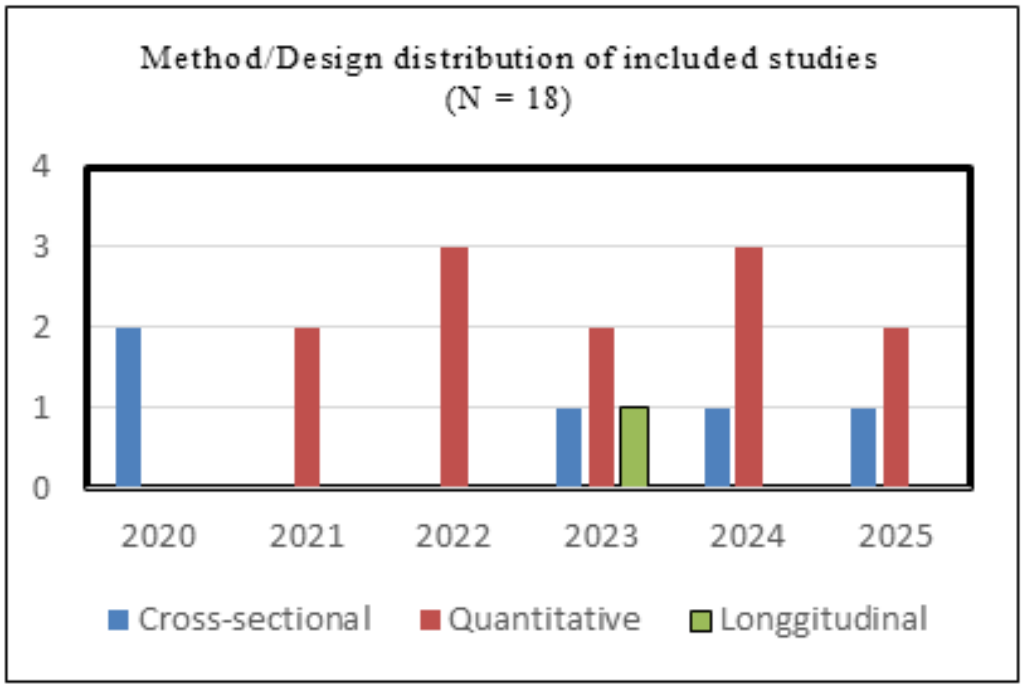

Figure 2 displays the mix of methods across the sixteen reviews, cross sectional, longitudinal study, and quantitative. While Longitudinal Study and Case Study approaches were each applied only once. This indicates that researchers investigating Self-Regulated Learning (SRL) and academic buoyancy have predominantly

employed non-experimental correlational strategies, with limited adoption of longitudinal and case-oriented designs. Most research in this area focuses on examining relationships rather than establishing causality or in-depth analysis of individual cases.

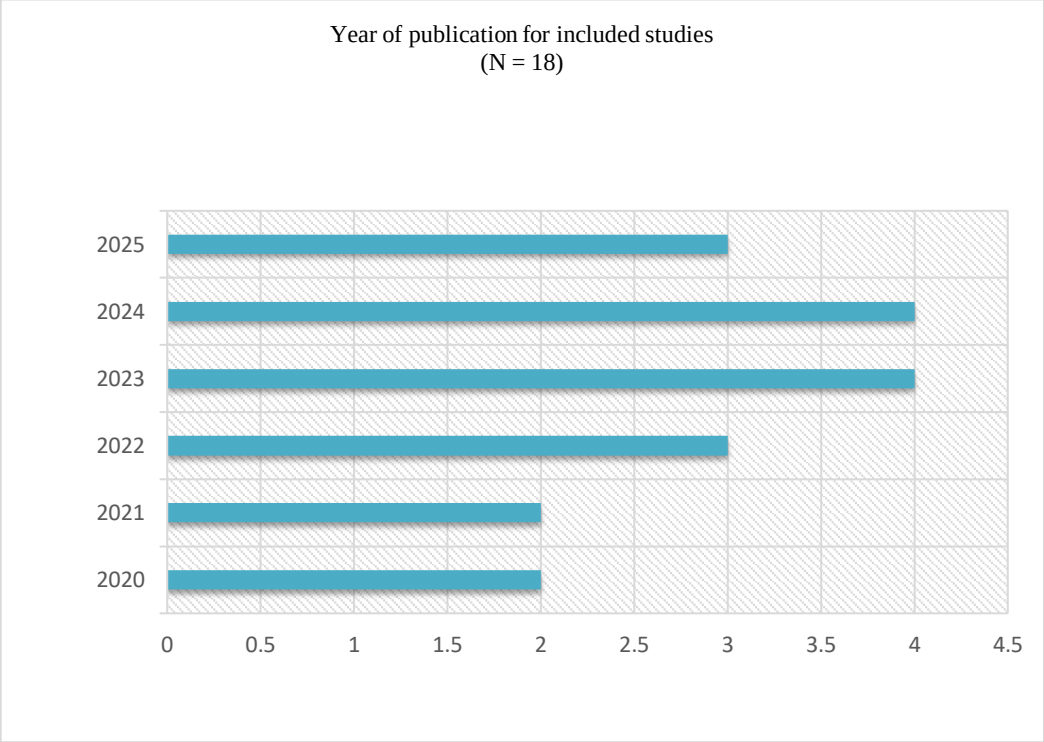

Figure 3. Year of publication for included studies

Figure 3 shows that the studies included are concentrated from 2020 to 2025. This aim is to highlight the recency of the research, ensuring that the conclusions accurately reflect the current conditions.

Search Strategy

The search process was conducted systematically and comprehensively to identify relevant publications. This review primarily relied on Google Scholar, Web of Science, and Scopus retrieved using Publish or Perish to collect peer-reviewed journal articles relevant to the topic. The search strategy was developed by applying key terms closely related to the topic, including "self-regulated learning," "academic buoyancy," "resilience in academic contexts," and "learning strategies," "self-regulation in academic."

Limitations of the Review

The theoretical and conceptual of the 17 included most studies are correlational rather than causal, so the direction of influence between Self-Regulated Learning (SRL) and academic buoyancy and the mediating variables like positive youth development or academic emotions only partially explain the relationship, while contextual factors)family support, school climate, religious values) remain unexplored.

Based on methodological limitations of 18 included most studies use cross-sectional desain. Then sampling is often limited specific groups (e.g., doctoral students). Which limits generalization to other context like Islamic Boarding School. Moreover, contextual and cultural limitations of 18 included review is lack of integration of Islamic spiritual and moral values in conceptualizing academic buoyancy and self-regulated learning, even though these are significant for students' adjustment in boarding school settings.

FINDING AND THEMATIC SYNTHESIS

A total of 18 studies were included in this review after applying the inclusion criteria. While not all studies explicitly examined the direct relationship between Self-Regulated Learning (SRL) and academic buoyancy

(AB), they collectively addressed closely related constructs. The included studies varied in design, ranging from cross-sectional surveys to longitudinal and experimental approaches, and were conducted across diverse educational levels and contexts. Despite these differences, a recurring pattern emerged in which adaptive learning processes were positively linked to students' ability to cope with everyday academic challenges. The key characteristics and findings of the included studies are summarized in Table 2.

Table 2 Detailed summary of the 18 included studies with EBSCOM mapping

Study	**Method/ Design & Sampel**	**Variable**	**Key Findings**
Amailiyah & Affandi (2023)	Quantitative/Cross-sectional.N = 195	School adjustment, Self-regulated learning, Academic buoyancy	AB and SRL positively influence school adjustment.
Arafah and Sumiati (2024)	Quantitative/Cross-sectional. N = 875	Intentional self-regulation, Academic buoyancy	There is positive youth development mediates the relationship between AB and SRL, highlighting their interconnectedness in educational settings.
Chen and Zhang (2025)	Quantitative N = 220	Academic buoyancy, Creativity-generating research style, self-regulated learning	AB positively predicted doctoral students' use of SRL strategies such as memory strategies, goal setting, and learning responsibility.
Chen, Zhang, and Li. (2024)	Quantitative N = 552	Academic buoyancy, Perceived autonomy support, Self-regulated learning	Positive influence of AB on SRL was amplified when students reported higher levels of autonomy support.
Rameli, Alhassora, Mazlan, Hoon, Mohamed, and Hong. (2025)	Quantitative N = 463	Self-regulated learning, Academic buoyancy	All 3 phases of SRL: forethought, performance, and reflection significantly contribute to students' ability to handle academic challenges in mathematics learning.
Sepehr, Morovati, Mollajegh, Jadidi. (2023)	Quantitative/ Descriptive Correlational. N = 2976	Academic self-regulation, Academic buoyancy, Truancy	AB-SRL significantly influence school truancy, as indicated by their negative correlations with truancy in the study.
Xu and Wang. (2024)	Quantitative = 362	Academic buoyancy, Academic emotions, Self-regulated learning	There are significant correlations among AB, AE, and SRL writing strategies in L2 writing contexts.
Diert-Boté and Moncada-Comas. (2022)	Qualitative/Case-study. N = 35	Academic buoyancy	Highly buoyant EMI students showed confidence, stability, and strong coordination, revealing a clear link between AB-SRL.
Collie, Caldecott-Davis, and Martin. (2023)	Quantitative/ Longitudinal. N = 1254	Academic buoyancy, Learning strategies, Instructional climate, Achievement, Outcomes	Elaboration, memorization, and control strategies boost students' AB, influenced by how they perceive their IC.
Weißenfels, Hoffmann, Dörrenbächer-Ulrich, and Perels. (2022)	Quantitative. N = 974	Academic buoyancy, Math achievement, Academic self-efficacy	AB predicts math achievement indirectly through SE, even after controlling for gender.
Ran Zhi, Yongxiang Wang, & Ali Derakhsha. (2024)	Quantitative research using Structural Equation	Academic Buoyancy, Self-Efficacy, Work Engagement, Demographic factors	AB and SE strongly drive WE among teachers, with AB as the strongest predictor and demographics also playing a role.

	Modeling (SEM). N = 242	(gender, education, experience)	
Mohamed Ibrahim Abdo & Abdul Rahman Mohamed Masoud. (2021)	Quantitative Correlational Study. N = 250	Professional Performance, Academic Buoyancy	AB was positively linked to profesional performance, with better teaching predicting stronger resilience.
Somaya Shokry Mohammed Mahmoud & Amal Mohamed Ahmed Zayed. (2022)	Quantitative Descriptive-Correlational Design. N = 916	Social-Emotional Learning (SEL) Competencies, school type, gender, grade, age, residence, family size, Academic Buoyancy (AB)	STEM students showed higher SEL and AB than general secondary students, and various SEL skills plus demographics significantly predicted AB.
Siyao Chen, Li-fang Zhang, & Mengting. (2025)	Quantitative Cross-sectional. N = 552	Academic Buoyancy, Perceived Autonomy Support, Self-Regulated Learning (SRL) —Control Variables: Gender, age, academic discipline.	AB and autonomy support both strongly and positively predicted doctoral students' SRL across memory, goal setting, and learning responsibility.
Samera Mhareeb Al-Otaybi, Samah Eid Al-Harbi, & Omniah Abdulkader Alsharif. (2021)	Quantitative Correlational. N = 343	Academic Buoyancy, Self - efficacy, persistence, engagement, anxiety control, teacher–student relationship Moderators: Gender field of study	SRL-AB were positively related, with males and theoretical-field students scoring higher on both.
Mohammad Reza Tamannaeifar & Fatemeh Arbabi Ghohrood. (2023)	Quantitative Descriptive–Correlational Study using Structural Equation Modeling (SEM). N = 375	Self-Regulation, Self-Efficacy, Academic Resilience, Academic Buoyancy	SR and SE showed positive relationships with AB.
(Utami et al) (2020)	Quantitative Descriptive–Correlational N = 82	Gender, employment status, self-regulated learning (SRL), academic achievement (GPA)	The study found that gender plays a significant role in determining academic achievement, with female students showing higher GPAs than their male counterparts. Employment status, however, does not significantly influence academic performance. In contrast, Self-Regulated Learning (SRL) shows a strong and significant effect on academic achievement, demonstrating its importance in supporting students' learning outcomes. When examined together, gender, employment status, and SRL collectively contribute significantly to students' academic achievement, as indicated by the overall model significance
(Saalh & Kadhim, n.d.) (2020)	Descriptive quantitative. N = 100 Female student	Academic buoyancy, reading academic buoyancy, listening academic buoyancy	The study concludes that Iraqi EFL students demonstrate strong academic buoyancy in reading, but lack academic buoyancy in listening skills. A significant difference exists between the two abilities, favoring reading buoyancy.

DISCUSSION

The findings of this review highlight a consistent and positive relationship between Self-Regulated Learning (SRL) and academic buoyancy (AB) across diverse educational levels. Studies conducted in high school, undergraduate, and doctoral contexts collectively suggest that students who exhibit higher buoyancy are more likely to engage in SRL behaviors such as goal setting, monitoring, and reflective practices (Amailiyah & Affandi, 2023b; Arafah & Sumiati, 2024b; Rameli et al., 2025). Conversely, the use of SRL strategies equips students with coping skills that allow them to better handle everyday academic challenges, thereby reinforcing buoyancy (Putwain et al., 2024). This reciprocal relationship underscores the interdependence of cognitive regulation and emotional adaptability in supporting student success across varying academic environments (Xu & Wang, 2024).

Several mediating mechanisms emerged across the studies, providing insight into how Self-Regulated Learning (SRL) (SRL) and academic buoyancy are interconnected. For instance, positive youth development and academic emotions were shown to mediate the link between Self-Regulated Learning (SRL) (SRL) and academic buoyancy, suggesting that affective and motivational factors serve as bridges between cognitive regulation and resilience in academic settings (Arafah & Sumiati, 2024b). In doctoral contexts, creativity-generating research styles also mediated the relationship, indicating that the interplay between cognitive flexibility and emotional adaptability fosters stronger SRL practices (Chen & Zhang, 2025). Emotionally supportive doctoral supervision enhances PhD students' ability to regulate their learning effectively (Chen et al., 2025). Students who are self-regulated and confident in their abilities are more resilient and consequently more buoyant when facing academic setbacks (Tamannaeifar & Ghohroodi, 2023). These findings highlight that the connection between Self-Regulated Learning (SRL) and academic buoyancy is not linear but shaped by multiple psychosocial and contextual factors.

The review also emphasizes the critical role of learning strategies as building blocks for academic buoyancy. Strategies such as elaboration, memorization, coordination, and control were positively linked to students' ability to manage academic setbacks (Collie et al., 2023; Sepehri et al., 2023). These strategies not only improve academic performance but also strengthen students' confidence and sense of agency when faced with challenges (Diert-Boté & Moncada-Comas, 2024). Particularly in mathematics and second-language writing contexts, the use of effective learning strategies was found to buffer against stress and enhance persistence (Rameli et al., 2025; Weißenfels et al., 2023). This suggests that everyday academic buoyancy is closely tied to the quality and consistency of learning strategies employed by students.

Beyond individual regulation and strategy use, contextual factors play a significant role in shaping the SRL-AB relationship. Autonomy support from teachers and supervisors was found to amplify the positive effect of buoyancy on SRL, indicating that supportive instructional climates foster both emotional resilience and self-regulatory competence (Chen & Zhang, 2025). Similarly, perceptions of engaging and useful instructional content encouraged students to adopt effective learning strategies, which in turn contributed to buoyancy (Collie et al., 2023). These findings emphasize that while Self-Regulated Learning (SRL) and academic buoyancy are partly individual capacities, they are also nurtured within social and institutional environments. Otaybi et al. (2021) suggests that students who actively plan, monitor their progress, and ask for assistance demonstrate stronger academic resilience, confirming that SRL is an important predictor of adaptive academic behavior.

Taken together, the findings of this review suggest that cultivating Self-Regulated Learning (SRL) and academic buoyancy in tandem provides a more holistic approach to supporting students' academic success. Educational interventions that integrate strategy training, emotional regulation, and autonomy-supportive environments are likely to generate synergistic benefits. Moreover, the reciprocal nature of Self-Regulated Learning (SRL) and academic buoyancy implies that strengthening one construct can indirectly reinforce the other, thereby creating a positive cycle of academic resilience and self-directed learning. Future practice should therefore focus not only on teaching cognitive strategies but also on fostering buoyancy through motivational and contextual supports.

Despite these insights, this review has several limitations. To begin with, the analysis was restricted to studies published between 2021 and 2025, which may have excluded earlier influential research on Self-Regulated Learning (SRL) and academic buoyancy. In addition, while the review aimed to synthesize evidence directly

addressing the SRL–AB relationship, several included studies examined adjacent constructs (e.g., learning strategies, self-regulation, academic emotions) rather than Self-Regulated Learning (SRL) and academic buoyancy explicitly, which may limit the precision of the conclusions. Moreover, the small number of studies and their varied methodologies (cross-sectional, longitudinal, case-study) constrain the generalizability of the findings. Cultural and contextual differences across studies suggest that the interplay of Self-Regulated Learning (SRL) and academic buoyancy may operate differently depending on institutional and sociocultural settings, which future research should explore in more depth.

CONCLUSION

This review shows that Self-Regulated Learning (SRL) and academic buoyancy (AB) are closely interconnected across different educational levels, with evidence indicating a reciprocal relationship in which students who demonstrate buoyancy are more likely to employ SRL strategies, while the use of such strategies strengthens their ability to cope with everyday academic challenges. The findings suggest that although the mechanisms linking SRL and AB may vary depending on context, such as through positive youth development, academic emotions, or creativity. The consistent use of strategies like goal setting, monitoring, reflection, elaboration, and coordination supports the development of buoyancy by enhancing persistence, confidence, and adaptability. Taken together, this implies that fostering SRL and AB in tandem provides a holistic approach to academic success, where cognitive, emotional, and contextual supports work synergistically to help students manage setbacks and thrive in diverse learning environments.

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