UNDERSTANDING ACADEMIC CREATIVITY: AN APPLICATION OF "FLOW" CONCEPT IN SPIRITUAL PERSPECTIVE

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ABSTRACT

In general sense academic output is measured in terms of grades obtained by students taking a particular course or with the level of understanding generated while undergoing the course. The output in terms of A grades is quite easy to comprehend, although, holds little value, the deeper understanding of the course holds much merit, although, it's very difficult to comprehend. It is seldom reckoned how creatively a particular course is conceived, designed, delivered and helped to serve the academic fraternity. We try to demonstrate our understanding in all the spheres of our life, in action oriented thoughts, in perception about events, in interaction with the environmental stimulus. We sometime get bored with the mundane routine activities, but, sometimes quite get involved and absorbed in the process. Why particular tasks become mundane to somebody, while it absorbs somebody? Is it creative stimulus? Is it environment stimulus? Is it the personality traits? Is it the subject itself? Being creative in one's profession often holds its objective treatment to the concept of creativity which is understood to be an expression of the individual talent in a form which is not controlled by the individual itself; rather it is understood to be performed by somebody who is beyond the individual. It may sound little bit tiring and confusing to understand that "being absent" is basically "being present" in a form where the expression of inner understanding happens when one allows the "Flow". The concept of "Flow" as proposed by Csikszentmihalyi is understood in a perspective where the optimal experience of an individual towards the context of intrinsic motivation and positive experience (Nakamura and Csikszentmihalyi, 2002) is influenced by the individual interaction of person and the environment. "Flow" is also influenced by certain characteristics of motivation, happiness, satisfaction, strength and positive emotions involved in the process where the "Flow" of an individual is enhanced and not obstructed by certain forces (Csikszentmihalyi and LeFevre, 1989). The study setting involves academicians from a top level Institute of National Importance engaged in different Engineering, Social Science and Management streams to understand the "Flow". Primarily observation method along with semi structured questions is employed to understand the responses of the individual, where the responses were allowed to express itself without any obstruction. Responses were gathered in an informal setting so that the respondents may not become aware and try to be politically correct. The findings can be effectively used to design policy intervention at an individual level to cull out the creative genius from a person.

Key words: Academic Creativity, Flow, Spiritual Perspective, Creative Genius

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Introduction

The quest for making a meaningful life often motivates individual to go and seek means and ways to incorporate dimensions within the boundaries of life so as to make it happening and note-worthy. However, things don't happen to always go in a way as planned and a lot of disruptions need to be taken care of in the process of growing up. It may sound to be philosophical in its approach, but, the time has its own impact on the life of people and constraints imposed by time and the need to fulfill things in time often imposes a lot of restriction in the way people try to make meaning out of their life. In some of the situations, it so happens that time makes itself available and people get absorbed in the happening of life and it seems that time has stopped flowing. This particular understanding of the exuberant feeling within one's own life makes them much happier and draws a purposeful meaning of the happenings. This particular way of looking into the dimensions of work and the involvement paradigm of an individual in the intricacies of work is identified and demonstrated in the studies by (Csikszentmihalyi, 1975; Csikszentmihalyi & Csikzentmihaly, 1991). A proper understanding of the way this particular happening happens in life and the motivating factors behind this particular dimension often throws a lot of understanding in the way situation and environment can be recreated to replicate this purpose time and again. The dimension of flow as identified by Csikszentmihalyi (1975) often makes one wonder about the way this particular temporary feeling makes so much of difference in the way a particular output is derived. Looking at the subjective experiences and the temporal dimension of flow as identified by Nakamura and Csikszentmihalyi (2002) making a personal perception often plays a vital role in determining why certain category of individuals happen to perform and make things excellent time and again (Csikszentmihalyi, 1991; Webster, Trevino, & Ryan, as cited in Kuo & Ho, 2010). Academicians constitute a large part of the society in determining an impactful dimension in the engagement of them in a profession which makes an impact on the way life takes care of itself and propagates through the teachings and research output of the academicians. A lot of creative perspectives associated with flow dimension often motivate researchers to take into consideration the impact of flow on certain kind of activities which are supposed to involve a lot of creative pursuit of an individual, namely the activities involving drama, music, and sports for that purpose. The academic pursuit of an individual often encompasses a healthy blend of repetitive work as well as academic creativity involved in the process of delivering, designating and the research dimensions involved in the process of academic involvement of an individual. The creative dimension in the academic behaviour of an individual often motivates to understand what factors are specifically involved in creating these creative stimuli in the academic process which for that sense is understood to be a repetitive in nature. At this point of time, it is healthy to discuss that the academic involvement of individuals in the present context involves three types of activities namely research, teaching and administrative jobs. This three types of activity involves repetitive measurements and repetitive actions, however, the role of creativity in academic deliberation, collaboration, research thinking as well as creative problem solving in administrative units often involves a lot of creative stimuli from the environment as well as the individual involved in the process. Thus, it is imperative to understand the creative flow process and the factors making this happen so as to design prospective mythological intervention in the process of problem solving, designing collaboration and delivering so that things can have their own temporal benefit and perspective utility.

Being creative in one's profession often holds its objective treatment to the concept of creativity which is understood to be an expression of the individual talent in a form which is not controlled by the individual itself; rather it is understood to be performed by somebody who is beyond the individual. It may sound a little bit tiring and confusing to understand that "being absent" is basically "being present" in a form where the expression of inner understanding happens when one allows the "Flow". The concept of "Flow" as proposed by Csikszentmihalyi is understood in a perspective where the optimal experience of an individual towards the context of intrinsic motivation and positive experience (Nakamura and Csikszentmihalyi, 2002) is influenced by the individual interaction of person and the environment. "Flow" is also influenced by certain characteristics of motivation, happiness, satisfaction, strength and positive emotions involved in the process where the "Flow" of an individual is enhanced and not obstructed by certain forces (Csikszentmihalyi and LeFevre, 1989). The challenge posed by the environment in terms of the skill set and attributes in possession of the individual and the fine balancing act between challenges and skills (Csikszentmihalyi, 1975) constitutes the earlier model which characterizes "Flow". Later during 1990 (Csikszentmihalyi) modified the concept of "Flow" and identified nine component states namely merging of action and awareness, unambiguous feedback, clarity of goals, challenge-skill balance, concentration on the work in hand, loss of self-consciousness, paradox of control, transformation of time and autotelic experience. Autotelic experience often helps an individual to get emerged in the "Flow" and perform consistently and helps them to deliver again and again. There are three essential conditions identified by researchers for "Flow" which includes clarity of goals in order to help structuring the experience by channelizing attention of the individual, clearly identified feedback loop which helps individual to reorient and readjust according to the changing environmental needs and lastly balancing act between capacity and opportunity helping individual to get into transient state of absorption into the work (Csikszentmihalyi, Nakamura and Abuhamdeh, 2005). Based on the activity level involving problem solving, evaluation and brainstorming as well as environmental level involving influence, role clarity and cognitive demands "Flow" is identified to be active at these two levels (Nielsen and Cleal, 2010).

The role of academic professionals in the contemporary educational ecosystem involves playing multiple roles of researcher, teacher and an administrator which requires a dynamic skill set and emotional intelligence. Role clarity of academicians often requires them to perform dynamically in different roles settings. It is imperative to understand the factors influencing the "Flow" in the three dynamic role sets as played by the academician in order to identify the traits and factors which enhances the creative level and increases the "Flow" at each of the roles that academician need to play. Apart from the identified factors influencing and helping the individual to enhance the "Flow", certain philosophical and spiritual dimensions as proposed in certain spiritual text and mystic revelations often holds meaningful insights which can be explored to identify the dimensions which can explain the occurrence of "Flow" in a certain contextual framework.

Understanding Flow

The holistic sensation that individuals often understand and feel so that it makes them totally involved in the process is understood to be the indication of a particular conceptual phenomenon which is designed and coined as a term known as Flow by Csikszentmihalyi (1975). Manageable challenges taking into consideration a lot of series

of goals in order to produce a continuous feedback about the existing work and based on the action taken which derives its benefit from the feedback loop is also explained to be an indication of flow Nakamura and Csikszentmihalyi (2002). In certain cases merging of actions into an intense and focused consultation of activities involving loss of reflective and sense of control over one's action as well as meaning of life experience in the activity motivated towards intrinsic reward phenomena within the loss of time frame is also understood to be the indicators of flow (Nakamura & Csikszentmihalyi, 2002). Several studies have incorporated the understanding of this flow phenomenon as an optimal experience (Fullagar & Kelloway, 2009), understanding mainly developed in the contextual dimension of positive experience, leisure and intrinsic motivation (Nakamura & Csikszentmihalyi, 2002). In understanding the qualitative dimension of flow it is imperative to take into consideration two dimensions; firstly the interactive dimension between the environment and the person involved in the interaction of the stimuli of the person along with the environment in matching of the skills of particular person along with the challenges imposed by the environment in which the experiential dimension needs to be positively influential in making this flow. The second dimension involves an understanding of the satisfaction, strength, motivation, happiness, positive emotions and creativity dimension involved in the particular activity which is an indication of the flow present in solving that particular activity (Csikszentmihalyi & LeFevre, 1989). It is understood from the discussion that flow is an outcome of an interactive process between the environment-person interaction and the component which are effective in making this outcome of the interaction with the experiences are supposed to be positively influencing the thinking pattern of the individuals in making them feel happy about the particular interaction process. During the earlier models of understanding this flow it was emphasized to be a balancing act between the skills and challenges (Csikszentmihalyi, 1975), however, during the later years it was culminated into nine components as identified by (Csikszentmihalyi, 1990) namely merging of action and awareness, unambiguous feedback, clarity of goals, challenge-skill balance, concentration on the work in hand, loss of self-consciousness, paradox of control, transformation of time and autotelic experience. However, certain essential conditions were identified and listed out by Csikszentmihalyi, Abuhamdeh, and Nakamura (2005) involving the stimuli to increase flow, switch influences to the interactive ability of the individual to give shape to particular outcome without much effort the conditions involved setting up of clear goals in order to visualize their goals in a setup by channelizing the attention, presence of feed-forward loop giving a continuous feedback to the system which helps the individual to continuously negotiate with the changing demands of the environment and lastly to set up the balance between the capacity and the opportunity which ultimately helps the individual to get into the state of total involvement and absorption .

The Spiritual Dimension

This special incident of evolution and the process of working and the evolution of extraordinary revolution in all the spheres of life is a constant and needs to be discussed with the help of yoga, zen, science, religion, and spirituality. As in old age and new age the philosophical dimensions were included in the spiritual foundation of life. In the process of interpretation of facts and some interpretation, nature and the universal law has achieved significant progress in pointing to this special operation process, maintaining a sophisticated complexity in the process of explanation. These interpretations are sometimes considered contradictory, and they ignore the

main grounds for starting a special philosophical discussion. The physical limit captures cosmic vibration and energizes the limit, transcending beyond their help to realize and replicate some of the best levels of creativity is often motivated to explore this event for more details. These inquiries often cause individuals to gain some understanding of the ideological and philosophical foundation's efforts to simplify the process of this particular performance by focusing on the spiritual progress made in a person's life. This special event has called "Flow", which people feel that the event is clearly more complex in a sensible way.

To find out the phenomenon called "flow", what do we think is better to investigate the operation of spiritual laws. If people were created by God and manifested in God's manifestation of his greatest creations, it would be important to understand the natural nature of the universe and the law applicable to the universe. To explore this explanation the questions posed by the philosopher mind and that over the last century must be initiated with an anarchical similar transcendent event that has exceeded special and temporal limitations. A lot of spiritual work is evidently based on this basic premise that life is disseminated and understanding of this phenomenon is clear in the verses of the basic personal agenda. However, the basic policy on spirituality is clear and substantiate that nature can supply the powers to initiate and maintain the flow.

In the main verses of spiritual work, there are often numbers which point out superstition, which can be verified with the strange mind of no complexity. An extraordinary phenomenon that helps the overall performance of the people maintain their full capacity as the flow often creates curiosity that whether such special phenomenon can be repeated in humans again and again. In order to explore this phenomenon, we will be able to explore the principle of universe and how the law works, and we will seek to explore the nature of the compromised flow of nature, it is important to understand the occurrence of the phenomenon.

Methodological dimension of the present study

The variable selected for the present study is based on the understanding of this particular phenomenon as observed by several researchers over a period of time. There is no phenomenon or principal available in the literature which objectively measures the flow dimensions of the individual. Extant literature is full of indications about the particular measurement issues of flow; however, there is no universality in the consideration and acceptance of the indicating features used in measuring flow. The present study draws upon the literature support available to call out certain dimensional indicators of flow to be used in the scenario building and keyword search in the responses generated within the subjects considered for the purpose of the study. The basic methodology of this exploratory study will be to match the keywords in the responses with that of the designed key words expressing the particular dimension of measuring flow as identified from the extant literature.

The dimensions of flow measurement

It is understood in the literature that flow is to be a dependent variable on the activity state of an individual. The predictors of flow as identified by Nielsen and Cleal (2010) happens to be firstly at an activity level indicated by problem solving evaluation and brainstorming and secondly at a work environment level indicated by influence, role clarity and cognitive demands. It is found out that activity involving flow often gets associated with activity level planning and involvement in the process where certain cognitive dynamics

demands role clarity and influencing ability predicting the flow at work. In another dimension, flow is understood to be present in more action-oriented individuals. Action-oriented individuals determining a particular development of flow is also supported by Baumann and Scheffer (2011). There is a positive relationship between achievement motive of an individual and flow (Baumann and Scheffer, 2011) where it is defined that the intrinsic motivation factor stimulating achievement motive demonstrated by ability and eagerness of seeking and solving difficulties often get influenced by the flow experience of the individual. Certain researchers have also identified different characteristics of flow demonstrated and characterized by focused attention ability on activity feeling of curiosity, sense of control, intrinsic ability and interest (Trevino and Webster ,1992). In certain studies characteristics of skill and control, focused attention, arousal, and challenge, tele-presence and interactivity is also identified to be the expressions of flow (Hoffman and Novak, 1996). Total involvement into the process making life enjoyable having control and concentration building up of intrinsic interest in the activity is measured as a flow based on this certain attributes by Hsu and Lu (2004) in their study. Enjoyment and time distortion as identified by Chen (2006) and incorporated in the studies by Kuo & Ho (2010) often highlights another measurement dimension of flow. Flow theory is understood to be an extension of the flow constructs which is heuristics used in certain areas of research. It is understood to be an emergence of the means of understanding in which technology has impacted the sociality specification of life in the daily happenings of the life. The impact of technology in the human technology interactions (Chen, 2006; Lu, Zhou, & Wang, 2009) as well as study of online gaming behaviour (e.g., Wan & Chiou, 2006; Cowley et al, 2008) and learning experiences of an individual in the technological setup (e.g., Liu et al , 2009; Shin, 2006) often helps to extract the earlier applicability and understanding of flow. In the context of higher education, flow is used in the studies by (e.g., Liu et al, 2009; Shin, 2006). However, the focus of the study was on the students and academicians were not a part of the study. Extant literature does not support a lot of applicability of flow theory in understanding its impact on the academic professionals; Beard & Hoy, (2010) have studied the impact of flow on the school teachers, however, the impact of flow in understanding its impact in the higher education setup is missing.

In the earlier context flow was understood to be a mismatch between the skill challenge framework and was supposed to be a precursor to trigger the process of flow within an individual (Csikszentmibalyi, 1988). However, over a period of time, this skill challenge fit framework formulated by Csikszentmibaly (1975) was modified and certain other dimensions were also incorporated in the process involving the other stimuli in generating the flow experience within the individuals. It is not only the skill challenge hypothesis which measures the dimensional concept of flow rather certain personality characteristics of the individuals also play an important role in determining the effect of flow and the flow stimuli within the individual. Keller and Blomann (2008) have identified a strong relationship pattern between the locus of control and the likelihood of flow experience happening under conditions of balance incorporating certain behavioural dimensions in constructing the understanding of flow in the process of work. Flow in the workplace has a certain dimensional perspective which needs to be understood in the way it is reflected as an engagement and engaging style in the work-related task as opposed to activities involving leisure (Bakker (2005); Csikszentmihalyi & LeFevre, 1989; Delle Fave & Massimini, 1988). In the study of music teachers Bakker (2005) have identified the concept of flow to be applicable in the work situation and is

defined as an short-term experiences at work which is characterized by the determinants of work enjoyment, absorption and intrinsic work motivation where the absorption is referred to as a total immersion of an individual in the work (Csikszentmihalyi, 1990). It is rather a conceptual understanding of the cognitive ability and the effective outcome of flow experience which is referred to as the experiences of enjoyment of the activity itself giving inherent pleasure and satisfaction in the process of work involvement as an direct indication of flow (Salanova et al 2006) . The absorption ability and the intrinsic motivational aspects of flow leads to a certain leisure activities at home and work where the enjoyment aspects of flow lead to an higher involvement and low exhaustion at work as identified by Demerouti et al (2012) where enjoyment is related to exhaustion of the work which is affected by the absence of sufficiently longer hours of break between two working days . Certain indicators in the workplace like autonomy, social support, support influencing the matching dimension between challenging skill environment affecting the flow experience is explained in the study of Bakker (2005). Drawing from emotional contagion theory Bakker (2005) the positive emotional setup and enjoyment experiences during the flow experience spread over the individuals influence the dimensional understanding of flow as applicable in the workplace. Salanova et al. (2006) identified personal resources which influence the organizational output and impact certain dimensional feature in the organizational setup to enhance the activity label incorporating the flow dimension in the process of the understanding. In the study of Liao (2006) the heuristic framework has been used in the flow theory framework to understand the learning and teaching experience within the higher education. There is a positive relationship pattern established between the students and research in the music schools of the Netherlands as identified in the study of Bakker (2005). With flow experiences of students and teachers were having a matching relationship and having a mutual interdependence and positive affecting behaviour.

Academic optimism is identified to be one of the characteristic features which influences the flow and is a characteristic dimension of flow stimuli as identified by Beard and Hoy (2010). Optimism related to academic dimension has been divided into two categories which involve academic optimism and dispositional life optimism. The general attitude and outlook of the expectation about the best things in the future involve the effect of dispositional life optimism whereas certain aspects related to very specific activities of teaching and learning relates to academic optimism involving constructs of trust, academic emphasis, and self-efficacy. There was a strong relationship pattern between academic optimism and flow identified in the study by Beard and Hoy (2010).

The setup of the present study

The study setting involves academicians from a top-level Institute of National Importance engaged in different Engineering, Social Science and Management streams to understand the "Flow". Primarily observation method along with semi-structured questions is employed to understand the responses of the individual, where the responses were allowed to express itself without any obstruction. Responses were gathered in an informal setting so that the respondents may not become aware and try to be politically correct. The findings can be effectively used to design policy intervention at an individual level to cull out the creative genius from a person.

Method applied in the present study transcription and coding

In order to subjectively understand the implications of flow dimension in the academic setup, certain dimensions are considered to be

represented in the study which is included the parameters discussed below. In order to understand the output in each of the parameters certain selected keywords were framed based on the literature in order to understand the dimensional perspective of the parameters considered under study. Each of the parameters is selected and ordered based on the logical understanding of how a particular creative flow occurs within the working setup of the academician involved in teaching research and administrative work. The parameters selected for the dimensions of flow, the keywords in each of the parameters mapping the dimension and the logical understandings as well as the consequence of the keywords are discussed.

Parameter-I

Initiation of flow

Keywords

Curiosity, interest, care for abiding values, extrinsic reward and support, intrinsic motivation, feeling oriented, task-oriented, passion, love, sense of wonder, comfort, solace, enjoyment.

Logical understanding and consequences

I. The psychological need is often understood to be expressed the passion, love, autonomy, competence, interest, curiosity, creativity and extensive rewards.

II. Creation of an environmental impact on the initiation of flow is activated by positive and energized working environment full of passion, dispositional optimism, and enjoyment.

III. Sense of belongingness and love for the work often triggers the initiation of flow.

IV. Emotional relatedness to the work and an association level and psychological level often triggers occurrences of flow.

Theory and Author (s)

Self-determination theory (Deci and Ryan 1985), (Csikszentmihalyi, 1990; Demerouti et al.,(2012); Hsu & Lu (2004)

Parameter-II

Flow and personality dimensions

Keywords

Locus of control, compatibility of skill-experience, task demands

Logical understanding and consequences

I. Psychological belongingness and psychological needs often determine and sets the pre conditions of flow.

II. A personality trait has an implication on the psychological attunement of the individual and thus has an impact on the triggering of flow.

III. Locus of control has an impact on the psychological setup as well as personality traits of the individual and thus impacts flow.

Theory and Author (s)

Keller and Blomann (2008)

Parameter-III

Spillover effect

Keywords

Uncertainty, problem solving, conclusion, anticipation, emotion cycle

Logical understanding and consequences

I. Initiation of flow at one task often leads to spillover effect on the subsequent task and can lead to a continuous and a steady state of flow over a period of time.

II. Sense of flow in one task often leads to its

"Flow" as seen in the Academic Work

ACADEMIC WORK					
	IOF	**FPD**	**SOE**	**OT**	**EIC**
Engineering Stream	YES	NO	YES	NO	YES
Humanities and Social Sciences Stream	NO	YES	NO	YES	YES
Management Stream	NO	YES	NO	YES	NO

Table 1: Flow parameters in the academic work

Legend
INITIATION OF FLOW (IOF)
FLOW AND PERSONALITY DIMENSIONS (FPD)
SPILL OVER EFFECT (SOE)
ORIENTATION OF TIME (OT)
ENVIRONMENT INTERACTION CHALLENGES (EIC)

As represented in the table no 1, for engineering stream the parameters of IOF, SOE, and EIC has a positive effect on the "Flow" whereas FPD and SOE have no impact. In case of humanities and social sciences stream FPD, OT and EIC have a positive effect whereas IOF and SOE have no impact. In case of management stream, FPD and OT have a positive effect but IOF, SOE, and EIC have no effect on "Flow".

"Flow" as seen in the Research Work

RESEARCH WORK					
	IOF	**FPD**	**SOE**	**OT**	**EIC**
Engineering Stream	YES	NO	YES	YES	NO
Humanities and Social Sciences Stream	YES	NO	NO	YES	YES
Management Stream	NO	NO	YES	YES	NO

Table 2: Flow parameters in the research work

Legend
INITIATION OF FLOW (IOF)
FLOW AND PERSONALITY DIMENSIONS (FPD)
SPILL OVER EFFECT (SOE)
ORIENTATION OF TIME (OT)
ENVIRONMENT INTERACTION CHALLENGES (EIC)

As represented in the table no 2, for engineering stream the parameters of IOF, SOE, and OT has a positive effect on the "Flow" whereas FPD and EIC have no impact. In case of humanities and social sciences stream IOF, OT and EIC have a positive effect whereas FPD and SOE have no impact. In case of management stream, SOE and OT have a positive effect but IOF, FPD, and EIC have no effect on "Flow".

continuation in the subsequent task and thus has a persistent effect on the creative level of the individual

Theory and Author (s)
Author's own proposal

Parameter-IV

Orientation of time
Keywords
Time boundedness, optimizing, prioritizing, structuring of task, cognitive spontaneity, time management, time constraint

Logical understanding and consequences

I. Logical understanding of time constraint often leads to the generation of flow or hindrance of flow and creative level within individuals.
II. Failure of time management in certain cases often leads to chaos within the mind of the individual and thus hinders the process of creative flow.

III. Experiences and its impact in the openness of an individual lead to flow state due to induction of optimum stimulus level and spontaneity at the cognitive level.

Theory and Author (s)
Woszczynski, Roth, & Segars, (2002), Hattrup, O'Connell, & Labrador (2005), Keller & Blomann (2008), Roberts et al (2005) and (Csikszentmihalyi et al., 2005)

Parameter-V

Environment interaction challenges
Keywords
Administrative task, bad experience, red-tapism, internal politics, jealousy, task-related, skill related

Logical understanding and consequences
I. Negative environmental interaction and inputs may often challenge the experience of flow.

II. Perceive task challenges and skill challenges often lead to generation or hindrances of flow within the working environment.

III. Positive environmental impact and favorable interaction outcome may lead to a larger flow experience.

Theory and Author (s)
Engeser and Rheinberg (2008)
Results and Discussion
The discussion series carried out with the academic professional were mainly from Engineering Stream, Humanities and Social Sciences Stream and Management Stream. The result of the discussion in the three dimensions of work that is academic, research and administrative section is presented in the following tables. Keyword matching technique was employed to segregate the responses and provide a stylized presentation of the influence of each of the parameters in flow as applicable in the different sections of the working domain academic professional are engaged. The findings are very subjective in nature and thus needs elaborate quantification in further research.

"Flow" as seen in the Administrative Work

ADMINISTRATIVE WORK					
	IOF	**FPD**	**SOE**	**OT**	**EIC**
Engineering Stream	NO	NO	YES	YES	YES
Humanities and Social Sciences Stream	NO	YES	YES	NO	NO
Management Stream	NO	YES	YES	YES	NO

Table 3: Flow parameters in the administrative work

Legend
INITIATION OF FLOW (IOF)
FLOW AND PERSONALITY DIMENSIONS (FPD)
SPILL OVER EFFECT (SOE)
ORIENTATION OF TIME (OT)
ENVIRONMENT INTERACTION CHALLENGES (EIC)

As represented in the table no 3, for engineering stream the parameters of EIC, SOE, and OT has a positive effect on the "Flow" whereas FPD and IOF have no impact. In case of humanities and social sciences stream, FPD and SOE have a positive effect whereas IOF, OT and EIC have no impact. In case of management stream, FPD, OT and SOE have a positive effect but IOF and EIC have no effect on "Flow".

Conclusion

The role of academic professionals in the contemporary educational ecosystem involves playing multiple roles of researcher, teacher and an administrator which requires a dynamic skill set and emotional intelligence. Role clarity of academicians often requires them to perform dynamically in different roles settings. It is imperative to understand the factors influencing the "Flow" in the three dynamic role sets as played by the academician in order to identify the traits and factors which enhances the creative level and increases the "Flow" at each of the roles that academician need to play. The result of the study highlights three dimensions of work that is academic, research and administrative sections. Keyword matching technique was employed to segregate the responses and provide a stylized presentation of the influence of each of the parameters in flow as applicable in the different sections of the working domain academic professional are engaged. The findings are very subjective in nature and thus needs elaborate quantification in further research and elaboration.

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