
Support Systems and Parental Involvement as Factors Affecting Adaptive Emotional Coping Capability in Junior High School Learners

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Abstract

This study explores how the external environment of Junior High School learners from Catumbalon National High School, specifically their Support Systems and Parental Involvement, affects their ability to cope with emotions adaptively. Understanding the factors that build resilience is crucial, given the challenges adolescents face. The research found that learners generally experience strong levels of both social supports and parental engagement. The data acquired established a strong positive relationship between both factors and the adaptive coping skills of learners. It means that when learners receive more support or experience greater parental involvement, their emotional coping capability tends to improve. While both factors are vital, the overall network of Support Systems is the single most influential factor in predicting a learner's ability to cope effectively. This research highlights that strong support networks and involved parents are crucial for building the emotional well-being and resilience of young adolescents.

Keywords: Support Systems, Parental Involvement, Adaptive Emotional Coping Capability, Junior High School Students.

1. Introduction

The transition into adolescence, marked by the Junior High School years, is a period characterized by significant physical, psychological, and social changes, often accompanied by heightened emotional stress. The ability to manage these stressors through effective Adaptive Emotional Coping Capability is paramount for ensuring a learner's holistic well-being, academic achievement, and long-term psychological resilience. When adolescents fail to develop constructive coping mechanisms, they become vulnerable to negative outcomes such as poor mental health and behavioral issues. Understanding the environmental factors that promote resilience is essential for intervention and policy development. It guides educators and families on how best to equip young people for the challenges of life.

Within this critical context, two major external resources stand out as potential safeguards against stress: the family environment, captured here as Parental Involvement, and the broader community resources, categorized as general Support Systems. While previous research has long established that both engaged parenting and accessible social supports positively correlate with better adolescent adjustment, there remains a critical need to clarify the relative strength of these factors when they are considered simultaneously. This study, therefore, aimed to examine and compare the unique and combined influence of Parental Involvement and Support

Systems on the Adaptive Emotional Coping Capability of Junior High School learners at Catumbalon National High School. By identifying which external resource provides the strongest unique contribution, this research emphasizes the critical role of strong support networks and involved parents in nurturing the emotional well-being and resilience of young adolescents. The subsequent sections of this paper tackle the literature review, discuss the conceptual framework, outline the methodological approach, present and discuss the results, and draw conclusions, highlighting the implications and recommendations of this study.

2. Literature Review

The emotional coping capability of adolescents is best understood within the framework of resilience theory, which conceptualizes resilience as the dynamic process of positive adaptation in the context of significant adversity (Zimmer-Gembeck et al., 2023). Resilience in youth is fostered by protective factors embedded within their ecological systems, including the family and community environments (Ungar, 2021). This study operationalizes resilience through adaptive emotional coping, highlighting the importance of external support systems and parental involvement as critical buffers against stress.

The family environment, particularly parental involvement, has long been recognized as a foundational protective factor that shapes adolescent emotional regulation and coping skills (Chung & Jones, 2023; Johnson et al., 2025). Parenting styles characterized by warmth, support, and supervision promote emotional intelligence and effective stress management, consistent with social development perspectives (Talavera-Bustamante & Calero-Fajardo, 2021). Simultaneously, broader social support systems comprising peers, teachers, and community networks contribute to resilience by providing emotional, informational, instrumental, and companionship resources (Ruihua et al., 2025).

This study's findings align with regional research in Southeast Asia, emphasizing the intertwined role of family and community in adolescent well-being. For example, studies in the Philippines demonstrate that peer support and parental engagement synergistically reduce psychological distress among high school learners (Acoba et al., 2024). Similarly, Indonesian research indicates that community cohesion enhances adolescents' adaptive coping strategies, further buffering the psychological impact of academic and social pressures (Sari et al., 2023). Malaysian and Singaporean studies reinforce the crucial role of parental involvement in schooling and emotional support as protective mechanisms within collectivist cultures (Lim & Tan, 2022; Wong et al., 2024). These regional perspectives highlight the culturally embedded nature of social supports within extended networks, illustrating that resilience is both an individual capacity and a product of relational environments.

3. Conceptual Framework

The present conceptual framework of this study builds upon resilience theory by positioning Adaptive Emotional Coping Capability as the central outcome reflecting adolescents' capacity to manage stress constructively. Resilience is understood as the ability to bounce back from adversity, facilitated by internal assets and external protective factors. Parental involvement and support systems represent these key external resources, conceptualized as ecological supports within Bronfenbrenner's Ecological Systems Theory.

Parental Involvement encompasses parents' aspirations, parenting style, supervision, and active participation in the child's schooling, providing a foundational emotional and regulatory

environment. Support Systems, on the other hand, refer to emotional, informational, instrumental, and social companionship support accessed from peers, teachers, and community members.

These external factors contribute to the development of adaptive coping strategies, characterized by behaviors such as seeking advice, emotional support, and utilizing social networks. The framework hypothesizes that higher levels of parental involvement and support systems positively predict the ability to cope adaptively, underscoring their role as resilience-promoting mechanisms in adolescent development (Zimmer-Gembeck et al., 2023).

4. Methodological Approach

4.1 Research Design

The study employed a quantitative, non-experimental research design, specifically utilizing the correlational method. This method was selected because it is most suited to ascertain the type, degree, and direction of the interactions between the dependent variable, adaptive emotional coping capability, and the independent variables, parental involvement and support systems. The design allowed the researchers to examine these relationships as they naturally occur in the setting of Junior High School learners without experimental manipulation. The correlational framework, coupled with multiple regression analysis, was needed for identifying the predictive influence of the support variables on the learners' coping mechanisms.

4.2 Participants of the Study

The participants in this study were Junior High School learners enrolled at Catumbalon National High School for the academic year 2025-2026. The sample was drawn from the total population of Junior High School students using a stratified random sampling procedure, ensuring representation across all grade levels. To adhere to the required sample size and manage the data treatment process efficiently, the researchers implemented a strict screening protocol. Only the first 250 complete and returned questionnaires were selected and included in the final statistical analysis and data treatment. This predetermined sample size was deemed sufficient to achieve the necessary statistical power for the correlational and regression analyses conducted.

4.3 Research Instruments

Data for this research were collected using a structured, self-administered questionnaire patterned from the works of Engay, J.M.A. (2024); Falayi, O. O. (2023); Gogoi, B., & Bhuyan, S. (2023); and Olenik-Shemesh, D. (2020), composed of three main parts, each designed to measure the specific variables of the study: Support Systems, Parental Involvement, and Adaptive Emotional Coping Capability. Each variable was operationalized into several sub-dimensions and measured using a 5-point Likert-type scale, ranging from 5 (Very High) to 1 (Very Low). To ensure the instrument's appropriateness and reliability for the target population, it was first subjected to a rigorous validation process by a panel of experts from the research locale. Furthermore, a pilot test was conducted at Kiburiao National High School, Quezon III District, Division of Bukidnon, and the instrument demonstrated a very high coefficient of internal consistency (.921), confirming its reliability for collecting accurate and stable data regarding the learners' self-reported perceptions and behaviors.

4.4 Data Gathering Procedure

Before the start of the data collection, official permission was secured from the school principal of Catumbalon National High School. Following the approval from the School Principal, the researchers coordinated with some teachers to schedule the administration of the questionnaires during the designated adviser's time and cleaning time to avoid disruption to academic activities. The process included an orientation. During the orientation, learners were informed of the study's purpose, their right to voluntary participation, and the assurance of strict confidentiality and anonymity. The questionnaires were administered in a group setting under the direct supervision of one of the researchers to explain instructions. After the collection, the responses were meticulously screened, and as noted, only the first 250 fully completed forms were included for subsequent data encoding.

4.5 Data Analysis

The collected data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) software. Various statistical treatments were employed based on the nature of the data and the specific research objectives. The study employed descriptive statistics, particularly the Mean and Standard Deviation, to characterize the degree and fluctuations of the study participants' Support Systems, Parental Involvement, and Adaptive Emotional Coping Capability. To test the hypothesis regarding the relationships between the variables, the Pearson Product-Moment Correlation Coefficient was utilized. Finally, to determine the combined impact and relative predictive power of parental involvement and support systems on the learners' adaptive emotional coping capability, multiple regression analysis was employed. The significance level for all statistical tests was set at $p < 0.05$.

5. Presentation and Discussion of the Results

Table 1: Support Systems Received by the Respondents

Variables	Mean	Std. Deviation	Qualitative Interpretation
Emotional Support	3.59	.61	High Support Received
Informational Support	3.60	.60	High Support Received
Instrumental Support	3.51	.63	High Support Received
Social Companionship Support	3.60	.69	High Support Received

Legend: 1-1.5 No Support System Received, 1.51-2.5 Less Support System Received, 2.51-3.5 Moderate Support System Received, 3.51-4.5 High Support System Received, 4.51-5 Very High Support System Received

The table presents four types of support system variables with their respective means, standard deviations, and qualitative interpretations based on the scores.

The descriptive statistics for the four types of social support variables demonstrate generally high perceived levels of support among respondents. Emotional Support ($M = 3.59$, $SD = 0.61$), Informational Support ($M = 3.60$, $SD = 0.60$), Instrumental Support ($M = 3.51$, $SD = 0.63$), and Social Companionship Support ($M = 3.60$, $SD = 0.69$) are consistently rated as high support received. These values suggest a strong presence of affective, cognitive, and relational support in the participants' social environments.

The proximity of mean scores among Emotional, Informational, and Social Companionship Support indicates that these types of support play a comparable and potentially equally vital role in individuals' adaptive well-being. Emotional support fosters a sense of love, care, and empathetic understanding, while informational support provides necessary advice and information to manage stress effectively. Social companionship helps people connect socially, which lessens loneliness and fosters a sense of belonging. Instrumental support, which involves tangible aid and practical help, though slightly lower, remains an essential facet contributing to life satisfaction and mental health but may vary more due to situational resource constraints (Acoba et al., 2024; Ruihua et al., 2025). The standard deviations show moderate variability, with social companionship support exhibiting the most variation, indicating diverse individual experiences in social engagement. This heterogeneity reflects the nuanced nature of social integration and varying access to companionship support across participants (Ruihua et al., 2025). The relatively consistent variability across the other support types suggests a shared perception of support availability within emotional and informational dimensions. This pattern corroborates recent scholarship emphasizing the multidimensional nature of social support and its positive implications for psychological resilience and well-being. For instance, Ruihua et al. (2025) stress the importance of informational support in helping students manage their stress, while Acoba et al. (2024) emphasize the vital role of instrumental and emotional support in reducing adverse mental health outcomes by offering both practical resources and sympathetic understanding. These findings align with foundational theories of social support, such as House's framework, differentiating types of support by function, and stress the contemporary understanding of how these constructs operate distinctly yet complementarily within supportive networks (Ruihua et al., 2025).

The data emphasize the importance of having a comprehensive social support network that includes companionship, emotional, informational, and instrumental support to promote mental health and general well-being. The moderate level of instrumental support may reflect practical challenges in accessing tangible aid, suggesting an area for targeted intervention to enhance holistic support provision.

Table 2: Involvement of the Parents or Guardians of the Respondents

Variables	Mean	Std. Deviation	Qualitative Interpretation
Parents' Aspiration and Expectation	3.93	.75	High Parental Involvement Observed
Parenting Style	3.86	.75	High Parental Involvement Observed
Home Rules and Supervision	3.66	.69	High Parental Involvement Observed
Parents' Participation in School Activities and Communication to School Employees	3.70	.67	High Parental Involvement Observed

Legend: 1-1.5 No Parental Involvement Observed, 1.51-2.5 Less Parental Involvement Observed, 2.51-3.5 Moderate Parental Involvement Observed, 3.51-4.5 High Parental Involvement Observed, 4.51-5 Very High Parental Involvement Observed

Table 2 presents data on the involvement of parents or guardians across four variables: Parents' Aspiration and Expectation, Parenting Style, Home Rules and Supervision, and Parents' Participation in School Activities and Communication to School Employees. Each variable has

a mean score above 3.5, ranging from 3.66 to 3.93, with standard deviations between 0.67 and 0.75. Qualitative interpretation uniformly indicates high parental involvement across all variables.

According to the scoring legend, these mean scores fall in the "High Parental Involvement Observed" category, signifying strong parental engagement in various aspects of the respondents' educational environments.

The consistently high mean ratings across all variables indicate an intense level of parental involvement that encompasses both home and school contexts. Parents' Aspiration and Expectation was rated the highest (3.93). This suggests parents hold strong hopes and goals for their children's academic achievements. Parenting Style (3.86) and Home Rules and Supervision (3.66) reflect effective parental guidance and regulation at home, essential for fostering discipline and support. Finally, the moderately high score for Parents' Participation in School Activities and Communication (3.70) highlights active engagement in school-related functions and communication channels. The relatively low standard deviations suggest responses were fairly consistent among the respondents, indicating a shared perception of substantial parental involvement in their children's education.

High parental involvement, as reflected in these variables, is generally associated with positive student outcomes, just like higher academic achievement, increased motivation, and improved behavioral regulation. The aspect of high parental aspirations and expectations often drives students to perform better academically. Effective parenting styles and home supervision contribute to a conducive learning environment and reinforcement of positive behaviors. Active participation in school activities strengthens the home-school partnership, enhancing communication and support mechanisms imperative for students' success. This holistic involvement aligns with educational theories that emphasize the significance of collaborative family-school dynamics in promoting student well-being and academic progress.

Recent research studies within the past five years consistently highlight the positive influence of high parental involvement on learners' academic success and overall development. For instance, a study by Smith and colleagues (2024) emphasized that learners with high parental expectations and active involvement have better academic outcomes and stronger student-teacher relationships, mediating cognitive competence and school engagement. Similarly, Johnson et al. (2025) found that effective parenting styles and supervision correlate with students' improved behavioral adjustment and academic motivation. Furthermore, Lee and Ramirez (2023) reported that parents' participation in school activities enhances social capital. These recent findings strongly support the high involvement observed in Table 2 as a critical factor in fostering learner achievement and holistic development in educational settings.

Table 3: Emotional Coping Capability of the Respondents

Variables	Mean	Std. Deviation	Qualitative Interpretation
Advice and Information Seeking	3.56	.61	High Emotional Coping Mechanism Applied
Emotional Support Seeking	3.56	.77	High Emotional Coping Mechanism Applied
Instrumental Support Seeking	3.4	.73	Moderate Emotional Coping Mechanism Applied

Social Network Utilization	3.56	.66	High Emotional Coping Mechanism Applied
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Legend: 1-1.5 No Emotional Coping Mechanism Applied, 1.51-2.5 Less Emotional Coping Mechanism Applied, 2.51-3.5 Moderate Emotional Coping Mechanism Applied, 3.51-4.5 High Emotional Coping Mechanism Applied, 4.51-5 Very High Emotional Coping Mechanism Applied

The provided table outlines how respondents deal with emotional stress, or their Emotional Coping Capability, based on a scale from 1 (No Coping) to 5 (Very High Coping). The results clearly show that respondents generally use emotional coping mechanisms at a high level. Three strategies—Social Network Utilization (Mean=3.56), Emotional Support Seeking (Mean=3.56), and Advice and Information Seeking (Mean=3.56)—all have means that fall just inside the "High Emotional Coping" category (3.51-4.5). The fourth strategy, Instrumental Support Seeking (Mean=3.44), is slightly lower, falling just below the line into the "Moderate Emotional Coping" category (2.51-3.5). The three "High" coping methods are used almost identically in frequency, as their means are extremely close. Among all coping styles, seeking Advice and Information shows the most agreement across respondents, indicated by the lowest variability (SD=0.61). In contrast, Emotional Support Seeking has the greatest variability (SD=0.77). This means some people use it much more often than others.

The interpretation of these scores is straightforward: these individuals tend to cope with stress by actively reaching out to others. They are social copers who rely on talking and getting information to manage their feelings. The high scores for Emotional Support Seeking (seeking comfort) and Advice Seeking (seeking guidance) show they prefer to deal with stress by turning outwards to their community. The slightly lower score for Instrumental Support Seeking (seeking concrete help, like money or practical aid) suggests that while they want support, they primarily need emotional and intellectual resources rather than someone else to physically solve the problem. This pattern suggests they feel they can handle the problem themselves if they just have the right emotional backing and information.

These findings are consistent with recent research on adaptive stress management from 2020 to the present. The strong reliance on social support mechanisms aligns with studies by Lee et al. (2022) and Chung & Jones (2023), which confirm that seeking emotional and social support is a forcefully adaptive strategy that effectively buffers against psychological distress. Specifically, the high scores for Emotional Support Seeking and Advice/Information Seeking support the widely-held view that sharing feelings and gaining clarity on a stressor are critical steps in the cognitive appraisal and management of negative emotions (Algorani & Gupta, 2021). Furthermore, the elevated utilization of social networks is validated by contemporary research, such as that by Naslund et al. (2020), which highlights the increasing role of online and existing social circles in providing peer support and reducing feelings of isolation, especially in the context of recent global stressors. The overall conclusion is that these respondents use a robust and positive set of social strategies to manage their emotional well-being.

Table 4: Correlation between Support Systems and Adaptive Emotional Coping Ability

Variable	R-Value (Correlation Coefficient)	Prob (Sig. 2-tailed)
Support Systems	.69	.000**

** P< 0.01

The provided table presents the correlational relationship between Support Systems and Adaptive Emotional Coping Ability. The table clearly presents a strong and significant relationship between the variable Support Systems and Adaptive Emotional Coping Ability.

The Correlation Coefficient (R-Value) is 0.686, and the probability (Prob or Sig. 2-tailed) is 0.000, which is statistically significant at the P<0.01 level. An R-Value of +0.686 indicates a strong, positive correlation. This means that as the quality or availability of an individual's Support Systems increases, their Adaptive Emotional Coping Ability also strongly tends to increase. The P-value of 0.000 is less than 0.01. This tells us that this relationship is not due to random chance, confirming that Support Systems are a highly reliable factor linked to better coping.

According to the results, junior high school learners are far more able to control their emotions and cope with stress in constructive and healthy ways when they believe they have a strong support system, whether it be from friends, family, or the community. Practically, this highlights the critical role of social and emotional resources in developing resilience and emotional well-being.

This conclusion is well-supported by recent psychological Literature and Research (2020-Present). For instance, multiple studies, including one by Chung & Jones (2023) and a systematic review by Blanco-Donoso et al. (2021), affirm that social support acts as a "buffer" against the negative effects of stress and is positively associated with the use of adaptive, approach-based coping strategies and better mental health outcomes, especially during major stressors like the COVID-19 pandemic. The strong link (R=0.686) found in this study is directly supported by studies that indicate that high perceived support promotes approach coping and emotional regulation techniques such as positive reappraisal. Approach coping and emotional regulation techniques, like positive reappraisal, are facilitated by high perceived support (MDPI, 2021; Frontiers, 2020)

Table 5: Parental Involvement and Adaptive Emotional Coping Ability Correlation

Variable	R-Value (Correlation Coefficient)	Prob (Sig. 2-tailed)
Parental Involvement	.64	.000**

** P< 0.01

The table presents a statistical correlation between Parental Involvement and Adaptive Emotional Coping Ability. The results show a Correlation Coefficient (R-value) of 0.64, accompanied by a probability (Prob or Sig. 2-tailed) of 0.000, which is explicitly noted as statistically significant at the P<0.01 level. This positive R-value indicates that as the level of Parental Involvement increases, the individual's ability to cope with emotions in a healthy, adaptive manner also increases. The highly significant P-value confirms that this strong relationship is highly reliable and is not merely due to random chance.

A correlation coefficient of +0.64 signifies a strong, positive relationship between the two variables. In practical terms, this places Parental Involvement as a major, influential factor in a person's emotional resilience. The results suggest that the development of successful coping

mechanisms for stress and negative emotions is closely associated with a higher level of parental involvement, whether in the form of emotional support, academic help, or general supervision and monitoring from parents or guardians. This highlights that the home environment and the quality of parent-child relationships are crucial in building the foundational skills needed for emotional well-being and adaptive coping.

The core interpretation of this data is that Parental Involvement functions as a vital protective factor that actively supports the development of adaptive emotional coping skills. When parents are highly involved, they likely model effective emotional regulation, provide the necessary support structure as seen in the previous table, and teach problem-solving skills, all of which translate into better coping mechanisms for their children or young adults. Conversely, lower parental involvement may deprive individuals of these critical resources, making them more vulnerable to maladaptive coping strategies when facing stress.

The strong correlation presented in the table emphasizes the importance of an active and supportive family environment in fostering psychological resilience. This strong correlation is highly consistent with current psychological literature on child and adolescent development. Research published from 2020 onward consistently supports the view that parental involvement, especially in terms of emotional support and quality of relationship, is directly linked to better emotional outcomes. For example, a longitudinal study by PMC (2023) found that greater parental support predicted an increase in adolescents' use of positive coping strategies, like strategizing and comfort-seeking, and a decrease in maladaptive strategies, even when controlling for stress levels. Additionally, studies like those by Frontiers (2024) and ResearchGate (2024) confirm that parental emotional involvement and communication promote emotional intelligence and emotional regulation skills, which are the very definition of adaptive emotional coping ability, thereby validating the $R=0.637$ finding.

Table 6: Coefficients Table of the Original Model (with outlier)

Model 1	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.38	.19		2.01	.046
Support Systems	.53	.06	.47	8.10	.000
Parental Involvement	.33	.06	.33	5.61	.000

Dependent Variable: Adaptive Emotional Coping Capability

The Coefficients Table for the original regression model presents the results of how Support Systems and Parental Involvement together predict the Dependent Variable, Adaptive Emotional Coping Capability. The model shows that both independent variables are highly significant predictors. Support Systems has an unstandardized coefficient (B) of 0.53 and a significance (Sig.) of 0.000. Similarly, Parental Involvement has a B-coefficient of 0.33 and a significance of 0.000. Both variables have t-statistics that are far above the standard threshold (8.095 and 5.613, respectively), and both are highly statistically significant.

The unstandardized coefficients (B-values) allow us to formulate the prediction equation: Adaptive Emotional Coping = $0.383 + (0.530 \times \text{Support Systems}) + (0.332 \times \text{Parental Involvement})$. This means that for every one-unit increase in Support Systems, Adaptive Emotional Coping Capability increases by 0.53 units, assuming Parental Involvement stays the same. For every

one-unit increase in Parental Involvement, the Adaptive Emotional Coping Capability increases by 0.33 units, assuming Support Systems stays the same. The standardized coefficients (Beta) of 0.47 for Support Systems and 0.33 for Parental Involvement are crucial for comparing the relative strength of the predictors. The larger Beta for Support Systems (0.47) indicates that it is the stronger predictor of Adaptive Emotional Coping Capability in this specific model.

The overall interpretation is that both social and parental factors are crucial, independent drivers of an individual's ability to cope with stress. The high significance of both variables suggests that the combined power of an individual's external network (Support Systems) and the quality of their family environment (Parental Involvement) is essential for emotional resilience. While both matters greatly, the larger coefficient for Support Systems implies that the broader sense of being connected, cared for, and having resources available from friends, peers, and community (as defined by Support Systems) has a slightly more potent direct impact on adaptive coping ability than involvement from parents alone. The Constant (0.38) shows that even when both Support Systems and Parental Involvement are at zero, there is a small base level of Adaptive Emotional Coping ability.

This model's findings are strongly backed by current psychological research (2020-Present), which often examines the dual influence of family and social environments on mental health. Studies focusing on protective factors, such as those from PMC (2023) and Frontiers (2024), consistently demonstrate that social support and parental support are independent predictors of positive coping strategies and emotional regulation. The finding that Support Systems has a slightly stronger impact (Beta=0.47) than Parental Involvement (Beta=0.33) aligns with developmental theories, which suggest that as individuals transition into young adulthood, the influence of their broader social network becomes increasingly dominant in shaping their coping behaviors, even as family involvement remains highly important.

Table 7: Coefficients Table of the Filtered Model (without outlier)

Model 1	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.55	.19		2.96	.003
Support Systems	.49	.06	.45	7.62	.000
Parental Involvement	.33	.06	.34	5.69	.000

Dependent Variable: Adaptive Emotional Coping Capability

The Coefficients Table for the filtered regression model, which aims to provide a cleaner view of the relationship by removing an outlier, continues to show that both independent variables are significant predictors of the Dependent Variable, Adaptive Emotional Coping Capability. Support Systems has an unstandardized coefficient (B) of 0.49 and is highly significant with a Sig. value of 0.000. Parental Involvement also maintains a highly significant contribution, with a B-coefficient of 0.39 and a Sig. of 0.000. The Constant term, which represents the base level of coping ability, is 0.55 and is also statistically significant (Sig. 0.003).

The removal of the outlier resulted in minimal changes to the model, confirming its stability. The unstandardized coefficients (B-values) still define the predictive model: Adaptive Emotional Coping=0.551+(0.490×Support Systems)+(0.328×Parental Involvement)

. This means that for every one-unit increase in Support Systems, Adaptive Emotional Coping Capability increases by 0.49 units, and for every one-unit increase in Parental Involvement, coping increases by 0.33 units. The standardized coefficients (Beta) of 0.45 for Support Systems and 0.38 for Parental Involvement confirm that, even without the outlier, Support Systems remains the strongest predictor of Adaptive Emotional Coping Capability, although the difference in predictive strength between the two factors is slightly smaller in this filtered model.

The filtered model's results solidify the interpretation that both social connection and family support are independently vital for an individual's emotional health and resilience. The high significance of both factors confirms that a good external network and engaged parenting are core building blocks of a strong ability to cope. The fact that the Constant term increased from 0.38 to 0.55 suggests that the outlier previously suppressed the average baseline coping ability of the group. With the outlier removed, the model confirms that individuals have a slightly higher inherent ability to cope, even if support is theoretically low. More importantly, the enduring predictive dominance of Support Systems (Beta=0.45) suggests that access to friends, peers, and community resources is the single most powerful factor driving successful emotional coping.

These stable, filtered results align strongly with recent literature (2020-Present) that views social and familial resources as the primary pillars of psychological resilience. The enduring strength of Support Systems is validated by studies (e.g., Chung & Jones, 2023; PMC, 2023) that highlight the irreplaceable role of external, non-family social support in providing varied perspectives, reducing isolation, and facilitating adaptive coping strategies across different life stages. The sustained significant contribution of Parental Involvement (Beta=0.34) reinforces established developmental models that stress the foundational role of the family environment in teaching and demonstrating emotional regulation skills (e.g., Frontiers, 2024). The model thus accurately reflects the consensus that a broad social safety net is the most potent external resource for adaptive emotional coping.

6. Conclusion

Based on the collective findings from the emotional coping assessment and the regression analysis, a clear conclusion emerges: the capacity for Adaptive Emotional Coping among the respondents is robustly and significantly driven by their external support environment, with a strong emphasis on social connections. The initial analysis confirmed that respondents primarily utilize active, external, and social forms of coping, with Social Network Utilization and Emotional Support Seeking rated as their highest coping mechanisms. The correlation analysis established a strong positive link between both Support Systems (R=0.69) and Parental Involvement (R=0.64) and adaptive coping ability. Crucially, the final, most refined regression model definitively established both as independent and significant predictors of coping ability, with the Support Systems factor consistently demonstrating the greatest predictive power (Beta of 0.45). Therefore, while involved and supportive parenting is a necessary and highly valuable component, the overall ability to manage stress and emotions successfully is most profoundly influenced by the strength and accessibility of an individual's broader social network and community resources.

7. Recommendation and Future Work

The findings of this study carry significant implications for educational policy and school-based interventions aimed at promoting adolescent well-being in Southeast Asia. This study highlights the substantial role of support systems in developing adolescents' ability to manage their emotions. While parental support remains essential, the care and encouragement that learners receive from friends, teachers, and others outside the immediate family play an even stronger role in building effective coping skills. Henceforth, efforts to promote adolescent well-being should focus on strengthening community and peer networks alongside family engagement. To support this, educational policymakers should enhance school-family partnerships to provide parents with opportunities and resources to participate in their children's academic and emotional growth. Schools should also expand support systems by implementing peer mentoring, counselling, and community engagement programs that foster social connectedness. Programs like buddy systems and peer helper initiatives can leverage the power of social companionship to improve emotional resilience. Teacher training should include components on recognizing and addressing students' emotional needs to create supportive classroom environments that nurture coping skills. Parents are encouraged to maintain warm, involved relationships while also encouraging children to seek support beyond the family. Recognizing the cultural context is also important to ensure interventions respect and reinforce Southeast Asia's values of relational harmony and community interdependence. Since the data were gathered all at once, this study has limits. It was challenging to establish causation and to distinguish whether better coping skills result in more help or if better coping skills are a result of more support. Likewise, since respondents answered questions about themselves, they might have presented their answers in a slightly more favorable light than the truth. Given these circumstances, it is highly recommended that future research employ longitudinal designs to ensure a better understanding of how support networks influence coping abilities over time, guaranteeing strategies remain relevant and effective.

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