



## Parental Support, Emotional Intelligence, and Academic Buoyancy in a Collectivistic Context: Evidence from Indonesian University Students

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### ABSTRACT

**Purpose-** This study aims to examine the mediating role of emotional intelligence in the relationship between parental support and academic buoyancy among university students in a collectivistic context. University students frequently encounter everyday academic challenges that require academic buoyancy. Understanding the psychological mechanisms underlying students' ability to manage these challenges is essential, particularly in cultural contexts where parental support remains a significant developmental factor.

**Methodology-** This research employed a quantitative, cross-sectional design. The participants were 572 undergraduate students from a private university in Bandung, Indonesia, selected via quota sampling. Data were collected using three instruments: the Academic Buoyancy Scale, the Parents as Social Context Questionnaire, and the Emotional Intelligence Questionnaire. Mediation analysis was conducted using PROCESS Macro Model 4 with a bootstrapping technique involving 5,000 resamples to test the indirect effects.

**Findings-** The results indicated that parental support had a positive and significant effect on emotional intelligence ( $a = 0.27$ ;  $p < 0.01$ ), and emotional intelligence positively predicted academic buoyancy ( $b = 0.87$ ;  $p < 0.01$ ). Furthermore, the indirect effect of parental support on academic buoyancy through emotional intelligence was significant (Indirect Effect = 0.28; 95% CI [0.14, 0.38]). After including emotional intelligence as a mediator, the direct effect of parental support on academic buoyancy became non-significant, indicating full mediation.

**Contribution-** These findings highlight emotional intelligence as a key mechanism linking parental support to academic buoyancy. The study underscores the role of emotional regulation in academic adaptation, particularly within a collectivistic context.

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## INTRODUCTION

University students, as individuals in a transitional phase toward adulthood, face complex developmental dynamics across psychological, social, and academic domains. Early adulthood is a period characterized by increasing demands for autonomy, exploration of identity, and adjustment to new responsibilities. In the context of higher education, these dynamics are further strengthened by academic demands that increasingly emphasize independent learning, critical thinking, and self-regulation abilities. Students are no longer situated in a fully structured learning system such as that found in secondary education, but rather are confronted with a system that requires personal initiative and effective self-management. These changes make the university environment a critical developmental context in which students must adapt not only cognitively but also emotionally and socially.

In higher education, students face various demands that can lead to academic pressure. These demands include completing assignments within limited timeframes, academic competition, pressure related to examinations, expectations to achieve certain grade point averages, and the need to balance academic activities with organizational involvement, part-time work, or family responsibilities. When these demands exceed an individual's adaptive capacity, such conditions may lead to academic stress (Perez Jorge et al., 2025; Ruiz-Camacho et al., 2025). Consequently, students are required to develop adaptive coping skills to address the challenges inherent in the academic environment effectively.

Despite the increasing demands on university students, not everyone can adapt effectively to everyday academic challenges. While these challenges are often considered normative, their cumulative impact may lead to decreased motivation, engagement, and psychological well-being. This raises an important question: which psychological and contextual factors enable students to remain adaptive in the face of routine academic setbacks?

However, it is important to note that most of the pressure students experience are not extreme events or major crises, but rather the accumulation of everyday academic obstacles, commonly referred to as everyday hassles. These obstacles may include failing grades, difficulty understanding certain materials, criticism from lecturers, or social comparisons with peers. Although these experiences may seem relatively minor, the cumulative effect of such pressures can significantly affect students' academic motivation and well-being. Over time, repeated exposure to these minor academic setbacks can influence students' persistence, engagement, and psychological adjustment in the learning process.

In this context, Martin and Marsh (2008) introduced the concept of academic buoyancy as an individual's capacity to remain persistent and adaptive in the face of normative and recurring academic setbacks. Unlike academic resilience, which is more closely associated with overcoming severe or chronic adversity, academic buoyancy emphasizes the ability to cope with common pressures in everyday academic life (Martin, 2014). This concept becomes particularly important because most students do not consistently face major crises but instead encounter repeated minor academic challenges. Therefore, academic buoyancy is a crucial psychological resource that helps students maintain engagement and motivation despite routine academic difficulties.

In this regard, academic buoyancy becomes a critical construct, reflecting students' capacity to manage everyday academic difficulties rather than extreme adversity. Given that most academic challenges are recurrent and relatively minor, understanding academic buoyancy is essential for explaining students' ongoing academic adjustment and persistence.

Previous studies have shown that academic buoyancy plays an important role in enhancing learning engagement, academic persistence, and academic achievement (Collie et al., 2015; Putwain et al., 2021). Students with higher levels of academic buoyancy tend to interpret failure as part of the learning process and maintain motivation despite encountering obstacles. Conversely, students with lower levels of academic buoyancy are more vulnerable to experiencing declines in motivation and academic engagement when confronted with routine pressures.

Despite its importance, not all students possess an adequate level of academic buoyancy (Brigitha & Rohinsa, 2023; Rohinsa et al., 2023). This condition indicates the need to identify factors that contribute to the development of this capacity. In the educational psychology literature, factors influencing academic buoyancy are generally categorized into internal (e.g., self-efficacy, self-regulation, and motivation) and external (e.g., social support, classroom climate, and relationships with lecturers) factors. Understanding how these internal and external factors interact is essential for developing a more comprehensive explanation of students' adaptive functioning in academic settings.

One external factor consistently associated with academic development is social support, particularly parental support (Rickert et al., 2023). Although university students are in the early adulthood stage and begin to develop independence, relationships with parents still play a significant role in providing emotional and instrumental support. Within the framework of Self-Determination Theory (Ryan & Deci, 2021), parental support can be classified into three main dimensions: autonomy support, involvement, and structure.

Autonomy support allows students to feel valued in decision-making processes and identity development. Involvement provides a sense of emotional connectedness and support when facing challenges. The structure offers clear guidelines and expectations for academic responsibilities. These three forms of support not only influence intrinsic motivation but also contribute to the development of self-regulation and emotional competence (Rosales & Paceno, 2026). Thus, parental support may serve as an important contextual resource that shapes students' psychological capacities to navigate academic challenges.

In this context, emotional intelligence can be viewed as a psychological mechanism that bridges the influence of parental support on academic buoyancy. Emotional intelligence refers to an individual's ability to recognize, understand, manage, and express emotions adaptively (Goleman, 2009). Individuals with high levels of emotional intelligence tend to be able to control impulses, maintain motivation in the face of disappointment, and interpret stressful situations more constructively (López & Tun, 2017). In academic settings, these abilities enable students to respond to learning pressures effectively without losing their goal orientation. Emotional intelligence, therefore, becomes a key psychological competence that supports adaptive functioning in demanding learning environments.

Several studies have demonstrated that emotional intelligence plays an important role in improving individuals' ability to cope with academic obstacles (Thomas, 2021; Liu, 2025). However, research examining the role of emotional intelligence as a mediator in the relationship between parental support and academic buoyancy remains limited, particularly among university students. Most previous studies have examined these variables separately, leaving the underlying psychological mechanism linking parental support to students' adaptive academic capacities inadequately explained. This limitation indicates a theoretical and empirical gap in understanding how parental contextual support can be translated into students' adaptive academic capacities through internal psychological processes.

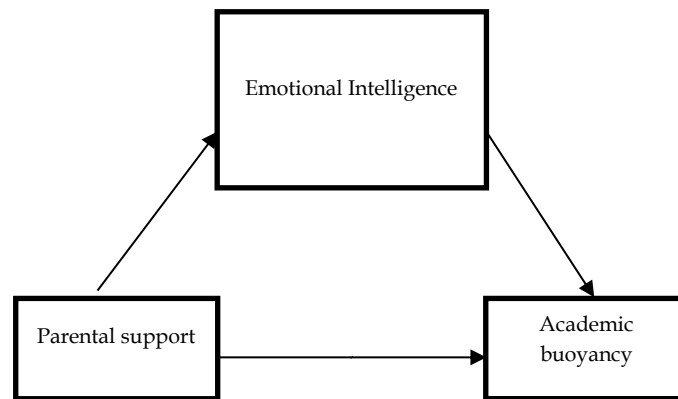
Moreover, most existing studies have been conducted in Western contexts, leaving a gap in understanding how these relationships operate within collectivistic cultures such as Indonesia.

Indonesia is widely recognized as a collectivistic society, in which individuals are strongly embedded within family and social networks. In such cultural contexts, the family serves as the primary source of socialization, guidance, and emotional support. Relationships between parents and children tend to remain close and influential even during early adulthood, including the university period. As a result, parental support becomes a critical factor in shaping students' psychological development, particularly in emotional regulation and coping with academic challenges. Therefore, understanding the role of parental support is especially important in explaining students' adaptive functioning within collectivistic cultural settings.

This gap becomes even more significant when considering Indonesia's cultural context. Indonesia, as a collectivistic society, places the family as the central unit of social relations and a primary source of support in individual development. Parent-child relationships tend to be closer and remain influential into early adulthood. Parental support is not only expressed through emotional encouragement but may also involve high academic expectations. In such a context, emotional intelligence may enable students to manage the dynamics of support and pressure adaptively. Consequently, examining these relationships within a collectivistic cultural framework provides an important opportunity to expand the existing literature.

Therefore, this study does not merely aim to examine the relationships among variables but also seeks to understand the psychological mechanisms explaining how parental support is translated into adaptive capacity in academic contexts. Theoretically, this study contributes by integrating perspectives from Self-Determination Theory, emotional regulation, and academic buoyancy within a comprehensive conceptual framework. Empirically, this study provides cross-cultural evidence that enriches the literature, which has largely been dominated by Western contexts.

Therefore, this study aims to examine the mediating role of emotional intelligence in the relationship between parental support and academic buoyancy among university students within a collectivistic cultural context. The proposed conceptual model of this study is illustrated in Figure 1.



**Figure 1.** Hypothesized Model of Emotional Intelligence as a Mediator between Parental Support and Academic Buoyancy

## METHODOLOGY

### Research Design

This study employed a quantitative, cross-sectional design to examine the proposed mediation model. In this model, parental support was the independent variable, emotional intelligence the mediating variable, and academic buoyancy the dependent variable. The design allows for the examination of relationships among these variables and the estimation of indirect effects at a single point in time without manipulation (Creswell & Creswell, 2018).

The proposed relationships were formulated into the following hypotheses: (H1) parental support positively predicts emotional intelligence; (H2) emotional intelligence positively predicts academic buoyancy; and (H3) emotional intelligence mediates the relationship between parental support and academic buoyancy. The conceptual model underlying these hypotheses is presented in Figure 2. Although this design does not permit causal inference, regression-based mediation analysis with bootstrapping provides a robust estimate of indirect effects (Hayes, 2018). Therefore, the cross-sectional design is considered appropriate for testing the hypothesized mediation model within the present study.

### Participant

The participants in this study consisted of 572 undergraduate students from a private university in Bandung, Indonesia. This sample size is considered adequate for mediation analysis because bootstrapping to estimate indirect effects requires a sufficiently large sample to produce stable confidence intervals (Hayes, 2018). Of the total participants, 178 (31.1%) were male, and 394 (68.9%) were female. Most respondents were between 19 and 20 years old, with a relatively homogeneous age distribution. At the semester level, the majority of respondents were in the sixth semester (47.9%), indicating that most participants were in the middle phase of their undergraduate studies. These demographic characteristics are conceptually important, as students in the middle semesters typically have accumulated sufficient academic experience to encounter various everyday hassles, while still in a phase of identity exploration and independence development.

Therefore, this population is considered relevant for testing a model involving parental support and emotional regulation capacity.

## **Data Collection**

The sampling technique used in this study was quota sampling, with consideration given to the representation of faculties and academic cohorts. Although this technique is not a probability sampling method, it allows for a relatively balanced distribution of respondents across various academic backgrounds within the university. Data collection was conducted online by distributing questionnaires to students who met the inclusion criteria.

Before completing the questionnaire, participants were provided with an explanation of the study's purpose, assurances of data confidentiality, and their right to withdraw from participation at any time without consequences. All research procedures were carried out in accordance with the ethical principles of psychological research, including informed consent and respondent anonymity.

## **Instrument**

### *Academic Buoyancy*

Academic buoyancy was measured using the Academic Buoyancy Scale (ABS) developed by Martin and Marsh (2008). This scale consists of 4 items that measure students' perceptions of their ability to handle everyday academic setbacks. Responses were provided using a four-point Likert scale. Although it consists of a relatively small number of items, the ABS has been widely used in international research and has demonstrated good internal consistency. The Indonesian version used in this study showed a Construct Reliability (CR) of 0.823 and an Average Variance Extracted (AVE) of 0.54, which meets the minimum criteria for convergent validity and construct reliability (Hair et al., 2019).

### *Parental Support*

Parental support was measured using the Parents as Social Context Questionnaire (PASCQ) (Skinner et al., 2005), which includes three dimensions: autonomy support, involvement, and structure. The scale consists of 19 items with four response options. The cultural adaptation process was conducted through translation and back-translation procedures in accordance with the guidelines proposed by Beaton et al. (2000). The reliability test results indicated that Construct Reliability ranged from 0.879 to 0.944, indicating very good internal consistency.

### *Emotional Intelligence*

Emotional intelligence was measured using the Emotional Intelligence Questionnaire, which includes five dimensions: self-awareness, emotion regulation, self-motivation, empathy, and relationship management. The scale consists of 30 items with five response options. The Indonesian version showed construct reliabilities ranging from 0.76 to 0.879 and AVEs ranging from 0.27 to 0.59. Although several dimensions showed AVE values approaching the minimum threshold, the adequate reliability values indicate that this instrument is appropriate for use in psychological research contexts (Hair et al., 2019).

## **Data Analysis**

To test the research hypotheses, a mediation analysis was conducted using the PROCESS Macro Model 4 (Hayes, 2018) in SPSS. This model examined the role of emotional intelligence as a mediator in the relationship between parental support and academic buoyancy.

In this model, parental support is assumed to influence emotional intelligence (path a), and emotional intelligence subsequently influences academic buoyancy (path b). The indirect effect is calculated as the product of the coefficients for paths a and b ( $a \times b$ ). In addition, the model also estimates the direct effect ( $c'$ ) of parental support on academic buoyancy after controlling for emotional intelligence, as well as the total effect ( $c$ ), which represents the combination of the direct and indirect effects.

The significance of the mediation effect was evaluated using a bootstrapping technique with 5,000 bootstrap samples and bias-corrected 95% confidence intervals. The indirect effect is considered significant

when the confidence interval does not include zero (Hayes, 2018). In accordance with the modern mediation approach, interpretation focuses on the significance of the indirect effect. In addition, effect sizes were considered by examining the proportion of variance explained ( $R^2$ ) and the magnitude of the regression coefficients to provide a more comprehensive understanding of the strength of the relationships among variables.

## FINDINGS

### Descriptive Statistics of Research Variables

A total of 572 students from a private university in Bandung participated in this study, consisting of 178 males (31.1%) and 394 females (68.9%). Most respondents were between 19 and 20 years old, with the highest proportion (38.8%) being 20 years old. The majority of participants (47.9%) were in the sixth semester. The demographic data of the research respondents are presented in Table 1.

**Table 1.** Demographic Characteristics of the Participants (n = 572)

Variable	Category	N	%
Gender	Male	178	31.1%
	Female	394	68.9%
Age	19	180	31.5%
	20	222	38.8%
	21	170	29.7%
Semester	4	152	26.6%
	6	274	47.9%
	8	146	25.5%

Descriptive statistics were conducted to examine the main study variables. As presented in Table 2, academic buoyancy had a mean of 12.05 (SD = 2.01), parental support had a mean of 66.01 (SD = 16.05), and emotional intelligence had a mean of 136.67 (SD = 34.16).

**Table 2.** Descriptive Statistics of Research Variables

Variable	Mean (M)	SD
Academic Buoyancy	12.05	2.01
Parental Support	66.01	16.05
Emotional Intelligence	136.67	34.16

### Mediation Analysis Results

This study aimed to examine the role of emotional intelligence as a mediator in the relationship between parental support and academic buoyancy. The mediation test was conducted using PROCESS Macro Model 4 (Hayes, 2018) with a bootstrapping technique involving 5,000 samples and a 95% confidence interval.

#### Direct Effects

To examine the direct relationships among variables in the proposed mediation model, a direct effect analysis was conducted. Direct effects refer to the influence of an independent variable on a dependent variable, either before or after accounting for the mediator. This analysis aims to identify whether the relationships between variables remain significant when the mediating variable is included in the model.

Table 3 presents the direct effects of the variables included in the mediation model. The results indicate that parental support had a positive and significant effect on emotional intelligence ( $B = 0.27$ ,  $SE = 0.04$ ,  $p < .01$ ), explaining 17% of the variance in emotional intelligence ( $R^2 = 0.17$ ). This finding suggests that students who perceive greater parental support tend to exhibit higher levels of emotional intelligence.

Furthermore, emotional intelligence was found to have a positive and significant effect on academic buoyancy ( $B = 0.87$ ,  $SE = 0.09$ ,  $p < .01$ ), explaining 32% of the variance in academic buoyancy ( $R^2 = 0.32$ ). This

result indicates that students with higher emotional intelligence are better able to cope with everyday academic challenges and setbacks.

However, when emotional intelligence was included in the model, the direct effect of parental support on academic buoyancy was not statistically significant ( $B = 0.038$ ,  $SE = 0.08$ ,  $p > .05$ ). This finding suggests that parental support does not directly predict academic buoyancy when emotional intelligence is taken into account.

**Table 3.** Direct Effects in the Mediation Model

Predictor	Outcome	B	SE	p	R <sup>2</sup>
Parental Support	Emotional Intelligence	0.27	0.04	< .01	0.17
Emotional Intelligence	Academic Buoyancy	0.87	0.09	< .01	0.32
Parental Support	Academic Buoyancy (Direct Effect)	0.038	0.08	> .05	-

**Note.** B = unstandardized regression coefficient; SE = standard error;  $p$  = significance level;  $R^2$  = proportion of variance explained.

#### *Indirect Effect (Mediation Effect)*

To examine the mediating role of emotional intelligence, an indirect effect analysis was conducted using a bootstrapping approach. The indirect effect represents the extent to which the independent variable influences the dependent variable through the mediator. This analysis aims to determine whether emotional intelligence serves as a significant pathway linking parental support and academic buoyancy. The results of the bootstrapping analysis are presented in Table 4. The indirect effect of parental support on academic buoyancy via emotional intelligence was significant (Indirect Effect = 0.28, BootLLCI = 0.14, BootULCI = 0.38). Because the 95% confidence interval does not include zero, the indirect effect is statistically significant.

This result indicates that emotional intelligence mediates the relationship between parental support and academic buoyancy. Consistent with the contemporary mediation approach, the interpretation focuses on the significance of the indirect effect as evidence of mediation rather than categorizing the mediation strictly as full or partial (Hayes, 2018).

**Table 4.** Indirect Effect of Parental Support on Academic Buoyancy through Emotional Intelligence

Indirect Path	Effect	BootLLCI	BootULCI
Parental Support → Emotional Intelligence → Academic Buoyancy	0.28	0.14	0.38

**Note.** BootLLCI = lower bound of the bootstrap confidence interval; BootULCI = upper bound of the bootstrap confidence interval; bootstrap samples = 5,000; confidence interval = 95%.

#### *Interaction Test ( $X \times M$ )*

To further explore the role of emotional intelligence in the model, an interaction analysis was conducted to test its potential moderating effect. Moderation analysis examines whether the strength or direction of the relationship between an independent and a dependent variable changes as a third variable varies. This analysis aims to determine whether emotional intelligence alters the relationship between parental support and academic buoyancy.

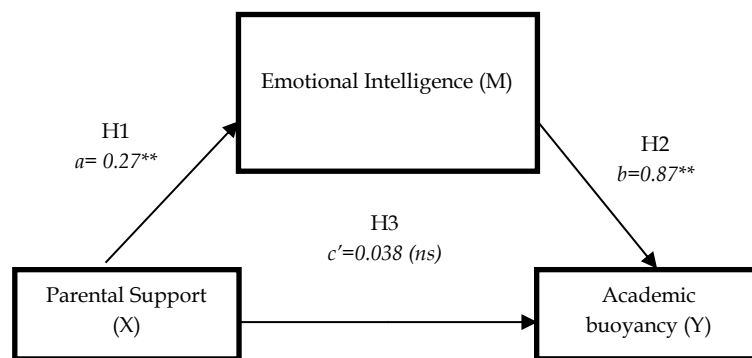
An additional interaction analysis was conducted to examine whether emotional intelligence moderates the relationship between parental support and academic buoyancy. The results indicated that the interaction effect between parental support and emotional intelligence was not statistically significant,  $F(1, 570) = 0.80$ ,  $p = 0.408$ . This finding suggests that no moderation effect was present in the tested model.

#### **Mediation Model**

To provide a comprehensive understanding of the relationships among variables, a mediation model analysis was conducted. This model integrates the direct and indirect effects to examine whether emotional

intelligence functions as a mechanism linking parental support to academic buoyancy. The analysis aims to evaluate the overall pattern of relationships and the significance of the proposed mediation pathway.

The results of the mediation model are illustrated in Figure 2, which depicts the relationships between parental support, emotional intelligence, and academic buoyancy.



**Figure 2.** Mediation Analysis of Parental Support, Emotional Intelligence, and Academic Buoyancy

Parental Support significantly predicted Emotional Intelligence ( $a = 0.27$ ,  $p < .01$ ), and Emotional Intelligence significantly predicted Academic Buoyancy ( $b = 0.87$ ,  $p < .01$ ). However, the direct effect of Parental Support on Academic Buoyancy was not significant ( $c' = 0.038$ ,  $p > .05$ ). The indirect effect through Emotional Intelligence was significant (Indirect Effect = 0.28, 95% CI [0.14, 0.38]).

## DISCUSSION

This study examined the mediating role of emotional intelligence in the relationship between parental support and academic buoyancy among Indonesian university students. The results indicate that parental support has a positive and significant effect on emotional intelligence, and emotional intelligence significantly predicts academic buoyancy. Furthermore, the bootstrapping analysis demonstrated that the indirect effect of parental support on academic buoyancy through emotional intelligence was statistically significant. In contrast, the direct effect became non-significant after the mediator was included in the model. This finding is reflected in the significant indirect effect observed in the mediation analysis ( $B = 0.28$ , 95% CI [0.14, 0.38]). These findings suggest that emotional intelligence serves as an important psychological mechanism through which parental support contributes to students' ability to cope with everyday academic challenges (Nasution et al., 2023; Safitri et al., 2023, 2025).

The findings of this study extend the academic buoyancy literature by emphasizing the role of emotional processes in students' academic adaptation. Previous studies on academic buoyancy have largely focused on motivational and cognitive predictors, such as self-efficacy, academic engagement, and goal orientation (Collie et al., 2015; Putwain et al., 2021). While these factors are important, the present study highlights that students' ability to regulate and manage emotions also plays a crucial role in maintaining persistence in the face of routine academic setbacks. Academic buoyancy does not merely involve maintaining motivation but also requires the capacity to regulate emotional responses to frustration, anxiety, and disappointment that frequently arise in academic settings.

The strong association between emotional intelligence and academic buoyancy supports the notion that emotional regulation is a central psychological resource for managing academic stressors. This is supported by the significant effect of emotional intelligence on academic buoyancy ( $B = 0.87$ ,  $p < .01$ ). Students with higher emotional intelligence are better able to recognize and manage their emotional reactions when confronted with academic difficulties. Such individuals are more likely to employ adaptive coping strategies, such as cognitive reappraisal and problem-focused coping, which allow them to interpret setbacks as part of the learning process rather than as indicators of personal failure (Goleman, 2009; López & Tun, 2017). Consequently, emotional intelligence facilitates the maintenance of motivation, persistence, and engagement in the face of routine academic challenges.

Another important finding of this study is that the direct effect of parental support on academic buoyancy became non-significant after emotional intelligence was included in the model. This is consistent with the non-significant direct effect observed in the analysis ( $B = 0.038, p > .05$ ), indicating that parental support does not directly predict academic buoyancy when emotional intelligence is taken into account. Within the framework of contemporary mediation analysis (Hayes, 2018), this pattern indicates that parental support exerts its influence primarily through internal psychological processes rather than through direct effects alone. In other words, parental support contributes to students' academic adaptation by fostering emotional competencies that enable students to respond to academic pressures more effectively.

This finding enriches the literature on social support in educational contexts. Previous research has often emphasized the direct relationship between perceived support and academic outcomes (Bayramnejad et al., 2021; Hou & Phromphithakkul, 2024). However, the present study suggests that the relationship between support and academic adaptation is more complex. External support from parents may not automatically lead to improved academic resilience unless it is internalized through the development of psychological capacities such as emotional regulation and emotional awareness.

From the perspective of Self-Determination Theory (Ryan & Deci, 2020), parental support that provides autonomy, involvement, and structure contributes to the internalization of adaptive self-regulation processes. When parents create a supportive emotional climate and encourage autonomy, students are more likely to develop the capacity to regulate their emotions and behaviors independently. Emotional intelligence, therefore, becomes a psychological pathway through which supportive family environments translate into adaptive functioning in academic contexts.

The cultural context of Indonesia as a collectivistic society provides an additional perspective for interpreting these findings. In collectivistic cultures, family relationships remain highly influential even during early adulthood, and parental involvement often continues throughout the university years. Parental support may include not only emotional encouragement but also guidance, supervision, and expectations regarding academic achievement. In such a context, emotional intelligence becomes particularly important, as students must navigate the balance between parental expectations and their own academic challenges. Emotional intelligence enables students to interpret parental expectations as expressions of care and support rather than as sources of pressure that undermine their self-worth.

Interestingly, most respondents in this study reported relatively high levels of parental support, emotional intelligence, and academic buoyancy. This pattern may reflect the strong cultural emphasis on family involvement in educational development. However, strong parental expectations in collectivistic contexts may also create emotional tension for students. Emotional intelligence, therefore, serves as a balancing mechanism that enables students to regulate emotional responses and maintain adaptive functioning amid academic demands.

The findings of this study provide several theoretical contributions. First, this study expands the conceptual framework of academic buoyancy by incorporating emotional intelligence as a central psychological component of academic adaptation. Second, this study adopts a process-oriented perspective, demonstrating that parental support exerts its influence through internal psychological mechanisms rather than solely through direct effects. Third, this research integrates Self-Determination Theory, emotional regulation, and academic buoyancy into a more comprehensive conceptual framework for understanding students' adaptive functioning in higher education.

From a practical perspective, the findings suggest that efforts to enhance academic buoyancy among university students should not focus solely on increasing external support but also on strengthening students' emotional competencies. Universities may consider implementing programs designed to develop emotional intelligence, such as training in emotional awareness, stress management, and adaptive coping strategies. Such programs may help students develop the psychological resources necessary to navigate everyday academic challenges more effectively.

In addition, family-based approaches may also be relevant within the Indonesian cultural context. Psychoeducational programs that encourage autonomy-supportive parenting practices may help parents provide support that promotes both emotional connectedness and students' independence. When parental

support is delivered in ways that foster emotional competence, students may be better equipped to cope with academic pressures and maintain academic engagement.

Despite its contributions, this study has several limitations. The use of a cross-sectional design limits the ability to draw causal conclusions regarding the relationships among the variables. Longitudinal research would provide a more comprehensive understanding of how parental support, emotional intelligence, and academic buoyancy develop over time. In addition, reliance on self-report measures may introduce common-method bias and inaccuracies due to perceptions.

Future research may further explore other psychological mechanisms that potentially mediate the relationship between social support and academic adaptation, such as academic self-efficacy, coping strategies, or psychological resilience. Moreover, examining potential moderating variables, such as gender, socioeconomic background, and institutional characteristics, may provide deeper insights into the conditions under which parental support contributes most effectively to students' academic resilience.

## CONCLUSION

This study provides empirical evidence that emotional intelligence functions as a key psychological mechanism mediating the relationship between parental support and academic buoyancy among university students. The findings indicate that parental support does not directly influence academic buoyancy but operates indirectly through emotional intelligence, highlighting the central role of emotional regulation in enabling students to cope with everyday academic challenges. Within the collectivistic context of Indonesia, these results emphasize that, although parental support remains a significant contextual factor, its effectiveness largely depends on students' ability to internalize and manage emotional experiences adaptively. Conceptually, this study contributes to the literature by underscoring the importance of emotional processes as a foundational component of academic adaptation. From a practical perspective, the findings suggest that interventions to enhance academic buoyancy should prioritize the development of emotional intelligence through structured programs and supportive learning environments. Future research is recommended to employ longitudinal and multi-method approaches to examine further the stability and direction of the relationships among these variables.

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