The Relationship Between Emotional Regulation and Peer Pressure Among School Students

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Abstract

Emotion regulation is the ability to adjust one's emotion according to certain circumstances. Peer pressure refers to the influence exerted by peers or colleagues to conform to certain social conventions, behaviors, or mindsets, often resulting in changes to one's own perspective, values, or behavior. The study aims to assess the relationship between emotional regulation and peer pressure among school students. The sample consisted of 120 adolescents aged between (16-18) who are school students (60 boys and 60 girls). The data were gathered using the Emotional -Regulation questionnaire (ERQ) (Gross. J. J& John. o. p 2003) and Peer Pressure Questionnaire- Revised (PPQ-R) (Sunil Saini 2016). IBM SPSS statistics 25 was used to do the statistical process of spearman's correlation analysis. The result indicated that there was no relationship between emotional regulation and peer pressure. But the findings showed that there exists a significant negative correlation between expressive suppression, a subscale of emotional regulation and peer pressure which is significant at 0.05 level.

Keywords: Emotional Regulation, Peer Pressure, School Students.

1. Introduction

1.1. Emotional Regulation

Emotion is defined as the fundamental aspects of human experience, influencing our ideas, behaviors, and relationships. However, controlling emotion can be challenging, especially in the phase of misery. Emotion regulation is the ability to adjust one's emotion according to certain circumstances. Emotion regulation, referring to "the process by which individual influence emotion they have, when they have them, and how they experience and express their emotion" (Gross 1998). Emotion regulation is the process by which people regulate and modify their emotional experience and demonstrations. It includes both conscious and unconscious tactics for influencing their strength, duration and expression of emotion which are frequently used to attain particular goals or sustain psychological well-being. Emotion regulation refers to the methods people applied to manage and react to their emotions in suitable and adjustable ways it includes tactics for increasing, sustain or decreasing once's emotional response it includes a variety of tactic, ranging from cognitive reprisal to mindfulness practices, that assist individuals in managing with stressful circumstances and maintaining emotional control. Efficient emotion regulation has been related to verity of positive outcomes including increased well-being, stronger interpersonal relationships, and more resilience in the phase of stress and adversity [1].

1.2. Peer Pressure

Peer pressure is the influence applied by the members of a peer group to convince others to conform to specific behaviors, perspectives or ideas the effect can be immediate, as in explicit to encouragement, or indirect, as in establishing an environment in which conformity is preserved as essential to fitting or be approved. Perr pressure is most typically linked with adolescence, a developmental stage social conformation is greatly prized; nevertheless, it can occur at any age. Peer pressure refers to the influence exerted by peers or colleagues to conform to certain

social conventions, behaviors, or mindsets, often resulting in changes to one's own perspective, values, or behavior. Peer pressure is a social effect that shapes human behaviors and identity peer pressure is required for socialization, identity development, attachment, learning and development, yet in both positive and harmful consequences. Peer pressure is a powerful social effect, play an important role in forming an individual behavior and identity. Peer pressure have both beneficial and harmful consequences even through it is essential for socialization belongingness learning and growth. Positively, it can inspire people to reach their objective improve their social abilities, take risks, cultivate empathy and understanding, and create a sense of community. Peer pressure influenced by a number of factors including age, social status team dynamic. Cultural background and familial beliefs. Effective management requires self-awareness, critical thinking, communication boundary settings and supportive relationship. Comprehending peer pressure is crucial in a verity of setting such as workplace, education, mental health, social movement, and personal development [2].

1.3. School Student's

"A school student is defined as one of who is actively engaged in the proses of learning, exploring and discovering new ideas, Concept and experience" (Dewey 1916). Schoolchildren are the building blocks of our future society, and their education is critical for personal, societal, and national development. Education provides students with knowledge, skills, and values that shape their perception of the world and enhance personal growth. Schools also serve as a interaction platform for scholars, supporting them in developing fundamental communication, teamwork, and interpersonal skills. As the future workforce, students are trained for employment and societal responsibilities, and as educated individuals, they become representatives of good change, boosting innovation, and growth. Education empowers students to become aware, involved, and active citizens who take part in independent processes and secure cultural heritage. Furthermore, education is related to economic growth, social mobility, and national development, preparing students to be the world's future leaders and innovators.

2. Review of literature

Dr. Annie Khanam Singh and Anushka Chaturvedi (2024). The purpose of this study is to investigate how peer pressure affects young people' emotional intelligence and resilience. A sample size of roughly fifty people between the ages of 18 and 26. The findings demonstrate how important it is to address emotion regulation problems in alcohol abuse treatment programs and improve students' capacity to withstand peer pressure in educational settings. ai paraphrasing. Beaumont, J., Putwain, D. W., Gallard, D., Malone, E., Marsh, H. W., & Pekrun, R. (2023). study that looked at the relationship between students' emotional regulation and their school well-being. The findings help design intervention research in schools and colleges by emphasizing the significance of cognitive reappraisal in adolescents' school-related well-being. Debbie De Neve, Michael V Bronstein, A Leroy, Alex Truyts, Jonas Everaert (2022). This study examined how emotion regulation mechanisms are related to behavioral and emotional engagement as well as relations with peers and teachers. The findings uncover potential pathways through which emotion regulation hampers or facilitates learning at school, providing information useful for the design of school curricula and teacher training programs. Miss Neelam Sahu (2022): In this paper, we have examined the extent of peer pressure among students and peer pressure based on gender. This paper is useful for both parents and teachers in managing their adolescent children. Hulya Gulay Ogelman and Leyla Fetihi (2021). The major goal of this study is to assess the predictive impact of 5-year-old children's emotional control skills on their peer relationships. The Scale of Emotion Regulation Strategies, the Social Skills Evaluation Scale, the Picture Sociometry Scale, the Child Behavior Scale, and the Personal Information Form were all used. The findings showed that emotional control mechanisms predicted levels of dealing with peer pressure, aggression, and social preference [3].

3. Method

3.1. Objective

To find out the relationship between emotional

regulation and peer pressure among school students.

3.2. Hypotheses

- H01: There is no significant relationship between emotion regulation and peer pressure.
- H02: There is no significant relationship between Cognitive reappraisal and peer pressure.
- H03: There is no significant relationship between Expressive suppression and peer pressure [4].

3.3. Sample

The study was conduct among 120 school students the age range between 16 to 18 (Female = 60, Males = 60). The convenient sampling technique was used to select participants from different districts in Kerala, India [5].

3.4. Inclusion Criteria

The study was conducted among school students from Kerala, India, between the age group of 16 to 18. Both government and private school students and day scholars and hostellers are also included [6].

3.5. Exclusion Criteria

The students from outside the India were excluded; similarly, students who are intellectually disabled are not included. The age group of below16 to 18 years were excluded [7].

3.6. Assessment tools

- Peer Pressure Questionnaire-Revised: The Peer Pressure Questionnaire-Revised scale was developed by Sunil Saini in 2016. PPQ-R is a 25-item self-report scale that assesses peer influences in everyday life situations. It is a 5-point Lickert scale with 1 (strongly disagree), 2(disagree),3(can't say),4(agree)and 5 (strongly agree). The test-retest reliability is r = 0.33** and validity are 0.08.
- Emotion Regulation Questionnaire (ERQ): The emotion regulation questionnaire (ERQ) scale was developed by james.j. gross and Oliver p. john in 2020. EPQ scale is a 10-item scale that designed to assess individual different in the habitual uses of two emotional regulation (cognitive reappraisal and expressive suppression). Reappraisal Items: 1, 3, 5, 7, 8, 10; Suppression Items: 2, 4, 6, 9. The average alpha reliabilities .79 for the Reappraisal. For

Suppression, .73 respectively. Test-retest consistency .69 on both scales. The ERQ has good validity (r = 0.17–0.41, all PS < 0.01).

Table 1 Shows Spearman's Rank Correlation Coefficient and P Value of Peer Pressure, Cognitive Reappraisal and Expressive Suppression

Variables		Expressive Cognitive	Suppression Reappraisal
Peer	r value	.071	-.202*
Pressure	P value	.439	.027

4. Results and Discussion

4.1. Results

Table 1 shows the relationship between peer pressure and two subscales of emotional regulation, cognitive reappraisal and expressive suppression. For cognitive reappraisal it indicates that there is no significant relationship between cognitive reappraisal and peer pressure as p value is greater than 0.05. Thus, the hypotheses are not rejected. For expressive suppression indicates that there exists a significant negative correlation between expressive suppression, a subscale of emotional regulation and peer pressure which is significant at 0.05 level. Thus, the hypotheses are rejected [8].

4.2. Discussion

The study assesses the relationship between emotional regulation and peer pressure among school students. The results indicated that there was no relationship between Cognitive reappraisal and peer pressure [9]. This suggests that peer pressure has little influence on an individual's ability to reinterpret things in a positive or neutral manner. External social influences, such as those from peers, may have less impact on cognitive reappraisal, which is a more introspective and reflective approach. The findings showed a significant negative correlation between expressive suppression, a subscale of emotional regulation, and peer pressure, which is significant at the 0.05 level [10]. Thus, a decrease in peer pressure can lead to increased emotional expression, as hiding emotions may go against group norms, hinder social bonding, and reduce group cohesion. These dynamics could be studied further in future research, examining

the underlying social mechanisms and how they vary depending on the peer group situation [11].

Conclusion

The findings showed that there was no relationship between emotional regulation and peer pressure. However, there exists a significant negative correlation between expressive suppression, a subscale of emotional regulation, and peer pressure.

Acknowledgements

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