The Impact of Peer Pressure on Emotional Competence and Resilience Among Young Adults

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ABSTRACT

Peer pressure is a ubiquitous feature of human interaction that starts in youth and continues throughout maturity. It describes the power that members of the same social group have over one another, pressuring one another to adhere to the standards of the group by adopting particular attitudes, behaviors, or beliefs. Emotional competence, which encompasses the ability to understand, regulate, and express emotions effectively, plays a vital role in individuals' overall well-being and interpersonal functioning (Brackett et al., 2006). Resilience is a fundamental concept of psychology, it enables people to adjust to and recover from hardship, tragedy, or extreme stress. It is not only the capacity to withstand adversity; it is also the ability to develop and flourish in the face of adversity.This study aims to explore the impact of peer pressure on emotional competence and resilience in individuals aged 18-26 years. The analysis of the results reveals that there is a negative correlation between peer pressure and emotional competence where $r = -.621^{**}$, $p < 0.01$ and a negative correlation between peer pressure and resilience where $r = -.486^{**}$, $p < 0.01$. These results imply that peer pressure has a negative impact on emotional competence and resilience in young adults. Further research is warranted to better understand the impact of peer pressure on emotional competence and resilience, potentially considering additional factors that could influence this association. Additionally, creating supportive environments that encourage authenticity, empathy, and peer support can buffer the negative impact of peer pressure on emotional competence and resilience.

Keywords: peer pressure, emotional competence, resilience, young adults, authenticity and empathy.

CHAPTER-1
INTRODUCTION

Social psychology is the scientific study of how individuals think, feel, and behave in social contexts, including how people perceive and interact with others, form attitudes and stereotypes, make decisions, and influence and are influenced by social factors. It explores topics such as conformity, prejudice, and group dynamics, shedding light on the intricate interplay between the individual and the social environment. The study of social psychology is an exciting and vibrant area of research that focuses on how people feel, think, and act in social contexts. It explores how people are impacted by others, how social interactions affect people's conduct, and how the complex inner workings of the human mind relate to social interactions.

Fundamentally, social psychology studies how an individual interacts with their social surroundings. In this discipline, researchers try to understand how attitudes and preconceptions are formed, how interpersonal relationships and decision-making are impacted by social influences, and how these aspects affect how we see other people.

Social influence, which studies how people are persuaded, conform, or resist outside pressures, and social cognition, which deals with how people receive information about others and the social environment, are two important topics in social psychology. The study of social identity and group dynamics looks into how individuals define themselves in relation to other people and how this affects bias, discrimination, and intergroup relations.

Furthermore, social psychologists investigate issues including attraction, hostility, altruism, and the influence of culture on social behaviour. The field uses a wide range of research techniques, such as surveys, field research, experimentation, and observational studies, to learn more about the intricacies of social interaction between people.

Numerous fields, including marketing, organizational behaviour, education, and conflict resolution, can benefit from the practical applications of social psychology. Researchers seek to provide important knowledge that can deepen our understanding of human nature, guide attempts to address social concerns, and enhance the quality of interpersonal interactions by revealing the underlying mechanisms of social behavior. In the end, social psychology offers a prism through which we can examine the complex dance between the person and society, illuminating the elements that influence our feelings, ideas, and behaviors in social situations.

Peer pressure refers to the influence exerted by individuals or groups of people on the thoughts, feelings, and behaviors of others within their peer group. This influence can manifest in various forms, such as encouraging conformity, adopting certain attitudes or behaviors, or engaging in activities that one might not otherwise choose to do (Santrock, J. W. 2019). It describes the power that members of the same social group have over one another, pressuring one another to adhere to the standards of the group by adopting particular attitudes, behaviors, or beliefs. This phenomena can show up as non-verbal clues, gentle recommendations, or even outright seduction. Peer pressure can have both beneficial and bad impacts, such as motivating people to pursue pro-social activities or academic success, even if it is frequently linked to undesirable results like dangerous behavior or the adoption of destructive habits. Understanding the intricacies of peer pressure is imperative for educators, parents, and legislators who aim to alleviate its adverse effects and capitalize on its capacity for constructive transformation.

The prominence of peer pressure throughout adolescence, a time when people are more sensitive to social pressures, is one of its main characteristics. People are more prone to seek acceptance and approval from their peers during this growth period, frequently at the price of their own morals or judgment. This vulnerability to peer pressure can result in a variety of behaviors, including as unsafe sexual engagement and drug and alcohol experimentation. Teenagers are particularly susceptible to harmful peer pressure because their drive to blend in and be accepted by their peers can sometimes take precedence over reasoned judgment. (Brown, B. B. 1982. "The Social Ecology of Adolescence: A Focus on Peer Groups"). Bullying behaviors, alcohol and drug abuse, and negative body image are all closely related to negative peer pressure and have a detrimental effect on the welfare of a kid or young person. Such actions can negatively impact one's self-worth, confidence, and ability to maintain relationships with friends and family. Research shows a strong and positive correlation between peer pressure and depression in young individuals. When depression is at its worst, undesirable behaviors such as self-harm and suicidal thoughts

might arise. According to more studies, there is a correlation between peer pressure and higher levels of stress, concern, and difficulty falling asleep.

It's crucial to remember, that peer pressure is not just a problem in youth, adult social interactions can also exhibit signs of it. Employees may experience pressure to adopt the attitudes or actions of their colleagues in the workplace, for instance, if they want to be accepted or progress in their careers. Adults may experience financial strain or other unfavorable outcomes as a result of feeling pressure to maintain the lives or purchasing patterns of their peers. Peer pressure can be beneficial, despite its unfavorable associations. For instance, in educational environments, students could be urged to achieve academic success in order to win the respect and admiration of their peers. Similar to this, people may be inspired by their peers to adopt pro-social actions, including volunteering or taking part in community service initiatives, in an effort to conform to the ideals of their social group (Steinberg, L. 2007).

To sum up, peer pressure is a complicated and varied phenomena that affects people of all ages. Even while it's frequently linked to bad things like dangerous behavior or conformity, it may also have good things like inspiring people to do well in school or take part in pro-social activities. In order to promote good behavior change and healthy social relationships, it is imperative to comprehend the dynamics of peer pressure.

Several psychological theories help explain the phenomenon of peer pressure:

1. Social Identity Theory: This theory holds that individuals strive to maintain a good social identity by differentiating themselves from outgroups and following the standards of their ingroup, which includes their peer group (Tajfel, H., & Turner, J. C. 1979). People may succumb to peer pressure and take up their peers' practices in an effort to fortify their social identities.

2. Social Learning Theory :posits that individuals learn through observation, imitation, and modeling of behaviors demonstrated by others in their social environment. According to this theory, learning is not solely based on direct reinforcement, but also occurs through vicarious reinforcement, where individuals observe the consequences of others' actions and adjust their behavior accordingly (Bandura, A. 1977). Social Learning Theory emphasizes the role of cognitive processes, such as attention, retention, reproduction, and motivation, in mediating observational learning.

3. The theory of cognitive dissonance proposed by Leon Festinger posits that people feel uncomfortable when their actions or beliefs contradict one another. People may become more conformist in order to ease this pain by adopting the views or actions of their peers. (Festinger, L. 1957). Festinger introduces Cognitive Dissonance Theory in this ground-breaking book, describing its main ideas, supporting data, and practical uses in comprehending behavior in people. He talks about the idea of cognitive dissonance and how it affects how people make decisions, change their attitudes, and behave. Festinger's research has influenced a number of disciplines, including as social psychology, communication, and persuasion. It has shed light on the processes that underlie cognitive inconsistency and how to resolve it.

4. Normative Social Influence: According to this theory, which was put forth by psychologist Solomon Asch, people conform to group standards in order to win or lose favor with others. Peer pressure can lead people to imitate the actions of their peers in order to escape criticism or rejection.

5. Informational Social Influence: This theory proposes that people seek advice from others when faced with unclear or new circumstances. When it comes to peer pressure, people may give in to the actions of their peers because they think others are more informed or knowledgeable about the circumstances.

6. Dual Process Model of Conformity: According to this model, there are two different methods to become compliant: informational influence (behaving because one is perceived as a source of information) and normative influence (behaving in order to obtain social acceptance). Peer pressure can come from any route.

These theories provide insights into the underlying mechanisms of peer pressure and help explain why individuals may succumb to the influence of their peers in certain situations.

Emotional competence, which encompasses the ability to understand, regulate, and express emotions effectively, plays a vital role in individuals' overall well-being and interpersonal functioning (Brackett et al., 2006). It involves various skills, such as emotional awareness, emotional regulation, empathy, and social competence (Mayer & Salovey, 1997). Individuals with high emotional competence are better equipped to navigate their own emotions, understand others' emotions, and engage in healthy relationships (Lopes et al., 2003).

Extensive research has examined factors contributing to the development of emotional competence. Socialisation experiences, cognitive abilities, and personality traits have been identified as key influences (Denham et al., 2003; Roberts et al., 2006). However, further exploration of additional factors is necessary to comprehensively understand the determinants of emotional competence.

To understand emotional competence more comprehensively, researchers have proposed several models and theories. One prominent model is the Four-Branch Model of Emotional Intelligence developed by Mayer and Salovey (1997). This model conceptualises emotional intelligence as a set of interrelated abilities, including perceiving emotions, facilitating thought, understanding emotions, and managing emotions. These components highlight the importance of accurately recognizing and understanding emotions, utilising emotions for cognitive processes, comprehending emotional complexities, and effectively regulating emotions.

Another influential theory is the Trait Emotional Intelligence (TEI) theory proposed by Petrides and colleagues (Petrides & Furnham, 2000). This theory suggests that emotional intelligence is a set of personality traits related to emotional functioning. It emphasises individual differences in emotional intelligence traits, such as emotional self-awareness, emotional resilience, and emotion regulation.

Understanding the determinants of emotional competence has important implications for intervention programs aimed at promoting emotional well-being. By considering models and theories of emotional competence, such as the Four-Branch Model and the TEI theory, interventions can be designed to target specific components of emotional competence and enhance individuals' skills in emotional awareness, understanding, and regulation.

Existing literature has indicated that emotional competence is influenced by a combination of genetic, environmental, and social factors (Matthews et al., 2015; Zuffianò et al., 2013).

Genetic factors may contribute to individual differences in emotional competence, while environmental and social factors, such as parenting styles and peer relationships, shape the development of emotional competence during childhood and adolescence. Moreover, recent studies have highlighted the role of cognitive abilities, such as emotional intelligence, in predicting emotional competence (Mikolajczak et al., 2009). Emotional intelligence, defined as the ability to perceive, understand, and manage emotions, has been found to correlate positively with emotional competence.

Understanding the determinants of emotional competence has important implications for intervention programs aimed at promoting emotional well-being. By identifying the factors that contribute to the

development of emotional competence, interventions can be designed to enhance these skills and improve individuals' emotional well-being.

Emotional competence encompasses several key components, including self-awareness, emotional regulation, empathy, and social skills (Brackett & Mayer, 2003). Self-awareness involves recognizing and understanding one's own emotions, strengths, and weaknesses.

Emotional regulation refers to the ability to manage and regulate emotions in adaptive ways, such as effectively coping with stress or frustration. Empathy involves the capacity to understand and share the emotions of others, promoting meaningful connections and relationships. Social skills encompass the ability to navigate social interactions, communicate effectively, and resolve conflicts.

Research has shown that emotional competence is associated with various positive outcomes for college students. Higher levels of emotional competence are linked to improved mental health, well-being, and academic success (Brackett & Mayer, 2003). Students with greater emotional competence are more likely to experience lower levels of anxiety and depression, higher self-esteem, and better coping skills to manage stress. Additionally, emotional competence facilitates the formation of supportive relationships, enhances social functioning, and fosters effective communication and problem-solving skills.

The college environment provides a unique opportunity for the development of emotional competence. Students are exposed to diverse experiences, challenges, and interpersonal

interactions that shape their emotional growth. Through academic coursework, extracurricular activities, and social interactions, students have the potential to cultivate emotional intelligence and competencies that will benefit them throughout their lives.

Emotional competence and resilience are important constructs that significantly influence individuals' well-being and psychological functioning. Despite the individual research on emotional competence, peer pressure, and resilience, limited attention has been given to examining the impact of peer pressure on emotional competence and resilience in young adults.. Understanding the complex associations between these variables can provide valuable insights into how they jointly influence individuals' psychological well-being.

Young adults are a particularly relevant population to study, as they may experience unique pressures and stressors related to peer pressure and how it impacts their emotional competence, such as academic demands, social comparison, and transitions to adulthood. By exploring the relationships between these variables within this specific population, a more comprehensive understanding of their interplay can be achieved. The findings from this research have the potential to shed light on the mechanisms through which peer pressure influences resilience and emotional competence in hound adults, informing interventions and strategies aimed at enhancing their well-being in these domains.

The term resilience describes the capacity to adjust to and recover from trying or stressful situations. In the face of hardship, tragedy, or stress, it entails retaining mental toughness, emotional strength, and an optimistic viewpoint (Masten, A. S., & Barnes, A. J. 2018). The dynamic and diverse idea of resilience is shaped by a complex interplay of biological, psychological, social, and environmental variables that vary among individuals. Resilience is fundamentally the capacity to remain hopeful, optimistic, and purposeful in the face of hardship. It's not about running away from stress or adversity; rather, it's about overcoming them with adaptability and resolve. Resilient individuals are able to draw upon internal and external resources to cope effectively with challenges, whether they are personal, interpersonal, or environmental in nature. When faced with obstacles, whether they be environmental, interpersonal, or personal in nature, resilient people can effectively manage them by utilizing both internal and external resources.

Numerous academic disciplines have researched resilience in great detail, including public health, psychology, and sociology. Studies have revealed a number of critical components that support resilience, such as healthy interpersonal connections, proficient problem-solving abilities, a robust sense of self-efficacy, and emotional self-control. Through a variety of experiences and interventions, these factors can be formed and enhanced over time; they are not static.

One of the most important discoveries of resilience research is that resilience is a dynamic process that can be fostered and developed throughout the course of a person's life rather than a fixed attribute. The seminal paper by Ann S. Masten discusses the concept of resilience in human development. It outlines the factors and processes that contribute to resilience in individuals facing adversity, emphasizing the importance of supportive relationships, self-regulation, and positive adaptation. The paper has been highly cited in the field of psychology and related disciplines (Masten, A. S. 2001). The conclusion that people can develop greater resilience and better coping mechanisms to handle life's hardships is significant for intervention and preventative efforts.

Comprehending resilience is especially crucial when discussing mental health and overall wellbeing. In the face of hardship, research has demonstrated that resilient people are less likely to experience mental health issues like anxiety, sadness, and post-traumatic stress disorder (PTSD). Resilience can also serve as a buffer, lessening the damaging effects of stress and trauma on mental health. In summary, resilience is a dynamic and multifaceted concept that is essential to understanding how people deal with and overcome adversity. We can create interventions and strategies to improve resilience and advance well-being throughout the lifespan by knowing the components that contribute to resilience.

Several psychological theories help explain the concept of resilience:

1. The Ecological Systems Theory Urie Bronfenbrenner, highlights the role that the environment plays in influencing human development. Resilience is viewed as the outcome of a dynamic interplay between people and their surroundings, with societal, familial, individual, and communal elements all playing a role.

2. Coping Theories: The focus of coping theories is on how people manage stressful situations. Lazarus and Folkman's transactional model of stress and coping are two examples of these theories. Resilient people are said to use adaptive coping strategies to deal with pressures, such as solving problems and seeking out social support.

3. Attachment Theory: Created by John Bowlby, attachment theory postulates that coping mechanisms and subsequent development are influenced by early interactions with caregivers. Secure attachment types, which offer a foundation of stability and support throughout stressful situations, are frequently exhibited by resilient people.

4. Positive Psychology: This field of study highlights the contribution that good feelings, traits, and virtues make to the development of resilience. Positive attributes like thankfulness and optimism are believed to help resilient people overcome obstacles and disappointments.

These theories emphasize the significance of both individual and environmental factors in fostering resilience and offer insights into the intricate interactions of variables that support resilience. Researchers and practitioners can create interventions and methods to improve resilience and advance well-being by having a thorough understanding of these theories.

CHAPTER-2
REVIEW OF LITERATURE

Labrague LJ, Santos JAADI, Falguera C (2021) aimed to evaluate how students' emotional and social loneliness during the COVID-19 pandemic was affected by coping mechanisms, resilience, and social support. During this time, there were significant amounts of loneliness among the students. It was discovered that social support, coping mechanisms, and resilience guard against loneliness. The results indicate that interventions aimed at improving social support networks, resilience, and coping mechanisms may be able to lessen the emotional and social isolation brought on by lockdowns connected to pandemics.

Endang Mai Yunalia, Arif Burma Erika (2020) In this correlational analytic study conducted at "X" University, 191 respondents were sampled using a simple random sampling technique. Emotional intelligence was assessed using a questionnaire adapted from Goleman's theory, while peer conformity was measured using a specific questionnaire. Data analysis involved the Spearman Rank test, revealing a significant negative correlation ($r = -0.245$, $p < 0.001$) between emotional intelligence and peer conformity among adolescents. This indicates that higher levels of emotional intelligence are associated with lower levels of conformity to peers.

Ann S Masten (2020) Amidst growing risks from natural disasters and worldwide pandemics, resilience is becoming more and more important in study, policy, and practice. The significance of defining resilience in a way that is transferable to other system levels and disciplines is emphasized in this discussion. A definition that is scalable is put forth as follows: a dynamic system's ability to effectively adjust to obstacles that endanger its life, development, or ability to function. The article outlines the main factors that influence children and youth's ability to adapt in multisystem disasters. These factors include individual differences, timing of development, exposure to different types of adversity, and socioecological systems. Children's ability to adjust to disasters depends on the robustness of interdependent systems, which include families, schools, communities, and the policy sector. The research addresses the consequences of using a multisystem approach to catastrophe risk reduction and preparedness, emphasizing the development of children's and societies' resilience to deal with issues both now and in the future.

Ruben Trigueros, Ana M. Padilla, Jose M, et.,al (2020) looks into how university students' resilience, academic stress, test anxiety, and adherence to a Mediterranean diet are affected by their emotional intelligence. Data from 614 female and 733 male students at the University of Almeria, ages 19 to 27, were evaluated using a structural equation model. Results reveal a favorable link between emotional intelligence and resilience, with resilience negatively associated with exam anxiety and academic stress. Additionally, there was a negative correlation found between test anxiety and academic stress and following the Mediterranean diet, indicating that grading pressure and academic transition may have maladaptive consequences on eating habits.

Alzahrani, Mona; Alharbi, Manal; Alodwani, Amani (2019) explores the critical impact that children's social-emotional development plays. It highlights the value of connections between adults and children, especially in educational contexts where teachers are essential. Positive interactions between teachers and students promote improved behavioral and academic results. The study illustrates how social and emotional competence affects behavior and learning outcomes by drawing on a number of studies. Additionally, it provides methods for educators to build trusting bonds with students, encouraging behavioral and academic achievement through social and emotional development.

Sreeja, R.; Jain, et.al., (2019) This study looked at how social justice commitment is influenced by peers, spiritual intelligence, emotional intelligence, and resilience. It was discovered that these elements positively impacted an individual's capacity to assist others in need, deal with difficulties while encouraging prosocial conduct, and general well-being. It is imperative to conduct further research.and explore social justice commitment because the direct influence of the factors listed on this commitment is not thoroughly researched.

Rubén Trigueros, Carmen Ferrandiz, et.,al (2019) The purpose of this study was to examine the relationship between emotions—that is, emotional intelligence and emotional state—and teenage resilience, motivation, academic achievement, and adoption of healthy living practices. 615 secondary school students, ages 14 to 19, made up the sample. Positive correlations between emotional intelligence, positive emotions, resilience, self-motivation, academic success, and regular physical activity participation are revealed by the results of a structural equations model based on self-determination theory. In order to support students' academic performance and keep them leading active lifestyles, PE teachers must place a strong emphasis on emotions.

Preeti Tiwari, Jyoti, et.al (2019) this study sought to investigate the effects of social pressure perception, emotional intelligence, and empathy on social entrepreneurial intents among students from India's top technical colleges. A excellent fit was shown by the structural model, which hadRMSEA = 0.033, CMIN/DF = 1.79, IFI = 0.96, TLI = 0.94, and CFI = 0.95. The findings demonstrated a strong correlation between the mediators and antecedents, notably suggesting that students with higher emotional intelligence are more likely to engage in social entrepreneurship. These results highlight the significance of support networks catered to the need of individual students and provide legislators and educators with insightful information about how to foster social entrepreneurship in academic settings. This study adds significantly to our understanding of Indian students' intention-making processes when it comes to social entrepreneurship.

Ming Te Wang, Noona Kiuru, Jessica L. Degel (2018) In this study, Finnish post-comprehensive education students (N = 1419; mean age = 16) are used to examine how peer influence and selection affect adolescents' emotional, cognitive, and behavioral involvement in the classroom using a social network approach. The findings show that friends have varying effects on students' emotional, cognitive, and behavioral involvement in school throughout time. Additionally, behavioral engagement similarity boosted the likelihood of building new peer relationships, but certain benefits were mitigated by student academic achievement.

Mérida-López, Quintana-Orts, et.al (2018) The impact of peer pressure, spiritual intelligence, emotional intelligence, and resilience on a commitment to social justice is examined in this review article. It was discovered that these elements positively impacted an individual's capacity to assist others in need, deal with difficulties while encouraging prosocial conduct, and general well-being. Still, there is a need for more research and investigation into social justice commitment because the direct impact of the analyzed predictors on social justice commitment is not thoroughly examined. ranks as the third most significant predictor, with different moderators for each EI stream, after intelligence and conscientiousness. The EI-academic performance relationship is explained by three mechanisms, according to the study. Natalio Extremera, Lourdes Rey, Et.,al (2018) sought to offer more proof of the possible moderating effect of emotional intelligence (EI) in adolescence on the association between being a victim of cyberbullying and psychological adjustment. There were three distinct goals established.

First, to increase knowledge of the correlates of experiences of cyberbullying victimization in adolescence, investigate the association among cyberbullying victimization, EI, self-esteem, and suicide risk in a sizable sample of adolescents. Secondly, to examine if there were any differences in the patterns of prediction between the major variables (i.e., self-esteem, suicide risk, and cyberbullying victimization) and sociodemographic characteristics (i.e., gender, age, and grade levels) and EI. Lastly, to look into EI as a possible moderator of the relationship between psychological outcome variables that are positive (like self-esteem) and negative (like suicide risk) and the victimization of cyberbullying.

Javier Cejudo, Lidia Losada, et.,al (2018) The purpose of this study was to increase the body of knowledge on the connections between emotional intelligence and several measures of teenagers' subjective well-being, such as stress and social anxiety. It also looks at how emotional intelligence scores relate to variations in stress and social anxiety. 505 Spanish teenagers, ages 12 to 18, participated in the study. The findings point to a favorable correlation between subjective well- being and trait emotional intelligence. Additionally, a negative correlation has been shown between emotional intelligence and social anxiety as well as stress. These results are consistent with earlier studies on adolescent populations.

Yi Ping Hsieh, Hsi-Sheng Wei, et.al (2018) This study looked at the moderating roles that social intelligence (social awareness and social information processing) and emotional intelligence had in the relationship between psychological distress and peer victimization as well as internet addiction. Data were gathered from 6233 Taiwanese fourth-grade primary school pupils, who made up a national sample. Research hypotheses were tested using hierarchical linear regression models. The findings show a correlation between higher risks of internet addiction and psychological suffering and increased victimization by peers. Emotional intelligence lessens the negative consequences of victimization on mental health and has a negative correlation with internet addiction. On the other hand, social awareness makes victimization more detrimental to internet addiction, and social information processing makes peer victimization more detrimental to Taiwanese teenagers' mental health. The consequences of these discoveries for research are discussed Kosuke Niitsu, Michael J, Rice et.al (2018) This review aims to pinpoint particular genetic variations that support the biological ability for psychological resilience. The researchers searched PsycINFO and PubMed using the terms "psychological resilience AND genotype(s)," and we included articles from the Human Genome Epidemiology Navigator with the term "resilience, psychological." Six genes were found in ten research that matched the criteria: the oxytocin receptor, corticotropin-releasing hormone receptor 1, brain-derived neurotrophic factor (BDNF), dopamine receptor D4, and regulator of G-protein signaling 2, serotonin-transporter-linked polymorphic region (5-HTTLPR), and brain-derived neurotrophic factor (BDNF)—that have been experimentally linked to psychological resilience. Results indicate that resilience is often associated with specific genotypes, such as L/L or L'/L' of 5-HTTLPR and rs25531 in children and adolescents, and S/S or S'/S' in adults. Furthermore, resilience is linked to the Val/Val genotype of rs6265 in BDNF in Caucasians. Cassie McMilan, Diane Felmlee, et.al (2018) investigates gender differences in the influence of peer processes on adolescent risky behaviors. Utilizing dynamic Stochastic Actor-Oriented Models SAOMs), five waves of data from 13,214 adolescents across 51 friendship networks were analyzed. Findings reveal that both peer influence and friend selection contribute to risky behaviors for girls and boys. However, girls demonstrate greater susceptibility to peer influence, particularly in delinquent behavior, and are more inclined to select friends with similar smoking habits. Danielle Dougherty and Jill Starkey (2017) looked at how a focused program to reduce dropouts ffected academic achievement and whether better emotional intelligence and social support could act as mediating factors in this relationship. Results revealed that

intervention participants outperformed controls in terms of academic achievement using structural equation modeling on data from 110 middle and high school students. Social support and emotional intelligence, however, did not moderate this association. Students with poor baseline academic achievement levels benefited most from the program, indicating the significance of customized interventions to meet individual needs.

Celine E. Domitrovic, Joseph A Durlak, Katharine C Staley (2017) a quasi-experimental pre-test post-test non-equivalent design to investigate the impact of an emotionally positive classroom atmosphere on junior secondary school students' social-emotional competence. Two hundred and seven Form III students were divided into experimental and control groups. Findings revealed that students exposed to the emotionally positive classroom atmosphere showed significant improvement in social-emotional competence compared to those in the control group. This suggests that such an atmosphere fosters a supportive learning community, particularly benefiting reticent students.

Shah Saud, Arshad Khan Bangash, et.al (2016) This study looks into how social influences in peern group settings and emotional intelligence relate to one another.. Data were gathered from 234 students across two male and one female public sector colleges in Mardan. The findings of the Chi-square and Gamma tests indicate a significant correlation between emotional intelligence and the peer group environment. Specifically, mutual cooperation, regular interaction, sharing, and respecting opinions within the peer group positively correlate with emotional intelligence. The study suggests that peers be more aware of their interactions with adolescents to enhance balanced emotional intelligence outcomesYeganeh Azizi (2013) aimed to explore whether emotional intelligence (EI), peer social support, and family social support partially mediated the influence of verbal IQ on Grade Point Average (GPA) among 100 students, stratified by gender. Results revealed that for males, EI and peer social support predicted GPA, with EI mediating the verbal IQ-GPA association. On the other hand, without moderating the verbal IQ-GPA link, EI, peer social support, and familial support predicted GPA in females. Subscales of EI (specifically adaptability, stress management) and practical family social support further contributed to GPA prediction. Subscales measuring peer social support did not identify further variation in GPA.

Monaci, Maria Grazia, et.al (2013) In this study, university students' use of alcohol and use of alcohol and peer pressure are compared, and the influence of emotional intelligence (EI) on these relationships is examined. A survey measuring emotional intelligence (EI), sensation seeking, coping mechanisms, alcohol intake, alcohol-related feelings, and peer pressure was given to 198 university students in Italy. The findings show a relationship between EI and proactive coping as well as favorable alcohol-related feelings. EI, especially in students with lower EI, moderates the strong association between peer pressure and alcohol usage. These results highlight how crucial it is to treat issues with emotion control in therapies for alcohol misuse and strengthen students' ability to resist peer pressure in academic contexts.

CHAPTER-3
METHODOLOGY
4.1 AIM:

The aim of this study is to investigate the impact of peer pressure on emotional competence and resilience among young adults among young adults.

4.2 OBJECTIVE:

01. To find if there is a positive impact of peer pressure on emotional competence and resilience in young adults

02. To find if there is a negative impact of peer pressure on emotional competence and resilience in young adults.

03. To find if there is no significant impact of peer pressure on emotional competence and resilience in young adults.

4.3 HYPOTHESIS:

H1. There is a positive correlation of peer pressure and emotional competence and of peer pressure and resilience in young adults.

H2. There is a negative correlation of peer pressure and emotional competence and of peer pressure and resilience in young adults.

H3. There is no significant correlation of peer pressure on emotional competence and of peer pressure resilience in young adults.

4.4 SAMPLE:

The study will aim to recruit a sample size of approximately 50 individuals aged 18-26 years of age to find out the impact of peer pressure on emotional competence and resilience within this specific age group.

4.5 TOOLS USED:

The research utilized the following specific tools:

1. PEER PRESSURE QUESTIONNAIRE

A 29-item self-report measure called the PPQ-R evaluates peer influences in real-world contexts. The Lickert scale has five points, ranging from 1 (strongly disagree) to 5 (strongly agree). There are five subscales on the scale, and a high score on any one of them suggests more peer pressure. With a Cronbach's Alpha score of 0.942 and a validity value of 0.971, the Peer Pressure Questionnaire is determined to be a valid and reliable tool for measuring peer pressure.

2. BRIEF RESILIENCE SCALE

The purpose of the Brief Resilience Scale is to evaluate an individual's perceived capacity to recover or bounce back from adversity. The resilience unitary construct was measured using this scale, which has both positively and negatively worded items. It consists of 6 items and is a 5 point liker scale with 1 (strongly disagree) to 5 (strongly agree). Higher average scores indicate higher levels perceived resilience. Reliability of the Brief Resilience Scale is sufficient and there is evidence of construct validity. However, inconsistent responses led to issues with the Brief Resilience Scale's factor structure and interpretation. The reversal of the order of items 2, 4, and 6 makes this easy to identify and address. The factor structure of other language translations varies, most likely as a result of systematic faults not being rectified for.

3. BRIEF EMOTIONAL INTELLIGENCE SCALE

The Brief Emotional Intelligence Scale (EIS) is a psychometric tool designed to assess an individual's ability to recognize, understand, regulate, and express emotions effectively. Developed based on theories of emotional intelligence, such as those proposed by Salovey and Mayer, as well as Daniel Goleman, the scale includes of measures measuring self-awareness, self-regulation, empathy, and social skills, among other aspects of emotional intelligence. This scale is a shortened version of the 33 item questionnaire. The brief emotional intelligence scale consists of 10 items and is a 5 point Likert scale with 1 (strongly agree) to 5 (strongly disagree). It serves as a valuable instrument in both research and applied settings, aiding in the evaluation of emotional competencies and their impact on various aspects of individual functioning, such as academic achievement, interpersonal relationships, and job performance. The Brief Emotional Intelligence Scale-10 is recommended as a trustworthy and valid assessment instrument with special application when succinctness is crucial.

PROCEDURE:

The data was collected from a sample of 100 young adults, aged between 18-26 year.

The three tools Peer Pressure Questionnaire, Brief Resilience Scale and Brief Emotional Intelligence Scale were used. The consent was also taken, only then the questionnaire would be visible to perform. The scoring and statistical analysis were done after the collection of data and later interpreted.

CHAPTER-4

DATA ANALYSIS AND FINDINGS:

TABLE 1 Mean and Std Deviation

	N	Mean	Std Deviation
Peer Pressure	100	59.87	15.434
Emotional Competence	100	37.40	6.962
Resilience	100	19.27	4.090

TABLE 2

Pearson correlation of Peer pressure, Emotional Competence and Resilience.			
	Peer pressure	Emotional Competence	Resilience
Peer pressure	1		
Emotional Competence	-.621**	1	
Resilience	-.486**	.356**	1
**. Correlation is significant at the 0.01 level (2-tailed).			

Peer pressure and emotional competence have a substantial negative connection to (r= -.621** , p<0.01), according to the table. Additionally, it demonstrates a strong inverse relationship (r= -.486**, p<0.01) between peer pressure and resilience.
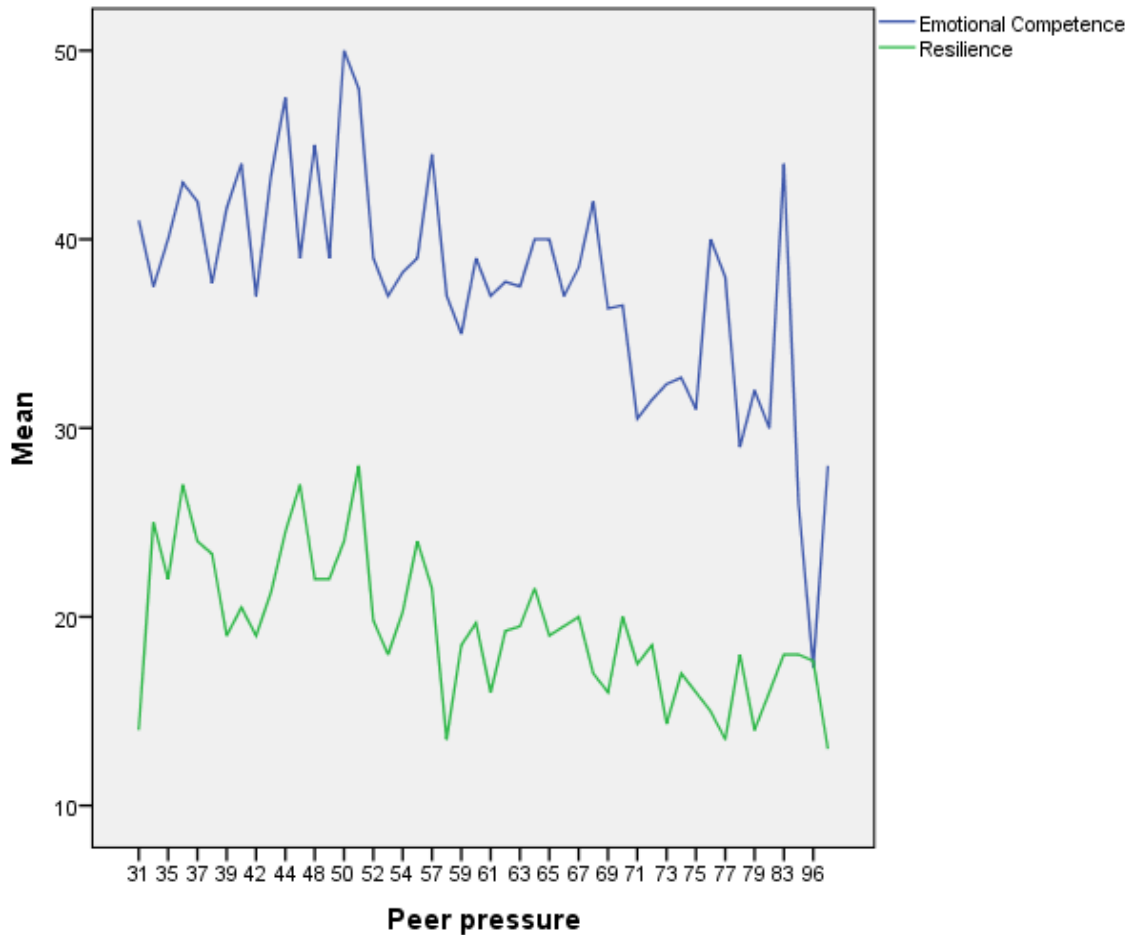
Graph shows the mean of Emotional competence and Resilience along with Peer pressure.

CHAPTER-5
DISCUSSION

The present research aims to find the impact of peer pressure on emotional competence and resilience among young adults. Empirical studies have yielded mixed findings regarding the impact of peer pressure on emotional competence and resilience among young adults. Some research suggests that peer influence can enhance emotional intelligence and resilience through social learning and support networks. However, other studies indicate that negative peer pressure is associated with lower emotional competence and decreased resilience, particularly among vulnerable individuals.

Young adults lives are impacted by peer pressure in many ways, including behavior, decisions, and emotional health. In recent years, researchers have shown a growing interest in understanding the impact of peer pressure on emotional competence and resilience among this demographic. Emotional competence refers to the ability to recognize, understand, and manage one's own emotions effectively, while resilience denotes the capacity to bounce back from adversity. Peer pressure often leads individuals to engage in risky behaviors or make decisions that may not align with their personal values or goals. Consequently, these experiences can erode their resilience, making them more susceptible to stress, setbacks, and challenges.

For instance, young adults who succumb to peer pressure may find it difficult to cope with failure or rejection, thereby undermining their ability to bounce back from adversity. Understanding the nuanced effects of peer pressure on emotional development and resilience is crucial for designing effective interventions and support systems for young adults. Educators, parents, and mental health professionals play pivotal roles in fostering positive peer relationships, promoting emotional literacy, and cultivating resilience among young adults. By creating environments that prioritize authenticity, empathy, and healthy risk-taking, we can empower young adults to navigate peer pressure positively and develop the emotional skills needed to thrive in an ever-changing world.

The researches supporting this study delved into the impact of peer pressure on resilience and emotional competence in young adults. In a study conducted by Ciydem, Emre Bilgin and Hula studied the role of resilience when a person experiences peer pressure and shows risky behaviour in nursing students, For this research, a cross sectional study was carried out with 512 students. Peer pressure had a direct impact on entire hazardous behavior subdimensions, although resistance had an impact on suicidal ideation, eating habits, antisocial behavior, and dropout rates. The association between peer pressure and substance use varied according to resilience degree, supporting moderation (p. Resilient students are less likely to succumb to peer pressure and engage in some dangerous activities. It is important to include resilience-building techniques in the curriculum. Similarly, Endang Mai Yunalia and Arif Burma Etika's study sought to determine whether emotional intelligence and peer compliance are related. A random sample strategy was used to pick 191 respondents from "X" university for this correlational study. A peer conformity questionnaire was used to measure peer conformity, and a Goleman's theory-adapted questionnaire was used to measure emotional intelligence. The spearman rank test was used to analyze the data on emotional intelligence and peer conformity. The test results indicated p value $0.001 < a (0.005)$, r value $= -0.245$, indicating a negative correlation between the two variables, i.e. a higher level of emotional intelligence is associated with lower peer conformity.

This research paper aimed to find the impact of peer pressure on emotional competence and resilience in young adults. This study was conducted on a mixed sample of 100 subjects, male and female belonging to bracket of 18-26 years. For this study, tools used for collection of data were: Peer Pressure Questionnaire; Brief Resilience scale and Brief Emotional Intelligence Scale. After the data collection, for analysis of the results, correlation was used as statistical analysis. One of the significant findings of this research is the negative correlation between peer pressure and resilience ($r = -.486$, $p<0.01$) and peer pressure and emotional competence ($r = -.621$, $p<0,01$) among young adults. Negative correlation means that higher peer pressure is associated with lower levels of emotional competence and higher level of peer pressure is also associated with lower levels of resilience.

The correlation coefficients presented in the data offer valuable insights into the complex relationship between peer pressure, emotional competence, and resilience among young adults. First off, Hypothesis 1, proposed a positive impact of peer pressure on emotional competence and resilience, however the analysis of results does not indicate a positive impact. Hypothesis 2, proposing a negative impact of peer pressure on emotional competence and resilience, finds support in the results, as the scoring shows that there is a negative correlation between peer pressure and emotional competence ($r = -.621$) and between pressure and resilience ($r = -.486$) and they are both significant at 0.01 level which shows a strong negative correlation between the variables. The significant negative correlation coefficients suggest that higher levels of perceived peer pressure are indeed associated with lower levels of emotional competence and resilience in young adults. This highlights the detrimental effects of negative peer dynamics on

psychological well-being and underscores the need for interventions aimed at promoting positive peer interactions and teaching effective coping strategies. Contrary to Hypothesis 3, which posits no significant impact of peer pressure on emotional competence and resilience, the significant negative correlation coefficients refute this notion, scoring points against it.

It's crucial for future research to delve deeper into the specific contextual factors or mechanisms underlying the relationship between peer pressure and emotional outcomes, scoring points for suggesting avenues for further investigation. Understanding these nuances can inform the development of targeted interventions designed to mitigate the negative effects of peer pressure and cultivate emotional resilience in young adults. Overall, the findings underscore the importance of considering the nuanced dynamics of peer influence in understanding and promoting psychological well-being among young adults, scoring points for emphasizing the complexity of the issue.

Furthermore, constant exposure to peer pressure can create a cycle of dependence on external validation, hindering the development of internal coping mechanisms essential for building resilience. Consequently, individuals may struggle to adapt to changing circumstances or navigate difficult situations independently, thus diminishing their overall resilience levels. Moreover, succumbing to peer pressure can impede the development of emotional regulation skills, as individuals may rely on external validation or distractions to cope with challenging emotions. Consequently, they may struggle to identify, express, or manage their emotions effectively, leading to difficulties in interpersonal relationships, decision-making, and overall well-being.

The findings of this research have several implications for interventions aimed at promoting the emotional well-being and resilience of young adults. Firstly, there is a need for targeted interventions that equip individuals with strategies to resist negative peer influences and assert their autonomy. Building assertiveness skills and enhancing self-esteem can empower young adults to make independent decisions based on their values and aspirations, thereby reducing susceptibility to peer pressure. Secondly, fostering emotional intelligence and resilience should be integrated into educational curricula and youth development programs. By providing opportunities for self-reflection, emotional expression, and problem-solving, young adults can cultivate the skills necessary to navigate peer pressure and adversity effectively. Additionally, creating supportive environments that encourage authenticity, empathy, and peer support can buffer the negative impact of peer pressure on emotional competence and resilience.

LIMITATIONS

Limitations of the research paper on "The Impact of Peer Pressure on Emotional Competence and Resilience among Young Adults" may include:

- Sample Selection Bias: The study may have relied on a specific demographic or population subset, potentially limiting the generalizability of the findings. For instance, the research might have focused on a particular socio-economic group or cultural background, thereby overlooking the experiences of other young adults.
- Cross-Sectional Design: Many studies examining peer pressure and emotional competence among young adults utilize cross-sectional designs, which provide a snapshot of data at a single point in time. This design limits the ability to establish causal relationships and understand the long-term effects of peer pressure on emotional development and resilience.
- Self-Report Measures: The reliance on self-report measures for assessing peer pressure, emotional competence, and resilience may introduce biases such as social desirability and recall errors.

Participants may underreport negative experiences or overestimate their emotional competence and resilience, leading to inaccuracies in the data.

- Lack of Longitudinal Data: Longitudinal studies tracking individuals over time are essential for understanding the developmental trajectories of peer influence on emotional competence and resilience. However, the research paper may lack longitudinal data, making it challenging to assess how these variables evolve over the lifespan and whether peer pressure has enduring effects.

- Inability to Establish Directionality: While the research paper may highlight associations between peer pressure, emotional competence, and resilience, it may not establish the directionality of these relationships. It remains unclear whether peer pressure influences emotional competence and resilience, or vice versa, or if there are bidirectional effects at play.

- Limited Control for Confounding Variables: Despite efforts to control for confounding variables, such as family environment, personality traits, and life events, the research paper may not adequately address all potential confounders. Failure to account for these variables could lead to spurious associations or inaccurate conclusions about the impact of peer pressure on emotional development.

- Cultural and Contextual Factors: The study's findings may be influenced by cultural norms, societal expectations, and contextual factors that vary across different regions and communities. Failure to account for these cultural nuances could limit the applicability of the findings to diverse populations.

- Ethical Considerations: Research on peer pressure among young adults raises ethical concerns, particularly regarding informed consent, confidentiality, and potential harm to participants. Ethical constraints may limit the scope of the study or impose restrictions on the types of peer pressure behaviors that can be investigated.

CHAPTER-6
CONCLUSION

According to the research, there is a negative correlation between peer pressure and resilience (r= -.486 , p<0.01) and between peer pressure and emotional competence (r= -.621**, p<0.01) the research underscores the detrimental effects of peer pressure on the emotional competence and resilience of young adults. By recognizing the negative correlation between peer pressure and these psychological constructs, individuals can implement targeted interventions to empower young adults to resist negative influences, enhance their emotional well-being, and cultivate resilience in the face of challenges. Ultimately, fostering a culture of authenticity, self-awareness, and peer support is essential for promoting the holistic development of young adults in today's complex social landscape.

CHAPTER-7
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