

# Relationship of Peer Pressure and Emotional Intelligence with Mental Well Being Among Young Adults

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## ABSTRACT

This study focuses on the connections between peer pressure, emotional intelligence (EI), and mental well-being in youthful grown-ups. Findings reveal a significant negative correlation between peer pressure and mental well-being ( $r = -.234, p < .05$ ), indicating that higher peer pressure is associated with lower mental well-being. Conversely, a significant positive correlation is observed between emotional intelligence and mental well-being ( $r = .565, p < .01$ ), suggesting that greater emotional intelligence is linked to enhanced mental well-being. However, no significant correlation is found between peer pressure and emotional intelligence ( $r = -0.003, p > .05$ ). These results highlight the detrimental impact of peer pressure on mental well-being and underscore the beneficial role of emotional intelligence in fostering mental well-being.

**Keywords:** Peer Pressure, Emotional Intelligence, Mental Well-Being, Young Adults

## CHAPTER - 1 INTRODUCTION

Young adulthood, starts from the late teens to the mid-20s, that is pivotal stage in human development characterised by significant transitions and challenges. In today's rapidly changing world, young adults navigate a complex landscape shaped by societal, economic, technological, and cultural factors. This overview aims to provide insight into the experiences of young adults in contemporary society, exploring various dimensions such as education, employment, relationships, mental health, and technology.

Education is an essential part of young adulthood, and many people go on to pursue higher education to improve their careers and intellectual growth. However, access to and affordability of higher education vary greatly, leading to inequalities in access and outcomes. Rising tuition fees and student debt are major obstacles, especially for marginalised communities. The digital age has also changed the way we learn. While online education provides flexibility, it also raises issues of quality and equity.

The job market presents both opportunities and challenges for young adults. Technological advancements have created new industries and job roles, particularly in fields like STEM (Science, Technology, Engineering, and Mathematics). However, globalisation and automation have disrupted traditional industries, leading to job insecurity and underemployment. The gig economy has also emerged as a prominent feature of the modern workforce, offering flexible work arrangements but lacking stability and benefits. Moreover, the COVID-19 pandemic has further exacerbated employment

challenges, highlighting the need for adaptability and resilience among young workers.

Relationships are one of the most important aspects of life for young adults. They define who they are, where they fit in society, and how they feel about themselves and their place in the world.

A shift in social norms and the rise of digital connectivity had a significant effect on the way young adults gel up. Marriage & co-habitation have become more common in recent years, and this reflects a shift in attitudes toward commitment and partnering.

Online dating has also become more popular, offering new ways to meet potential partners, but it has also raised concerns about how it can lead to superficiality and lack of authenticity.

The most common causes of mental health problems among young adults are loneliness and social isolation. Anxiety, depression and suicide are on the rise as a result of pressures associated with academics, career prospects, social media and social norms. The disgrace connected to mental ailment moreover makes it more troublesome for young individuals to look for offer assistance, compounding their trouble. To address mental wellbeing issues, it is vital to have get to to guiding, & bolster bunches and mindfulness campaigns that decrease disgrace and advance strength.

Young adults' lives are completely impacted by technology, which has an impact on their interactions, employment, and communication with others. Social media platforms present risks like addiction, cyberbullying, and privacy violations in addition to opportunities for self-expression and connection. The lines between work and play have become more hazy due to the widespread use of smartphones and other digital devices, raising issues with screen time and digital distraction. Furthermore, cutting-edge technologies like virtual reality and artificial intelligence have the potential to be innovative but also present moral dilemmas due to their effects on society and interpersonal relationships.

Young adulthood in today's world is characterised by a complex interplay of opportunities and challenges. Education, employment, relationships, mental health, and technology are among the key dimensions that shape the experiences of young people as they navigate this transitional phase. Addressing the needs of young adults requires holistic approaches that promote equity, resilience, and well-being. By fostering supportive environments and empowering young people to thrive in the face of adversity, society can ensure that they realise their full potential and contribute meaningfully to the world.

Over the past few decades, the concept of emotional intelligence (EI) has attracted a lot of attention in psychology and related fields. Emotional intelligence, a term first used in the early 1990s by psychologists Peter Salovey and John Mayer, is the capacity to identify, comprehend, control, and make effective use of emotions in a variety of situations. An outline of important theories and viewpoints on emotional intelligence will be given in this introduction. Salovey and Mayer's ability model is among the first and most well-known theories of emotional intelligence. The four interconnected skills that make up emotional intelligence, in this model, ability to recognize emotions, comprehend emotions, handle emotions, and use emotions to help with thinking. High emotional intelligence people are skilled at accurately recognizing and interpreting their own emotions as well as those of others, using emotions to inform their decisions and way of thinking, comprehending complex emotional states, and successfully controlling their own emotions. Daniel Goleman, a psychologist, created the mixed model, a well-known theory of emotional intelligence. By adding new elements, like social skills and empathy, which are essential for good interpersonal relationships and leadership, this model builds on Salovey and Mayer's framework. Goleman's model highlights the significance of emotional intelligence's social and personal dimensions.

In addition to these ability-based models, researchers have also proposed trait-based theories of emotional intelligence. One such theory is the Trait Emotional Intelligence (TEI) model developed by psychologist Konstantinos Petrides. According to this model, emotional intelligence is conceptualised as a set of stable personality traits related to emotionality, self-control, sociability, and well-being. Unlike the ability models, which focus on specific cognitive skills, the TEI model emphasises the role of individual differences in emotional functioning and their impact on various life outcomes.

Other theories of emotional intelligence include the Bar-On model, which emphasises the importance of personal and social factors in emotional functioning, and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which assesses emotional intelligence using a performance-based approach.

Overall, the study of emotional intelligence encompasses a diverse range of theoretical perspectives, each offering valuable insights into the nature and significance of emotional abilities and traits. These theories provide a framework for understanding how emotional intelligence influences various aspects of human behaviour, cognition, and well-being, and have important implications for education, workplace performance, mental health, and interpersonal relationships. As research in this area continues to evolve, further advancements in our understanding of emotional intelligence and its practical applications are likely to emerge.

The pertinence of passionate insights within the subject "Enthusiastic Intelligence as an Arbiter within the Relationship between Peer Weight and Mental Well-being among Youthful Grown-ups" is noteworthy. Here's why:

**Understanding weight and feelings:** Enthusiastic insights (EI) prepares youthful grown-ups to perceive and get it their possess feelings as well as those of their peers This permits them to translate honest to goodness social signals from manipulative peer weight strategies.

**Decision-making and emphaticness:**

EI cultivates aptitudes like self-awareness and self-regulation. Youthful adults with solid EI can make well-informed choices within the confront of peer weight and attest their boundaries viably.

**Stretch administration and adapting:**

Peer weight can be upsetting. EI gives youthful grown-ups with instruments to oversee stretch and solidly explore challenging social circumstances, securing their mental well-being.

**Building positive connections:**

EI permits youthful grown-ups to create solid interpersonal connections with strong peers. This social back organizes acts as a buffer against negative peer weight and contributes to positive mental well-being.

In pith, passionate insights acts as a go between by enabling youthful grown-ups to explore peer weight viably, lessening its negative affect on their mental well being.

Peer pressure is a social phenomenon that has been studied extensively in psychology and sociology, particularly in the context of adolescence, although it can occur at any stage of life. It refers to the influence exerted by peers on an individual's thoughts, feelings, and behaviours. This introduction will provide an overview of peer pressure and some of the key theories used to understand its dynamics.

One of the most punctual speculations of peer weight is social personality hypothesis, proposed by analyst Henri Tajfel. Concurring to this hypothesis, people determine a sense of personality and self-esteem from their participation in social bunches, such as peer bunches. Peer weight emerges when

people acclimate to the standards and desires of their bunch in arrange to preserve a positive social personality and maintain a strategic distance from dismissal. In other words, people may lock in in practices that are reliable with those of their peers in arrange to pick up acknowledgment and endorsement.

Another influential theory of peer pressure is the social learning theory, developed by psychologist Albert Bandura. According to this theory, individuals learn through observation, imitation, and modelling of the behaviours of others, including peers. Peer pressure occurs when individuals observe their peers engaging in certain behaviours and subsequently imitate or adopt those behaviours themselves, particularly if they perceive them to be rewarding or socially acceptable.

The theory of social influence, Solomon Asch and Stanley Milgram(1950), also provides insights into the dynamics of peer pressure. According to this theory, individuals are susceptible to social influence and conformity due to factors such as normative influence (the desire to fit in and be accepted by others) and informational influence (the belief that others possess more accurate knowledge or expertise). Peer pressure may arise when individuals conform to the beliefs, attitudes, and behaviours of their peers in order to align themselves with group norms or avoid socialdisapproval.

In addition to these theories, researchers have also explored individual differences in susceptibility to peer pressure, such as personality traits, self-esteem, and self-efficacy. For example, individuals with low self-esteem or high levels of social anxiety may be more vulnerable to peer pressure due to their desire for social acceptance and fear of rejection.

Overall, peer pressure is a complex social phenomenon influenced by a variety of factors, including social identity, social learning, social influence, and individual differences. Understanding the mechanisms underlying peer pressure is essential for developing effective interventions aimed at promoting healthy decision-making, autonomy, and resilience among individuals, particularly during adolescence when peer influence is most pronounced. As research in this area continues to evolve, further insights into the nature and impact of peer pressure are likely to emerge, informing our understanding of human behaviour and social dynamics.

Peer pressure is the central challenge that emotional intelligence (EI) helps young adults navigate in this topic. Here's why peer pressure is so relevant:

**Influence on behavior:** During young adulthood, social acceptance and belonging are crucial. Peer pressure can be a strong force influencing a young person's behavior, choices, and even self- perception.

**Risk factors for mental health:** Negative peer pressure can lead young adults to engage in risky behaviors (substance abuse, unhealthy habits) or isolate themselves, both of which can negatively impact mental well-being and increase the risk of anxiety, depression, and other issues.

**Stress and emotional strain:** Trying to conform to peer pressure or resist it can be a source of significant stress and emotional strain. Young adults with lower EI may struggle more with these challenges.

**Identifying negative influences:** Not all peer pressure is bad. EI helps young adults distinguish between positive and negative peer influences. Positive pressure can encourage healthy activities and personal growth.

By understanding peer pressure and its potential consequences, researchers can examine how emotional intelligence acts as a buffer, protecting young adults from the negative aspects of peer pressure and promoting their mental well-being.

Mental well-being, also referred to as psychological well-being or mental health, is a fundamental aspect of human functioning that encompasses emotional, cognitive, and social dimensions. It refers to a state of

flourishing characterised by positive emotions, resilience, fulfilment, and the ability to cope with life's challenges. This introduction will provide an overview of mental well-being and some of the key theories used to understand its determinants and dynamics.

One of the foundational hypotheses of mental well-being is the biopsychosocial model, proposed by therapist George Engel. Agreeing to this model, mental well-being is impacted by a complex exchange of natural, mental, and social variables. Natural components, such as hereditary qualities and neurochemistry, associated with mental components, such as considerations, feelings, and adapting methodologies, as well as social variables, such as family flow, social support, and financial status, to shape an individual's mental well-being. The biopsychosocial model accentuates the significance of considering different levels of investigation in understanding mental well-being and creating interventions that address the assorted needs of people.

Another influential theory of mental well-being is the positive psychology movement, spearheaded by psychologist Martin Seligman. Positive psychology focuses on the study of human strengths, virtues, and flourishing, rather than solely on the treatment of pathology. Key concepts in positive psychology include resilience, optimism, gratitude, flow, and subjective well-being. According to this perspective, mental well-being is not simply the absence of mental illness but rather the presence of positive psychological states and experiences that contribute to a meaningful and fulfilling life. Positive psychology interventions, such as gratitude journaling, mindfulness meditation, and strengths-based coaching, aim to promote mental well-being and enhance individuals' quality of life.

The social determinants of mental health theory emphasises the role of social, economic, and environmental factors in shaping mental well-being. According to this perspective, social inequalities, discrimination, unemployment, housing instability, and other social determinants can have profound effects on individuals' mental health outcomes. Access to resources and opportunities, social support networks, and community cohesion also play important roles in promoting mental well-being and buffering against the negative impacts of stress and adversity. Addressing social determinants of mental health requires comprehensive, multi-sectoral approaches that address structural inequalities and promote social justice.

In addition to these theories, researchers have also explored individual differences in mental well-being, such as personality traits, coping styles, and resilience factors. For example, the resilience theory emphasises the capacity of individuals to bounce back from adversity and maintain mental well-being in the face of stressors. Protective factors such as optimism, self-efficacy, and social support can enhance resilience and buffer against the negative effects of stress on mental health.

Overall, mental well-being is a complex and multidimensional construct influenced by a variety of biological, psychological, social, and environmental factors. Understanding the determinants and dynamics of mental well-being is essential for promoting resilience, preventing mental illness, and enhancing the quality of life for individuals and communities. As research in this area continues to evolve, further insights into the nature and promotion of mental well-being are likely to emerge, informing interventions and policies aimed at improving mental health outcomes.

Mental well-being is the core outcome that the entire topic revolves around. Here's why it's crucial: Target for protection: Peer pressure can significantly impact young adults' mental well-being. The study aims to understand how emotional intelligence acts as a shield against negative peer pressure's influence on their mental health.

Indicator of positive development: Mental well-being encompasses emotional, psychological, and social



aspects. The research likely examines factors like anxiety, depression, self-esteem, and overall life satisfaction in young adults.

Importance during young adulthood: Young adulthood is a critical period for emotional and social development. Safeguarding mental well-being during this time sets the stage for future psychological health.

Measuring the impact of emotional intelligence: By assessing mental well-being, researchers can evaluate the effectiveness of emotional intelligence in mitigating the negative effects of peer pressure. Positive mental well-being scores would suggest that emotional intelligence is successfully mediating the negative influence.

In simpler terms, understanding mental well-being allows researchers to gauge the success of emotional intelligence in protecting young adults from the downsides of peer pressure.

The significance of this study lies in its potential to inform interventions and strategies aimed at promoting positive psychological development and resilience among young adults facing peer pressure. By unravelling the role of emotional intelligence as a mediator in this complex relationship, this research seeks to contribute to a deeper understanding of the processes underlying mental well-being in the context of peer interactions. Through empirical investigation and theoretical analysis, this dissertation aims to advance our understanding of the mechanisms through which emotional intelligence may mitigate the impact of peer pressure on mental health outcomes, thereby offering insights into avenues for intervention and support for young adults navigating the challenges of peer influence.

According to Bukowski et al. (2010), peer pressure is the effect that a group of peers exerts on an individual to comply with their expectations or actions. This pressure can be covert, showing up as subliminal social cues or implicit expectations, or overt, comprising explicit demands or requests. Young adults are frequently driven to engage in behaviours they might not have chosen otherwise by the strong need to be accepted by others and prevent rejection (Brown & Larson, 2001).

A young adult's mental health may be seriously threatened by the negative effects of peer pressure, even while some peer pressure can be constructive and encourage engagement in sports or academic endeavours (Wentzel, 2009). Risky behaviours including substance misuse, unsafe sexual activity, or unhealthy dietary habits can result from it (Catalano et al., 2004). Furthermore, when a young person experiences peer pressure that goes against their values or beliefs, it can lead to social isolation (Rudolph et al., 2017).

Mental well-being, a broad term that includes emotional, psychological, and social aspects, affects how young adults view themselves, the world around them, and their overall satisfaction with life (MentalHealth.gov, 2021). Constant social dynamics and the possibility of negative peer pressure greatly affect this important aspect of well-being.

Emotional intelligence (EI) is emerging as an evaluative factor in this complex dance between peer pressure and mental well-being. EI is defined as a set of skills that enable people to learn, use and manage their emotions in positive ways, and includes the ability to consider, learn and respond appropriately to the feelings of others (Salovey and Mayer, 1990). Research shows that strong EI can be a valuable tool for young adults to deal with the complexity of peer pressure (Ciarrochi et al., 2000). Let's take a deeper look at how EI can mediate the relationship between these two variables by examining the specific skills that contribute to this buffering effect..

## CHAPTER - 2 REVIEW OF LITERATURE

Møller and Haustein (2014) aimed to investigate influence of peer on rash driving among male drivers aged 18 and 28. Employing a quantitative methodology, they utilised surveys to collect data on participants' speeding behaviors and perceived peer influence. The sample size consisted of male drivers within the specified age groups. Results indicated a significant association between peer influence and speeding behavior, suggesting that peers play a role in shaping the driving behaviours of young adult males, particularly concerning speeding.

Hagen and Nayar (2014) aimed on the effects of yoga on youth's mental health and well-being. Employing a qualitative approach, they conducted a comprehensive review of existing literature in the field, synthesizing findings and providing mirroring on the mental health prospective of yoga. The study did not involve direct data collection; instead, it relied on the analysis of previously published research articles. The sample size was not applicable as no primary data were collected. Results highlighted the potential benefits of yoga for promoting well being among the youngerly, suggesting its value as a holistic intervention approach.

Elliott, et.al (2014) this study focused on investigating the connection between neighbourhood cohesion and working of mind among elderly, utilizing a mixed-methods approach. The study employed both quantitative surveys and qualitative interviews to gather data on neighbourhood cohesion and mental well-being. The sample size included older adults from diverse neighbourhoods. Results revealed a positive association between neighbourhood cohesion and mental well-being among older adults, highlighting the significance of social and environmental factors in promoting mental health in later life.

Wang and Kong (2014) aimed to explore the role of emotional intelligence (EI) within the relationship between mindfulness, life fulfillment, and mental trouble. Utilizing a cross-sectional plan, they managed standardized surveys to degree mindfulness, enthusiastic insights, life fulfillment, and mental trouble. The test measure and particular devices used were not indicated within the theoretical. Comes about demonstrated that passionate insights somewhat intervened the relationship between mindfulness and both life fulfillment and mental trouble, proposing that people with higher enthusiastic insights may involvement more prominent benefits from mindfulness hones in terms of well-being and mental wellbeing.

Ahmadi, et.al (2014) aimed to explore the relationship between emotional intelligence (EI) and psychological well-being. Employing a correlational research design, they administered standardized questionnaires to measure EI and psychological well-being. The specific tools used were not specified in the abstract. The sample size was not mentioned. Results indicated a significant positive correlation between emotional intelligence and psychological well-being, suggesting that individuals with higher levels of emotional intelligence tend to experience greater psychological well-being.

Mishra and Vashist (2014) aimed to conduct a review study examining the relationship between spiritual intelligence, stress, and well-being among adolescents in the 21st century. Utilizing a qualitative approach, they systematically reviewed existing literature in the field. The specific tools used were not mentioned as the study did not involve primary data collection. The sample size was not applicable as the study was a review. Results synthesized from the reviewed literature suggested that spiritual intelligence may play a significant role in mitigating stress and promoting well-being among adolescents in the contemporary era.

Chen, et.al (2016). The present study aimed to investigate the role of emotional intelligence as a mediator in the relationship between age and subjective well-being (SWB). A sample of 360 Chinese adults aged

20 to 79 completed measures assessing age, life satisfaction, affective well-being, and emotional intelligence. Structural Equation Modelling revealed that emotional insights mostly interceded the affiliation between age and life fulfilment, and completely interceded the relationship between age and emotional well-being. These come about propose that more seasoned grown-ups may use their increased passionate insights to support their SWB Dhani and Sharma (2016) conducted a comprehensive audit pointing to investigate the history, models, and measures of passionate insights (EI). Their strategy included a orderly writing survey of existing inquire about within the field. Different models and measures of EI were inspected, counting the Mayer-Salovey-Caruso Enthusiastic Insights Test (MSCEIT) and the Enthusiastic Remainder Stock (EQ-i). The survey synthesized data from a range of sources to supply bits of knowledge into the improvement and evaluation of passionate insights.

Pooja and Kumar (2016) conducted a study to explore the impact of demographic variables on emotional intelligence (EI) among Indian service sector employees. Utilizing a quantitative research approach, they administered the Emotional Intelligence Appraisal questionnaire to measure EI levels. The sample comprised service sector workers from various demographics. The findings revealed significant correlations between certain demographic variables (such as age, gender, education level) and EI, suggesting that these factors may influence emotional intelligence levels among employees in the Indian service sector.

Mahanta, et.al (2016) aimed to investigate alcohol use among school-going adolescent boys and girls in an industrial town of Assam, India. Employing a cross-sectional study design, they utilized structured questionnaires to collect data on alcohol consumption patterns and associated factors. The sample size included school-going adolescents from the target town. Results revealed a concerning prevalence of alcohol use among both boys and girls, indicating the need for targeted interventions to address underage drinking in the region.

Inchley et.al (2016) pointed to examining sexual orientation and financial incongruities within the well-being and well-being of youthful individuals utilizing information from the Wellbeing Conduct in School-aged Children (HBSC). They think about utilising a cross-sectional plan, analyzing study information from the 2013/2014 HBSC study. Standardized instruments were utilized to evaluate different angles of well-being and well-being among youthful individuals. The test estimate included members from different nations. Comes about highlighted critical sexual orientation and financial contrasts in different wellbeing results, emphasizing the require for focused on mediations to address disparities and promote equitable health and well-being among young people globally.

Urquijo, et.al (2016) aimed to investigate the correlation between emotional intelligence (EI), life satisfaction, psychological well-being, and perceived stress among graduates. Employing a cross-sectional design, they administered standardized questionnaires to measure EI, life satisfaction, psychological well-being, and perceived stress. The sample consisted of graduate students. Results revealed that look on stress partially mediated the relationships between EI, life satisfaction, and psychological well-being among graduates, highlighting the role of emotional intelligence in promoting well-being and mitigating stress in this population.

Marikutty, et.al (2016). This explored the preventive, restorative, and directing impacts of passionate insights on juvenile stretch and its effect on academic accomplishment. Members included 2,060 teenagers aged 14 to 19, haphazardly chosen from 31 instructive educate in the Emakulam area, Kerala. Enthusiastic insights were essentially related to youthful push (contrarily) and mental well-being, supporting its preventive and restorative impacts. In any case, the critical balance was watched for



as it was one of ten push measurements. Teenagers with tall scholarly accomplishments appeared higher enthusiastic insight levels.

Tiwari, Bhat, and Tikoria (2017) investigated the influence of (EI) and self-belief on social entrepreneurial attitudes and intentions. Employing a correlational research design, they administered surveys to a sample of individuals interested in social entrepreneurship. Measures included the EI Scale & the General Self-Efficacy Scale. The score highlighted significant positive associations between EI, self-efficacy, social entrepreneurial attitudes, and intentions, underscoring the importance of emotional competencies and belief in one's abilities in fostering social entrepreneurship initiatives.

Antonysamy, et.al (2018) investigated the impact of age on emotional intelligence in adults. Their study aimed to explore how age influences emotional intelligence using a quantitative approach. The researchers utilized the WLEIS to measure emotional intelligence. The sample consisted of adults, although the specific sample size was not mentioned in the abstract. The study found significant associations between age and emotional intelligence, suggesting potential age-related variance in EI among adults.

Zysberg, et.al (2019) explored the relationship between passionate insights, connection, and fulfillment with sentimental connections among youthful grown-ups. Employing a correlational plan, they utilized self-report measures to evaluate enthusiastic insights and connection fashion. The consider included a test estimate of 694 members. Comes about uncovered noteworthy positive affiliations between passionate insights, secure connection, and relationship fulfillment, highlighting the significance of these components in cultivating sound sentimental connections among youthful grown-ups.

Guerra-Bustamante, et.al (2019) focused on the connection of EI and psychological well-being in adolescents. They aimed to explore the association using a correlational methodology. The researchers employed the Trait Meta-Mood Scale and the Ryff Psychological Well-Being Scale to measure EI & MWB, respectively. The sample size and specific demographics were not provided in the abstract. Results indicated a positive correlation between emotional intelligence and psychological well-being among adolescents, highlighting the importance of emotional intelligence in promoting mental health in this population.

Kumar (2019) pointed to investigate youthful adults' e-waste reusing behavior utilizing an expanded hypothesis of arranged behavior demonstrate over distinctive societies. Utilizing a quantitative approach, the analyst managed studies based on the expanded hypothesis of arranged behavior to gather information on participants' states of mind, subjective standards, seen behavioral control, and eagerly toward e-waste reusing. The test measure included youthful grown-ups from different social foundations. Comes about demonstrated that the amplified hypothesis of arranged behavior demonstrate viably anticipated e-waste reusing behavior among youthful grown-ups over diverse social settings, highlighting its utility in understanding and advancing economical behaviors.

Moeller, et.al (2020) aimed to investigate the relationships between emotional intelligence (EI), belongingness, and mental health among college students. Utilizing a cross-sectional design, they administered standardized questionnaires to measure EI, belongingness, and mental health outcomes. The sample comprised college students from diverse backgrounds. Results indicated significant positive associations between EI, belongingness, and mental health, suggesting that emotional intelligence and feelings of belongingness contribute to better mental health outcomes among college students.

Sk and Halder (2020) aimed to investigate the connection between critical thinking disposition and EI

among undergraduate students, with gender as a potential moderator. Employing a quantitative research design, they administered standardized questionnaires to measure critical thinking disposition and emotional intelligence. The sample size and specific tools used were not mentioned in the abstract. Results revealed a significant positive association between emotional intelligence and critical thinking disposition, with gender moderating this relationship, suggesting that emotional intelligence may play a crucial role in fostering critical thinking skills among undergraduate students, with potential gender differences.

Núñez, et.al (2020) The logical writing affirms the interface between passionate insights (EI) and mental well-being, especially amid defenceless stages like youth. This ponder points to investigate how seen EI among family individuals influences the mental well-being of youths and youthful grown-ups living at domestic. Self-reported EI, parental, and children's seen EI were measured. Comes show parental and children's seen EI straightforwardly impacts children's mental well-being, with a circuitous impact intervened by children's self-reported EI. The think about underscores the centrality of familial EI discernments in anticipating pre-adult mental well-being results.

Daveet et.al (2021) conducted a longitudinal study aiming to investigate the stability and change in trait emotional intelligence (TEI) during emerging adulthood over four years. The researchers employed a population-based methodology using the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) to measure TEI. The sample consisted of emerging adults, and the study revealed significant stability in TEI over the four years, suggesting that trait emotional intelligence remains relatively consistent during this developmental stage.

Anand (2021) investigated the significance of emotional intelligence (EI) in coping with suffering. The study employed a qualitative methodology, utilising semi-structured interviews to gather data on individuals' experiences of suffering and their use of emotional intelligence strategies for coping. The sample size consisted of participants from diverse backgrounds. Results highlighted the crucial role of EI in navigating and managing suffering, with participants reporting that EI skills facilitated adaptive coping mechanisms and emotional regulation strategies, ultimately enhancing their ability to cope with challenging life circumstances.

Florić, et.al (2021) aimed to investigate the predictive role of peer pressure and academic achievement on adolescent risk behaviours. Employing a quantitative research approach, they utilised surveys to collect data on peer pressure, academic performance, and engagement in risk behaviours. The sample comprised adolescents from various schools. Results revealed that both peer pressure and academic achievement significantly predicted adolescent risk behaviours, highlighting the complex interplay between social influences and academic success in shaping adolescents' engagement in risky behaviours.

Bansal, et.al (2021) aimed to examine the incentives driving corporate social responsibility (CSR) in India, focusing on the role of mandates, peer pressure, and crowding-out effects. Employing an econometric methodology, they analysed data from corporate filings and other relevant sources. The study utilised statistical models to assess the impact of CSR mandates and peer pressure on corporate behaviour. The sample size included data from various Indian companies. Results indicated that while CSR mandates had a significant positive effect on CSR spending, peer pressure and crowding-out effects also influenced corporate behaviour in this domain, highlighting the complex interplay of factors shaping CSR initiatives in India.

O'Connor et.al (2021) aimed to assess mental health and well-being longitudinally during the corona

period pandemic among the elderly in the UK. The study utilised a longitudinal research design, collecting data at multiple time points from participants enrolled in the UK COVID-19. Measures included standardised assessments of mental health, well-being, and pandemic-related stressors. The sample size consisted of adults from diverse backgrounds across the UK. Results revealed fluctuations in mental health and well-being over time, highlighting the dynamic nature of psychological responses to the pandemic and emphasizing the importance of ongoing monitoring and support.

Krendl and Perry (2021) aimed to examine the impact of sheltering in place during the COVID-19 pandemic on the social and mental well-being of older adults. Utilising a quantitative approach, they collected data through surveys assessing various aspects of social and mental well-being before and during the pandemic. The sample size consisted of older adults from diverse backgrounds. Results revealed significant declines in social engagement and mental well-being among older adults during the period of sheltering in place, underscoring the need for targeted interventions to support this vulnerable population during times of crisis.

Kumar and Nayar (2021) aimed to explore the mental health consequences of the COVID-19 pandemic. Utilising a review methodology, they synthesised existing literature to examine the various mental health impacts associated with the pandemic. The study did not involve direct data collection but relied on the analysis of previously published research articles and reports. The sample size was not applicable as no primary data were collected. Results underscored the significant mental health challenges posed by the COVID-19 pandemic, emphasising the need for comprehensive mental health support and interventions during and after the crisis.

Kumar and Basha (2022) conducted a study aiming to examine the relationship between emotional intelligence (EI) and quality of life among doctors during the COVID-19 pandemic. Employing a quantitative research design, they utilised standardised measures such as the Emotional Intelligence Scale and quality of life assessment tools. The sample comprised doctors working in various healthcare settings. Results indicated a positive association between EI levels and quality of life, suggesting that higher emotional intelligence may contribute to better overall well-being and coping strategies among doctors during the COVID-19 pandemic.

Dudi and Yadav (2023) aimed to explore the impact of peer pressure on teenagers. Employing a qualitative methodology, they conducted in-depth interviews and focus group discussions to gather rich data on teenagers' experiences with peer pressure.

The study sample comprised teenagers from diverse socio-cultural backgrounds. Results revealed that peer pressure exerted significant influence on various aspects of teenagers' lives, including decision-making, behaviour, and self-esteem, underscoring the importance of understanding and addressing peer pressure in adolescent development.

## **CHAPTER 3 METHODOLOGICAL FRAMEWORK**

### **1.1 AIM:**

To study the relationship of mental well-being with peer pressure and emotional intelligence

### **1.2 OBJECTIVE:**

1. To study the relationship between peer pressure and mental well-being
2. To study the relationship between emotional intelligence and mental well-being
3. To study the relationship between peer pressure and emotional intelligence

### **1.3 HYPOTHESIS:**

1. There will be no significant relationship between peer pressure and mental well-being
2. There will be no significant relationship between emotional intelligence and mental well-being
3. There will be no significant relationship between peer pressure and emotional intelligence

**1.4 DESIGN**

To study the relationship between peer pressure, emotional intelligence and mental well being , correlational design was used.

**1.5 VARIABLES**

Independent Variable - Peer pressure, Emotional intelligence

Dependent variable - Mental well being

**1.6 SAMPLING TECHNIQUE**

The sampling technique employed will be convenience sampling, allowing for the recruitment of participants from various clinical settings and online forums to investigate the relationship between peer pressure emotional intelligence and mental well being in young adults

**1.7 SAMPLE SIZE**

The study will aim to recruit a sample size of approximately 120 individuals aged 18-26 years to explore the relationship between peer pressure emotional intelligence and mental well being

**1.8 TOOLS USED**

Peer pressure Questionnaire-Revised -

Revised Peer Pressure Questionnaire aims to explore influences on decision-making. It delves into social dynamics, individual autonomy, and coping mechanisms. By incorporating diverse perspectives, it seeks to understand how peers shape behaviours and how individuals navigate such pressures. This revision enhances comprehension and fosters insightful responses.

Warwick Edinburgh Mental Well-being Scale

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) may be a self-report survey outlined to degree mental well-being in grown-ups. It comprises of 14 things covering both subjective sentiments and working viewpoints of well-being, positive influence, fulfilling interpersonal connections, and a sense of reason in life. Respondents rate their encounters over the past two weeks on a 5-point Likert scale . WEMWBS is broadly utilised to inquire about and clinical settings to survey mental well-being and assess the adequacy of mediations to advance mental wellbeing.

How Emotionally Intelligent are You? (Wong and Law Emotional Intelligence Scale, WLEIS)

The Wong and Law Emotional Intelligence Scale(WLEIS) was created by developed Wong and Kenneth Law in 2002 as a degree of EI. The WLEIS is based on a hypothetical demonstrate of EI that incorporates four spaces: self-awareness, self-management, social mindfulness, and relationship administration

**CHAPTER - 4RESULTS  
CORRELATION MATRIX**

	Mean	Std deviation	Peer pressure	Emotional Intelligence	ental WellBeing
Peer Pressure	59.26	12.782	1		
Emotional Intellegnce	45.49	7.787	-0.003	1	

Mental Well Being	81.31	14.300	-.234*	0.565	1
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Table 1.1

The study was to investigate the association between peer pressure, emotional intelligence, and mental well-being. Peer pressure and Mental well-being scores are negatively correlated ( $r = -.234^*$ ) and also significant at 0.05 level. This shows that there is a negative relation between peer pressure and mental well-being which means if there are high levels of peer pressure then there will be decreased levels of mental well-being. Hypothesis no 1 stating that ‘There will be no significant relationship between peer pressure and mental well-being’ was rejected.

Emotional intelligence and Mental well-being scores are positively correlated ( $r = .565^{**}$ ) and also significant at 1 level. This shows a positive relationship is seen between the two. Hypothesis no 2 stating that ‘There will be no significant relationship between emotional intelligence and mental well-being’ was rejected.

Peer pressure and Emotional Intelligence scores are negatively correlated ( $r = -0.003$ ) and no significant level. There is a negative relationship between Peer pressure and Emotional intelligence which means if there are high levels of Peer pressure then the level of mental well-being will also decrease. Hypothesis no 3 stating that ‘There will be no significant relationship between peer pressure and emotional intelligence’ was accepted.

### FINDINGS

1. There was a significant negative relationship between peer pressure and mental well-being
2. There was a significant positive relationship between emotional intelligence and mental well-being
3. There was a negative relationship between peer pressure and emotional intelligence

### CHAPTER - 5 DISCUSSION

This study centers to investigate the relationship between peer weight enthusiastic insights and mental well being among youthful grown-ups. The consider found out that there's negative relationship between peer weight and mental well being that stands apparent to a past consider by Bansal (2022), This think about expressed that peer weight in youthful grown-ups is altogether and adversely connected to their mental well-being.

The Social Comparison Theory by **Leon Festinger(1954)** which states that Peer pressure often involves comparisons between oneself and peers, leading to feelings of inadequacy or stress, which can negatively impact mental well-being. This theory suggests that individuals evaluate themselves by comparing themselves to others, and when they perceive themselves as falling short, it can lead to decreased mental well-being. This means that peer pressure can have a significant effect on the mental well-being of an individual.

Furthermore, the consider moreover found that there's a positive relationship between passionate insights and mental well-being that stands apparent to a past ponder by Malinauskas (2020), This think about uncovered that enthusiastic insights connects emphatically with seen social bolster and well being.

The emotional regulation theory by **James Gross(2002)** which states that Passionate insights incorporates the capacity to induce it and manage sentiments reasonably. Individuals with higher excited experiences are predominant arranged to coordinate their sentiments, which can lead to more vital mental adaptability and well-being. Subsequently, a positive relationship between energetic experiences and mental well-being is maintained by this speculation.



Following, the consider too found out that there's negative relationship between peer weight and passionate insights with no noteworthy level that stands apparent to a past think about by Monaci (2013) illustrated that passionate insights directed the relationship between peer weight and liquor utilization, especially in understudies with lower enthusiastic insights levels. This underpins the speculation of a negative relationship between peer weight and passionate insights, in spite of the fact that not factually critical.

Some other theories contributing to these are -

The Self-Determination Theory (SDT) by **Deci & Ryan (2000)** it states that humans have innate needs for autonomy competence and relatedness. Peer pressure can undermine these needs, leading to feelings of pressure and reduced autonomy, which may negatively affect mental well-being.

The Cognitive Appraisal Theory by **Lazarus and Folkman (1984)**, individuals' perceptions of stressors, such as peer pressure, influence their emotional responses and coping strategies. High levels of peer pressure may be appraised as threats, leading to negative emotions and reduced mental well-being.

The Identity Theory by **Stryker & Burke (2000)** Identity theorists argue that individuals strive to maintain a coherent sense of self. Peer pressure that conflicts with one's identity or values can cause identity confusion and distress, ultimately impacting mental well-being.

The Transactional Model of Stress and Coping by **Lazarus and Folkman (1984)** suggests that coping strategies mediate the relationship between stressors and outcomes such as mental well-being. Higher emotional intelligence may facilitate more effective coping strategies, buffering the negative impact of peer pressure on mental well-being.

## LIMITATIONS

1. Diversity and Sample Size: A more diverse participant pool could offer a deeper understanding of the connection between childhood trauma and symptoms of body dysmorphic disorder, as the study's small sample size may restrict generalizability.
2. Designing Cross-Sectionally: Since the cross-sectional plan makes it inconceivable to decide on a coordinated interface between childhood injury and side effects of body dysmorphic clutter, longitudinal investigation is vital to clarify worldly relationships.

## CHAPTER - 6 CONCLUSION

The findings of the study reveal significant relationships between peer pressure, emotional intelligence, and mental well-being. Firstly, a negative correlation between peer pressure and mental well-being was observed, indicating that higher levels of peer pressure are associated with decreased mental well-being. This rejects the hypothesis suggesting no significant relationship between peer pressure and mental well-being. Secondly, a positive correlation between emotional intelligence and mental well-being was found, highlighting that higher emotional intelligence is linked to greater mental well-being, thus rejecting the hypothesis of no significant relationship between emotional intelligence and mental well-being. However, no significant correlation was detected between peer pressure and emotional intelligence, indicating that while they may be negatively related, this relationship did not reach statistical significance. In conclusion, the study underscores the importance of considering both peer pressure and emotional intelligence in understanding mental well-being, with implications for interventions aimed at fostering emotional intelligence to mitigate the negative effects of peer pressure on mental well-being.

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