Coping with Peer Pressure and Social-emotional Well-Being in Preschool Children

Hülya Gülay Ogelman[1] ID , **Döne Kahveci[2]** ID

Abstract

The aim of this study is to investigate the social-emotional well-being of preschool children in terms of coping skills with peer pressure. A relational screening method was used in this study. The sample group included 202 children aged 4-6 years. The Personal Information Form, Social Skill Assessment Scale with the coping with peer pressure skills sub-dimension, and social-emotional well-being and resilience scale (PERIK) were used as data collection tools. According to the findings of the research, it was determined that there was a significant and positive correlation between coping with peer pressure skills level and making contact/social performance, self-control/thoughtfulness, self-assertiveness, emotional stability/coping with stress, task orientation, pleasure in exploring. As the skill level of coping with peer pressure increases, the levels of the variables related to social-emotional well-being increase; and as the skill level of coping with peer pressure decreases, a decrease is observed in related variables. In addition, the perception of peer pressure coping skills predict making contact/social performance, self-control/ thoughtfulness, self-assertiveness, emotional stability/coping with stress, task orientation, pleasure in exploring significantly in preschool children. While self-assertiveness and making contact/social performance were the social-emotional well-being variables mostly predicted by coping with peer pressure skills, task orientation was the least predicted variable.

Keywords: peer pressure, social-emotional well-being, preschool period, peer relationships

Okul Öncesi Dönem Çocuklarında Akran Baskısı ile Başa Çıkma ve Sosyal Duygusal İyi Oluş

Özet

Bu araştırmanın amacı, okul öncesi dönem çocuklarının sosyal duygusal iyi oluşlarının akran baskısı ile başa çıkma becerileri açısından incelenmesidir. Araştırma, ilişkisel tarama yönteminde hazırlanmıştır. Çalışma grubunda, 4-6 yaş grubundan 202 çocuk yer almaktadır. Araştırmada veri toplama aracı olarak; Kişisel Bilgi Formu, Sosyal Beceri Değerlendirme Ölçeği'nin akran baskısı ile başa çıkma becerileri alt boyutu ile Sosyal Duygusal İyi Oluş, Psikolojik Sağlamlık Ölçeği (PERIK) kullanılmıştır. Araştırmanın bulgularına göre akran baskısı ile başa çıkma beceri düzeyi ile sosyal ilişki kurma/sosyal performans, kendini kontrol/öz düzenleme, kendine güven/atılganlık, stresle başa çıkma/duygusal dengelilik, sorumluluk bilinci/görev yönelimi, keşfetmekten keyif alma/keşfetme merakı arasında anlamlı düzeyde ve olumlu yönde bir ilişki bulunmaktadır. Akran baskısı ile başa çıkma beceri düzeyi arttıkça, sosyal duygusal iyi oluşa ilişkin değişkenlerin düzeyleri artmakta, akran baskısı ile başa çıkma beceri düzeyi azaldıkça ilgili değişkenlerde de azalma görülmüştür. Ayrıca akran baskısı ile başa çıkma becerileri okul öncesi dönem çocuklarının sosyal ilişki kurma/sosyal performans, kendini kontrol/öz düzenleme, kendine güven/atılganlık, stresle başa çıkma/duygusal dengelilik, sorumluluk bilinci/görev yönelimi, keşfetmekten keyif alma/keşfetme merakı değişkenlerini yordamaktadır. Akran baskısı ile başa çıkma becerilerinin en çok yordadığı sosyal duygusal iyi oluş değişkenleri kendine güven/atılganlık ve sosyal ilişki kurma/sosyal performans iken, en az yordadığı değişken ise sorumluluk bilinci/görev yönelimidir.

Anahtar Kelimeler: akran baskısı, sosyal duygusal iyi oluş, okul öncesi dönem, akran ilişkileri

[1] Prof. Dr., Sinop University, hulya.gulay@gmail.com
[2] Master's Degree, Sinop University, denizkhvc027@gmail.com

Introduction

Peer relationships are a type of social relationship that support critical experiences throughout an individual's life beginning from preschool (Gülay, 2018). Peer relationships during early years can affect in various ways all the development areas of children, especially social and emotional. Today, preschool aged children regularly get together with their peers through preschool education which is the initial stage of formal education. This experience consists of many positive and negative experiences. For example, while children can develop positive peer relationships such as sharing, helping; they can also develop negative peer relationships stemming from bullying. Thus, it is possible to state that peer relationships are rich social relationships that consist of various types of experiences (Henry & Rickman, 2007). Peer relationships have the role of shaping educational policies starting from preschool period. Peer relationships can affect all development stages of small children. For this reason, supporting children's development and skills will indirectly and positively shape peer relationships (Henry & Rickman, 2007).

One of the concepts concerning peer relationships is peer pressure. Peer pressure refers to the effort of consorting to peer norms as children become aware of the effect resulting from their peers. This effort can result in behaviour changes in some cases (Chen & Deng, 2021). Peer pressure can be defined as the influence of a group on an individual through positive approval of those who are following the group's rules and implementing sanctions against those who resist the group. Peer pressure can be performed directly or indirectly (Brown et al., 2008). Studies on peer pressure (also referred to as peer influence or group influence in the sources) have increased since the 1950s (Clasen & Brown, 1985). While peer pressure can emerge through concrete examples, it can be difficult to identify it under some circumstances. Peer pressure, whose intensity varies, can have positive and negative impacts on children (Morin, 2022). Peer pressure is not always a negative state. Children can learn positive behaviours/skills through peer pressure. When positive behaviours are approved in the peer group, children will most probably resort to displaying such behaviours so as to be accepted in the peer group. There can also be negative effects of peer pressure. While aggressive behaviours can result in peer rejection in some peer groups; in other peer groups aggressive and oppressive behaviours can result in peer acceptance (Hay, 2005; Laursen, 2018). Peer pressure can emerge starting from preschool years. For instance Haun and Tomasello (2011) state that while preschool aged children maintain their real judgements about specific states as a result of peer pressure, they change the way they express themselves in society. This study investigates coping with peer pressure and negatively viewed peer effect.

Identifying the predictive role of young children's skills of coping with negatively viewed peer effect on social-emotional well-being is taken into consideration in this study. Social-emotional well-being is a concept that emerges during preschool period similar with coping with peer pressure. Improving social, emotional and behavioural skills from early years of life can affect all developmental stages such as mental health, along with education and the long term working life (Weare & Gray, 2003). It is stated that children with high social-emotional well-being levels are academically successful and generate reliable and persistent social relationships (Jones et al., 2015). It is evident that social well-being is one of the crucial concepts concerning overall development.

Peer interaction is an effective variable for social and emotional well-being. For example, it is stated that there is a relationship between peer support and social-emotional well-beings of children (Hoferichter et al., 2021). While positive interactions with peers positively affect social and emotional well-being, negative interactions can harm social and emotional well-being

(Rivers et al., 2009). Young children experience complex processes such as learning and socialization even in daily and ordinary peer interactions such as play (Montiegel, 2023). According to the literature review, there are no studies that have investigated the effects of coping with peer pressure skills of preschool aged children in Turkey on their social-emotional well-beings. Thus, it is considered that this study will guide future studies concerning peer relationships and social-emotional well-being during preschool period. Failing to consider peer influences on child development may prevent understanding how children's developmental skills are formed. In order to understand children's development, it is essential to know the effects of peers (Henry & Rickman, 2007). Also, peer relationships and social-emotional well-being during preschool period are independent research subjects that are dwelled upon more. It can be asserted that studies examining variables about coping with peer pressure are crucial for putting forward peer relationships of young children in a comprehensive manner (Laursen, 2018; Mihaela, 2015). For example, Haun and Tomasello (2011) planned a study with 24 groups, consisting of 4 children from the 4-5 years old group. The study revealed that children can be affected by their peers even if they make wrong decisions in a situation. (Haun & Tomasello, 2011). Kim, Cheon and Chen (2020) revealed that children between the ages of 3-6 can be effective social references for each other in terms of consumption behaviours, especially beverages. It is evident that children are affected in many ways from their peers during early years of life. Increasing research on various dimensions of peer relationships, such as peer pressure, and revealing the relations of peer relationships through different topics will help understanding the dynamics of peer relationships. Examining peer relationships and social-emotional well-beings of preschool aged children through various studies will contribute to conducting studies on peer relationships and social-emotional well-being within the scope of preschool education institutions and general educational policies. With this respect, the purpose of the study is to examine social-emotional well-being levels of preschool aged children according to their coping with peer pressure skills. Sub-purposes of the study are:

1. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their making contact / social performance levels?

2. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their self-control/thoughtfulness levels?

3. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their self-assertiveness levels?

4. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their emotional stability/coping with stress levels?

5. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their task orientation levels?

6. Do coping with peer pressure skills of preschool aged children statistically and significantly predict their pleasure in exploring levels?

Method

This study was prepared through a survey method. According to Karasar (2015), the survey model is an approach that aims to explain an event that has occurred before or at the present time by describing it as it is.

Participants

The study group consists of 4-6 years old 202 children (101 girls (50%) and 101 boys (50%)) who attend preschool education in a municipality during the 2022-2023 academic year. All the children live with their family. Children in the study group reside in the South-East Anatolia region. The study group was identified through the random sampling method. While 6 of the teachers of the children in the study group work in kindergartens of a primary school, 3 of the teachers work in kindergartens of two secondary schools. Various demographic information concerning the study group is given on Table 1.

Table 1. Demographic Information of the Study Group

Variables	Categories	Frequency (f)	Percentage (%)
Age	4 Years Old	38	18.8
	5 Years Old	3	1.5
	6 Years Old	161	79.7
Mother's Educational Status	Illiterate	46	22.8
	Literate	14	6.9
	Primary School Degree	83	41.1
	Secondary School Degree	42	20.8
	High School Degree	13	6.4
	Bachelor's Degree	4	2.0
Father's Educational Status	Illiterate	19	9.4
	Literate	10	5.0
	Primary School Degree	56	27.7
	Secondary School Degree	60	29.7
	High School Degree	47	23.3
	Bachelor's Degree	10	5.0
Mother's Age	20-30	110	54.5
	31-40	80	39.6
	41 and older	12	5.9
Father's Age	20-30	54	26.7
	31-40	126	62.4
	41 and older	22	10.9
Mother's Job	Housewife	197	97.5
	Civil Servant	1	0.5
	Worker	3	1.5
	Self-Employed	1	0.5
Father's Job	Unemployed	19	9.4
	Civil Servant	7	3.5
	Worker	82	40.6
	Self-Employed	94	46.5
Number of Siblings	No Siblings	4	2.0
	1 Sibling	52	25.7
	2 Siblings	72	35.6
	3 Siblings	49	24.3
	4 and more Siblings	25	12.4

According to Table 1, it is evident that 18.8% (n=38) of the children in the study group are 4 years old, 1.5% (n=3) are 5 years old and 79.7% (n=161) are 6 years old. With respect to the gender of the children, it is evident that 50% (n=101) of the children are girls and 50% (n=101) of the children are boys. With respect to educational status of the participants' mothers, the majority of the mothers have primary school degree (41,1%; n=83). With respect to educational status of the fathers, it is evident that the majority of the fathers have secondary school degree (29,7%; n=60) and primary school degree (27,7%; n=56). According to the mother's age variable, the majority of the mothers are 20-30 (54,5%; n=110) and 31-40 (39,6%; n=80) years old; according to the father's age variable, it is evident that the majority of the fathers are 31-40 years old (62,4%; n=126). When the children's mothers' professions are considered, it is evident that the majority of the mothers 97.5% (n=197) are a housewife. When the fathers' professions are considered, it is evident that the majority of the fathers 46.5% (n=94) are self-employed and 40.6% (n=82) are workers. With respect to the number of the children's siblings, it is evident that 35.6% (n=72) have 2 siblings and 25.7% (n=52) have 1 sibling.

Data Collection

Personal Information Form: The form, developed by the researchers, consists of questions about the children's age, gender, parents' educational status and job.

Social Skill Assessment Scale (SSAS): The scale, which is an assessment tool based on teacher opinions, was developed by Avcıoğlu (2007) to determine social skills of children aged 4-6 years old. It is a Likert type assessment tool consisting of five degrees along with 62 items and 9 sub-scales. The sub-scales are defined as: interpersonal skills (IS), controlling aggressive behaviours and change adaptation skills (CABCAS), coping with peer pressure skills (CPPS), self-controlling skills (SCS), verbal expression skills (VES), accepting results skills (ARS), listening skills (LS), goal setting skills (GSS), goal fulfilling skills (GFS). The sub-scales; interpersonal skills (IS) consists of 15, controlling aggressive behaviours and change adaptation skills (CABCAS) consists of 11, coping with peer pressure skills (CPPS) consists of 10, self-controlling skills (SCS) consists of 4, verbal expression skills (VES) consists of 7, accepting results skills (ARS) consists of 4, listening skills (LS) consists of 5, goal setting skills (GSS) consists of 3 and goal fulfilling skills (GFS) consists of 3 items. All items were arranged positively. Answers given to the questions were degreed as "Always does", "Frequently does", "Usually does", "Rarely does" and "Never does". "Always does" was evaluated as 5 points and "Never does" was evaluated as 1 point. A low score refers to lacking social skills and a high score refers to having social skills. Internal consistency coefficients of the scale were; .95 for interpersonal skills sub-scale, .94 for controlling aggressive behaviours and change adaptation skills sub-scale, .92 for coping with peer pressure skills sub-scale, .91 for self-controlling skills sub-scale, .85 for verbal expression skills sub-scale, .95 for accepting results skills sub-scale, .87 for listening skills sub-scale, .78 for goal setting skills sub-scale and .88 for goal fulfilling skills sub-scale (Avcıoğlu, 2007). The internal consistency coefficient of the study concerning coping with peer pressure skills was observed to be .93.

Social-Emotional Well Being and Resilience Scale (PERIK): Mayr and Ulich (2006) focused on the terms "well-being" and "positive development" when developing PERIK. The final form of the scale consists of 6 sub-scales and 30 items (Mayr & Ulich, 2009). The sub-scales are "Making Social Contact/Social Performance, Self-control/Thoughtfulness, Self-Assertiveness, Coping with Stress/Emotional Stability, Task Orientation" and "Pleasure in Exploring". Scoring of the five point Likert scale is "Always=5, Mostly=4, Sometimes=3, Rarely=2, Never=1". Each sub-scale consists of five items. The assessment tool is filled in by preschool teachers. PERIK was adapted into Turkish in 2018. Internal consistency coefficients of the

adapted scale were; .91 for the making contact/social performance sub-dimension, .91 for the self-control/thoughtfulness sub-dimension, .90 for the self-assertiveness sub-dimension, .74 for the coping with stress/emotional stability sub-dimension, .92 for the task orientation sub-dimension and .88 for the pleasure in exploring sub-dimension (Durmuşoğlu Saltalı et al., 2018). Internal consistency coefficients of this study were; .95 for the making contact/social performance sub-dimension, .95 for the self-control/thoughtfulness sub-dimension, .95 for the self-assertiveness sub-dimension, .84 for the coping with stress/emotional stability sub-dimension, .97 for the task orientation sub-dimension and .95 for the pleasure in exploring sub-dimension.

Data Collection Process

Prior the data collection process, all necessary approvals like the Ethical Committee Approval were obtained concerning the assessment tools of the study. Permission was obtained from preschool teachers and parents for their children to take part in the research. Preschool teachers were informed about the study purpose and assessment tools. All assessment tools were filled in by the teachers. The teachers filled in data collection tools regarding 4-6 years old children, who they had met for 5 months, and who attended school regularly. Within the scope of this study, data was not collected through one-on-one interviews with children. The data collection process took approximately 4 months.

Data Analysis

The SPSS 20.0 software was used for data analysis. Kurtosis and Skewness values were examined so as to examine the normality of the variables. Kurtosis value for making contact/social performance sub-dimension was between -.526 and .341, skewness value was between -.340 and .171; kurtosis value was between .048 and .341 for the self-control/thoughtfulness sub-dimension and skewness was between -.669 and .171; kurtosis value was between -.559 and .341 for self-assertiveness sub-dimension and skewness value was between -.310 and .171; kurtosis value was between -.473 and .341 for the coping with stress/emotional stability sub-dimension and skewness value was between -.046 and .171; kurtosis value was between .251 and .341 for the pleasure in exploring sub-dimension and skewness value was between -.772 and .171; kurtosis value was between -.065 and .341 for the task orientation sub-dimension and skewness value was between -.663 and .171; kurtosis value was between .521 and .341 for the coping with peer pressure skills and skewness value was between .695 and .171. Normal distribution is achieved when the Kurtosis and Skewness values range between -1.5 and +1.5 (Tabachnick & Fidell, 2013). The parametric test techniques were conducted due to normal distribution of the data. The Pearson Product-Moment Correlation Coefficient and Simple Linear Regression Analysis techniques were carried out for data analysis.

Findings

Table 2 displays the results of the simple linear regression analysis concerning how preschool aged children's coping with peer pressure skills predict their making contact/social performance levels.

Table 2. Results of the Simple Linear Regression Analysis Concerning How Preschool Children's Coping with Peer Pressure Skills Predict Their Making Contact/Social Performance Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	11.057	1.696	-	6.519	-
Making Social Contact/Social Performance	0.991	0.095	0.594	10.443	0.001*

R=0.594   R^2=0.353

F(1, 200)= 109.056 p=0.001

According to the analysis results on Table 2, it is evident that coping with pressure skills is a significant predictor of making social contact/social performance level, R= 0.594, R^2 = 0.353, F (1, 200)=109.056, p<.001. It can be concluded that 35% of the total variance related to making social contact/social performance level is explained by coping with peer pressure skills.

Table 3 displays results of the simple linear regression analysis concerning how preschool aged children's coping with peer pressure skills predict their self-self-control/thoughtfulness level.

Table 3. Results of the Simple Linear Regression Analysis Concerning How preschool-aged Aged Children's Coping with Peer Pressure Skills Predict Their Self-Self-Control/Thoughtfulness Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	10.877	2.103	-	5.173	-
Self-Control/Thoughtfulness	0.948	0.112	0.512	8.431	0.001*

R=0.512   R^2=0.262

F(1, 200)= 71.074 p=0.001

According to the analysis results on Table 3, it is evident that coping with pressure skills is a significant predictor of self-control/thoughtfulness level, R= 0.512, R^2 = 0.262, F (1, 200)=71.074, p<.001. It can be concluded that 26% of the total variance related to self-control/thoughtfulness level is explained by coping with peer pressure skills.

Table 4 displays the results of the simple linear regression analysis concerning how preschool-aged children's coping with peer pressure skills predict their self-assertiveness level.

Table 4. Results of the Simple Linear Regression Analysis Concerning How Preschool-Aged Children's Coping with Peer Pressure Skills Predict Their Self-Assertiveness Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	11.876	1.626	-	7.304	-
Self-Assertiveness	0.965	0.093	0.593	10.409	0.001*

R=0.593   R^2=0.351

F(1, 200)= 108.348 p=0.001

According to the analysis results on Table 4, it is evident that coping with pressure skills is a significant predictor of self-assertiveness level, R= 0.593, $R^2 = 0.351$, F (1, 200)=108.348, p<.001. It can be concluded that 35% of the total variance related to self-assertiveness level is explained by coping with peer pressure skills.

Table 5 displays results of the simple linear regression analysis concerning how preschool aged children's coping with peer pressure skills predict their coping with stress/emotional stability level.

Table 5. Results of the Simple Linear Regression Analysis Concerning How Preschool Aged Children's Coping with Peer Pressure Skills Predict Their Coping with Stress/Emotional Stability Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	-2.789	3.355	-	-0.831	-
Coping With Stress/Emotional Stability	2.023	0.217	0.550	9.306	0.001*

R=0.550 R^2=0.302

F(1, 200)= 86.607 p=0.001

According to the analysis results on Table 5, it is evident that coping with pressure skills is a significant predictor of coping with stress/emotional stability level, R= 0.550, $R^2 = 0.302$, F (1, 200)=86.607, p<.001. It can be concluded that 30% of the total variance related to coping with stress/emotional stability level is explained by coping with peer pressure skills.

Table 6 displays the results of the simple linear regression analysis concerning how preschool-aged children's coping with peer pressure skills predict their task orientation level.

Table 6. Results of the Simple Linear Regression Analysis Concerning How Preschool Children's Coping with Peer Pressure Skills Predict Their Task Orientation Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	13.087	2.136	-	6.126	-
Task Orientation	0.786	0.109	0.456	7.244	0.001*

R=0.456 R^2=0.208

F(1, 200)= 52.472 p=0.001

According to the analysis results on Table 6, it is evident that coping with pressure skills is a significant predictor of task orientation level, R= 0.456, $R^2 = 0.208$, F (1, 200)=52.472, p<.001. It can be concluded that 21% of the total variance related to task orientation level is explained by coping with peer pressure skills.

Table 7 displays results of the simple linear regression analysis concerning how preschool aged children's coping with peer pressure skills predict their pleasure in exploring level.

Table 7. Results of the Simple Linear Regression Analysis Concerning How Preschool Aged Children's Coping with Peer Pressure Skills Predict Their Pleasure in Exploring Levels

Variables	B	SH	β	t	p
Coping With Peer Pressure Skills	10.121	2.180	-	4.643	-
Pleasure in Exploring	0.937	0.111	0.514	8.472	0.001*

R=0.514 R^2=0.264

F(1, 200)= 71.777 p=0.001

According to the analysis results on Table 7, it is evident that coping with pressure skills is a significant predictor of pleasure in exploring level, R= 0.514, R^2 = 0.264, F (1, 200)=71.777, p<.001. It can be concluded that 26% of the total variance related to pleasure in exploring level is explained by coping with peer pressure skill.

Conclusion and Discussion

According to the results of this study, it is evident that there is a positive relationship between coping with peer pressure skills and making contact/social performance, self-control/thoughtfulness, self-assertiveness, coping with stress/emotional stability, task orientation and pleasure in exploring levels. This result indicates that social-emotional well-being variables increase as coping with peer pressure skills increase. It is also observed that preschool aged children's coping with peer pressure skills significantly predict making contact/social performance, self-control/thoughtfulness, self-assertiveness, coping with stress/emotional stability, task orientation and pleasure in exploring variables. It is identified that, among social-emotional well-being variables, coping with peer pressure skills predict making contact/social performance and self-assertiveness variables the most; and task orientation variable the least. According to the findings, coping with peer pressure is interrelated to social-emotional well-being and is a variable that predicts social-emotional well-being. With this respect, it can be asserted that peer relationships are effective over social-emotional well-being. Based on these results, it can be stated that preschool aged children who cope with peer pressure can be successful in making contact, in self-control, coping with stress and have self-assertiveness, have pleasure in exploring and are task oriented. It can be claimed that children who have difficulty in coping with peer pressure can also face difficulty in making contact, self-control, coping with stress and can also have low self-assertiveness, task orientation and pleasure in exploring levels. These results underline the importance of developing healthy peer relationships during early childhood. However, from the first years of life, a person is exposed to the influence of individuals or groups that make up society throughout his or her life. This influence can shape the person's behaviours, attitudes, thoughts and socialization processes (Radetić-Paić et al. , 2022). Haun and Tomasello (2011) state that peer effects begin during preschool years and continue throughout future years. Through a comprehensive behaviour and attitude network, peers can have crucial effects and pressures against each other (Brechwald & Prinstein, 2011). While positive peer pressure can positively affect the child's well-being, negative peer pressure can have negative effects on the child. (Pittman, 2019). Seaman and Giles (2021) conducted interviews with ten early childhood education experts on social and emotional well-beings of children and determined that the experts take advantage of play-based peer interaction so as to support social-emotional well-beings of children. According to a study conducted by Gülay Ogelman and Sonakın (2020) on 4-6 years old 40 children, peer relationships can predict social-emotional well-being in both the

short and long term. Foubister (2017) states that children's social and emotional development and academic achievement are positively affected in groups with close peer relationships. Holopainen and colleagues (2012), define social sufficiency as a qualification related to peer relationships. While peer relationships offer a wide social network for children, the nature of these relationships can affect mental developments especially social and emotional development. Similarly, negative peer relationships such as peer bullying, conflict, exclusion, rejection can negatively affect children's developments (Patalay & Fitzsimons, 2016). Peers can contribute to solving problems in relationships that are shaped with elements such as competition and entertainment and can also contribute to personality developments by offering emotional support. Sharing positive experiences with peers can contribute to social-emotional well-being (Rubin et al., 2006). Liu (2022) underlines that coping with peer pressure can enhance self-confidence, independent thinking and feeling of belonging. It is emphasized that self-confidence, independent thinking should be triggered so as to cope with peer pressure. Children will be able to protect themselves from the negative effects of peers when their self-confidences are enhanced and when they can think independently. At this point, the importance of positively supporting personal developments of young children along with their peer relationships comes to light. When personal developments of children are supported individually, positive outcomes will be observed in peer groups (Reitz et al., 2014). Both in the international and national literature, studies examining the relationships between preschool children's coping with peer pressure status and social-emotional well-being are quite insufficient. However, similar results to the findings in this study are observed in studies examining the relationships between coping with peer pressure and social-emotional well-being in different age groups. For example, in their research with 406 adolescents Kılınç and Uzun (2020) observed that children's well-being was significantly negatively predicted by the peer victimization and peer bullying variables.

Various suggestions based on the findings and limitations of this study can contribute to future studies. Preschool teachers are the data collection sources of this study. Data in future studies can be collected through various other sources such as observation, peer opinions, parent opinions. This study is limited to 202 preschool children aged 4-6 years old with normal development and who live with their parents. Future studies on this subject can be carried out with larger study groups. Peer relationships of children aged three and younger and their play experiences with peers can be examined. In addition, coping with peer pressure levels and social-emotional well-beings of children with special needs and whose parents are divorced can be investigated. Based on the study findings, preschool teachers should regularly carry out activities concerning personality developments and peer relationships of children dating from the orientation week. Teachers should support children individually and in groups synchronically. Peer relationships of children should be evaluated through techniques such as sociometry and play observation. Peer problems should be dealt with in the right time. In addition, while supporting social-emotional well-beings of children, families should at the same time be informed and included in the process through family participation. Preschool teachers should plan activities to improve the social-emotional well-being of young children Environments where children can have positive experiences with their peers should be created. Activities aiming at social skills such as respecting children should be implemented. Activities in which families can support their children's social skills and where children can enhance their social-emotional well-beings should be prepared.

Based on the findings of this research, there are reciprocal relationships between preschool children's ability to cope with peer pressure in their peer relationships and social-emotional well-being. In addition it is evident that coping with peer pressure skills can predict variables related to social-emotional well-being. Thus, peer relationships of young children can affect

their social-emotional well-being. Preschool aged children's experiences with their peers are crucial as they can affect their social and emotional development areas.

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