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THE RELATIONSHIP BETWEEN EMOTION REGULATION BOTH EMOTIONAL AND PSYCHOLOGICAL WELL-BEING LEVELS IN DISADVANTAGED PRIMARY SCHOOL STUDENTS

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Abstract

The aim of this study is to investigate the extent to which emotion regulation is related to emotional and psychological well-being in disadvantaged primary school students. In the research, "Stirling Scales for Children' Emotional and Psychological Well-being" and the "personal information form" developed by the researchers were used. The sample of the research consisted of 301 primary school students studying in disadvantaged primary schools affiliated to the Ministry of National Education of the Turkish Republic of Northern Cyprus in the district of Lefkosa in the 2023-2024 academic year Pearson correlation tests were used to review the correlation between the children's emotion regulation skills and the scores they got from the Scale for Children's Emotional and Psychological Well-being. Multiple regression analysis was conducted to examine the predictive power of the scores obtained from the scale. The effect of the "Children's Emotion Regulation Scale" on the scores obtained from the "Stirling Scale for Children's Emotional and Psychological Well-being". The overall score was found to be favorably connected with the anger, excitement, fear, and sadness subscales of the Children's Emotion Regulation Scale, as well as scores on the Children's Stirling Scale of Emotional and Psychological Well-Being. The Children's Emotion Regulation Scale's anger, fear, and sadness subscales were found to positively predict Children's Stirling Scale of Emotional and Psychological Well-being scores.

Keywords: Emotion regulation, psychological well-being, disadvantaged students, primary school sudents.

INTRODUCTION

Children from socio-economically disadvantaged backgrounds often face greater challenges across all aspects of well-being compared to their more advantaged peers. Those living in socio-economically disadvantaged areas are frequently confronted with a wide range of stresses in contrast to their more advantaged counterparts (Selçuk, Karakas, Tuncay, & Can, 2022). Individuals who are socio-economically disadvantaged and lack adequate access to cultural resources, often from large families, are deprived of opportunities for healthy growth and development (Mağden & Yaban, 2016).

Multiple studies have shown that it is feasible to alleviate the negative impacts of poverty by providing assistance to enhance children's self-regulation skills in disadvantaged environments (Blair, 2010). On the other hand, distressing life experiences including migration, domestic violence, unstable family situations, and poverty have a substantial adverse effect on the development of self-regulation (Cicchetti & Toth, 2005).

Elevated stress levels have a substantial impact on the basic neuronal mechanisms involved in self-regulation. Nevertheless, treatments that promote the growth of self-regulation show potential in addressing these challenges. The importance of emotion regulation strategies, which play a key role in

managing emotions and determining socio-emotional adjustment, continues to grow (Riediger & Klipker, 2014). emotions during this developmental stage can have a good impact on their current and future mental health. The word "psychological well-being" refers to the processes of emotion control and management. Emotional and psychological well-being depends on effective emotion regulation. Such modulation is expected to improve psychological well-being (Boekaerts, 2011). Disadvantage is an integrated economic and sociological term characterized by many encompassing factors including socio-economic status, income level, education level, and occupation (Kennewell, 2022). Children living in socioeconomically challenged communities confront a variety of challenges that shape the form and scope of their experiences, setting them apart from more privileged children (Buckner, Mezzacappa, & Beardslee, 2009).Multiple studies have consistently shown a correlation between poverty and emotional-behavioral issues. A commonly acknowledged and substantial explanation for this association is that poverty detrimentally affects a child's social, emotional, and cognitive growth due to increased levels of stress in their environment (Shaw & Shelleby, 2014). Stressors can emerge at numerous levels, such as communal level, where individuals may confront violence. Individuals may face severe and unpredictable punishment in the family environment (Margolin & Gordis, 2004), or they may face academic problems, tests, and interpersonal disputes in the school environment (Pekrun, Goetz, Titz, & Perry, 2002). Developing efficient coping strategies to manage these adverse emotions helps safeguard youngsters from enduring mental health problems. An observed correlation exists between an inadequate capacity to control emotions and the development of various mental diseases as outlined in diagnostic and statistical manuals (Berking & Whitley, 2014).

Ltifi et al. (2024) examined the impact of environmental factors on mental health. They found insights into creating more effective treatments for mental healing in relation to emotion regulation based on differences between urban and rural preschool children in Tunisia. Understanding emotional control in different environmental circumstances is critical. Huang et al. (2023) researched psychological well-being across different populations. They examined differences between rural and urban Chinese adolescent populations and found that systems in rural and urban areas influence how people regulate their emotions.

Halleröd et al. (2006) examined the relationship between poverty indices and child poverty, focusing on socio-economic inequalities affecting mental health. Etindele Sosso et al. (2022) investigated the impact of social class, income, and education on emotional well-being across all age groups, examining the link with sleep health and socio-economic status. Young (2013) emphasized socio-economic factors influencing emotional well-being in his study. Hoyland et al. (2019) systematically examined the effect of breakfast on cognitive abilities. Interventions aimed at enhancing well-being in children from low socio-economic status are necessary (Kennewell, 2022). Considering the importance of both emotional regulation and psychological well-being in the development and adaptation of socio-economically disadvantaged children, it is crucial to evaluate the relationships between these constructs (Selçuk et al., 2022).

Emotions are profound and powerful sensations that are subjectively experienced by each person (Reeve, 2014). Emotions are a biological defensive system that involves quickly assessing and reacting to unpleasant stimuli (Cole et al., 2004). The presence of uncertainties about the future elicits worry inside us. Anxiety, in turn, equips us with the necessary preparedness to effectively navigate prospective hazards and motivates us to engage in proactive planning. Hence, emotional competence plays a vital role in our capacity to adjust and maintain psychological resilience (Selçuk, 2023).

Emotion regulation refers to the intentional actions that people take to observe and control their emotional states. Emotion regulation is the control and management of numerous psychological processes associated with one's mental state, stress, and the impact of both positive and negative emotions (Koole, 2009). According to research, changes in the conscious and instinctive parts of emotion regulation occur quickly during early life and become more consistent as children begin school (Eisenberg et al., 2004; Spinrad et al., 2006). Hughes and Leekam (2004) argue that children may

efficiently regulate their emotions by relying on their own levels of emotional awareness, which are subsequently nurtured through language development and socialization.

The development of emotion regulation is directly related to the components of effortful control, the development of executive function abilities (Calkins & Bell, 2009), and context. According to the hypothesis, children's emotional regulation development is influenced by their attachment link, which is then mediated by caring actions (Chiu & Anderson, 2006; Calkins & Hill, 2007).Childhood maltreatment in the early stages may also negatively impact the development of well emotional control (Wismer et al., 2004). Research conducted by Pollack and Sinha (2002) demonstrates that children who experience physical abuse have an increased sensitivity to detecting furious facial expressions and possess an innate ability to adjust to hazardous cues in their surroundings.

The primary emphasis of research on the development of children's emotion control has been on the connections between parents and children. The available literature on the influence of peers on the development of children's emotion regulation is scarce (Shields & Cichetti, 2001). Children who struggle with regulating their emotions are more likely to face social rejection. Additionally, a study conducted by Shields and Cicchetti (2001) revealed that children who exhibit poor emotion regulation skills and have had challenging early life circumstances are more prone to both engaging in bullying behavior and being victims of bullying by their peers. According to Shields and Cichetti (2001), gaining a deeper comprehension of how peer interactions affect the development of emotion regulation in middle childhood may assist in identifying characteristics that contribute to both effective and ineffective coping techniques. This knowledge can also help assess the protective impacts that these relationships have on children. Poverty and hardship often coincide with many variables that heighten the risk of inadequate emotional regulation in children. Raver (2004) states that children living in poverty are at a higher risk of encountering environmental stressors, including increased instability in their neighborhoods and families, exposure to violence, and higher levels of psychological distress among their caregivers. Based on the accurate description of emotion regulation provided by Goldsmith et al. (2008) and Thompson (1994), these stresses will impact the first interactions of children, their perceptions of the world, and the following methods they use to deal with their emotions.

A person's experiences that result in either pleasant or negative emotions are a measure of their emotional well-being. The phrase "hedonic well-being" encompasses a range of emotional states, such as sadness, anxiety, joy, stress, despair, wrath, happiness, and love (Choi, 2018). A common belief is that emotional health is a crucial component of mental wellness (Westerhof & Keyes, 2010). The World Health Organization (WHO) defines mental health as a state of being where an individual is aware of their own potential, is able to cope with everyday stressors, works in a way that is both productive and beneficial, and actively participates in their community (2018). More than only the lack of symptoms, positive mental health also includes things like contentment, self-worth, and emotional equilibrium (Korkeila et al., 2003).Psychological well-being is defined not as an outcome or a psychological state, but as a way of living well and realizing human potentials (Deci & Ryan, 2008). Psychological well-being is critically important for healthy development and is associated with many positive outcomes such as good health, satisfaction, and better national and economic performance (Ruggeri et al., 2020). Research often focuses on the dimensions of well-being rather than providing a general definition, addressing more specific information on this topic (Dodge et al., 2012).Research on well-being is generally derived from two main perspectives: The first one, focusing on happiness, defines well-being as seeking pleasure and avoiding pain, known as the hedonic approach. The second perspective, emphasized by the eudaimonic approach, centers on meaning and personal fulfillment, viewing well-being as achieving one’s full potential (Ruini & Ryff, 2016).

Diener, Suh, Lucas, and Smith (1999) developed another popular psychological well-being model in which well-being is viewed as a broad notion that encompasses human actions. This approach defines psychological well-being in terms of resilience (dealing with obstacles, emotional regulation, and healthy problem-solving) in addition to hedonic happiness (pleasure, happiness) and eudaimonic happiness (meaning, fulfillment) (Tang et al., 2019). These methods contribute to a better understanding

of human welfare by highlighting various aspects of psychological well-being. Subjective well-being has attracted a lot of interest from scholars in the last three decades. These scholars have investigated how society defines "a good innings" and what an individual considers to be a "good life." In addition to psychology, many other fields are covered in this corpus of literature (Dolan, Peasgood, & White, 2008).Based on empirical evidence, this concept can be categorized into three separate components: a cognitive component that involves forming opinions about life satisfaction, and an affective component that encompasses experiencing intense positive emotions and minimal negative emotions (Arthaud-Day, Rode, Mooney, & Near, 2005; Diener, 2006). These components are physically connected; yet differentiated from each other conceptually (Lucas, Diener, & Suh, 1996). Population studies have identified three separate but interconnected components, and some study has shown that happy and negative emotions have varying impacts on the measurement of life satisfaction in different countries (Arthaud-Day et al., 2005; Kuppens, Realo, & Diener, 2008).

Life satisfaction is linked to a strong sense of pleasant emotions and a moderate level of negative emotions, although it is considered a cognitive evaluation that is separate from emotional experiences (Lucas, Clark, Georgellis, & Diener, 2004). Emotional well-being is a critical construct for our health and daily lives. It serves as a cornerstone for sustainable development and welfare at both individual and societal levels (Choi, 2018). Emotional well-being is extremely important for our health and daily routines (Pollard & Lee, 2003). Childhood is a vital developmental period. From the development of brain function, many brain structures and the nervous system rapidly develop during these stages. This time has profound and enduring impacts on the control of emotions, motivation, and social skills. Although emotional well-being is crucial, it has not always been formally included into child welfare frameworks. This might be attributed to the intricate character of increasing and widening the range. Childhood experiences may have a significant impact on an individual's emotional well-being in the future (Choi, 2018). There is significant evidence indicating that mental health issues found in adults may originate during infancy (Kieling et al., 2011). By the time children reach primary school age, they enter a critical period in their psychosocial development1- The foundations of psychological well-being that can influence their future development are usually laid during this age (Dannisworo & Amalia, 2019). To effectively carry out their duties, teachers must maintain their psychological health (Borualogo & Casas, 2022).

This stage is usually when the foundations of psychological well-being, which can influence their future development, are laid (Dannisworo & Amalia, 2019). Ensuring psychological well-being is crucial for teachers to effectively carry out their responsibilities (Borualogo & Casas, 2022).Occurs in the latter years of elementary school (Trudel et al., 2019). In addition, children are vulnerable to stress during this time, and they also face challenges in their psychological development. The combination of higher academic expectations, intricate social dynamics at school, and external influences from family and social circles may pose major challenges for students (Manurung & Aritonang, 2023). Individuals who possess a strong sense of psychological well-being are more likely to effectively use their efforts in order to accomplish their life objectives. As a result, students who demonstrate strong psychological well-being are more likely to succeed academically (Hafilia & Priyambodo, 2022). It may be possible to help children overcome these challenges and develop positive mental health by creating a supportive environment that encourages understanding and efficient emotion control.

The Aim of the Research

The general aim of the study is to examine the extent to which emotion regulation states of disadvantaged children are related to their emotional and psychological well-being.

The Sub-objectives of the Research

1. What is the level of emotion regulation and emotional and psychological well-being in primary school students?

2. Is there a significant relationship between emotion regulation and emotional and psychological well-being levels in primary school students?

3. To what extent do primary school students' scores on the "Children's Emotion Regulation Scale" serve as predictors for their scores on the "Stirling Children's Emotional and Psychological Well-Being Scale"?

METHOD

Research Model

This study is a quantitative and correlational survey that designed to investigate the relationship between emotion regulation states and emotional and psychological well-being among disadvantaged primary school students, as well as to determine whether these variables differ according to various factors. Karasar (2010) described the correlational survey model as a research approach designed to assess the existence and/or extent of variation between two or more variables. This model aims to examine the relationships among variables and provide insights into potential cause-and-effect connections.

Population and Sample

The population of the study consists of primary school students attending state schools under the Ministry of National Education of the Turkish Republic of Northern Cyprus in the Nicosia district during the 2023-2024 academic year. The sample group comprises 3rd, 4th, and 5th-grade students from three primary schools in Nicosia, where disadvantaged students are educated. The sample group, created using a simple random sampling method, consists of a total of 301 students, including 157 (52.16%) Female and male Simple random sampling allows the researcher to easily reach a sufficient number of participants (Büyüköztürk et al., 2009).

Data Collection Tools

Emotion Regulation Scale for Children

The scale consists of 29 items and four sub-dimensions. These are Anger, 9 items in total, Excitement, 5 items in total, Fear, 8 items in total, and Sadness, 7 items in total. The scale was developed by Rydell et al., and the Turkish adaptation of the scale was conducted by Harmancı and Aytar (2022). The Cronbach Alpha value of the scale is .85. In this study, the Cronbach Alpha value of the scale was found to be .82.

Stirling Scale for Emotional and Psychological Well-Being for Children

The scale was developed by Liddle and Carter in 2015 and is a one-dimensional scale. The adaptation of the scale to Turkish was conducted by Akın, Yılmaz, Özen, Raba, and Özhan in 2016. This scale, consisting of 12 items, is a 5-point Likert-type scale. Increasing scores indicate that children's emotional and psychological well-being levels increase. Cronbach alpha value of the scale was found to be .85. In this study, Cronbach Alpha value was found to be .84 for this study.

Data Analysis

At the conclusion of the study, data obtained from the research were analyzed using Statistical Package for Social Sciences (SPSS) 27.0 software for statistical analysis. The distribution of students' demographic characteristics was determined through frequency analysis. Descriptive statistics were provided to establish scores on the "Children's Emotion Regulation Scale" and Stirling Childrens' Emotional and Psychological Well-Being Scale. Pearson correlation test was used to examine the correlations between scores obtained by students on both scales. Additionally, multivariate regression analysis was employed to predict students' scores on both scales.

In Table 1, Kolmogorov-Smirnov tests and skewness-kurtosis values were provided as part of the normality tests for students' scores on the Children's Emotion Regulation Scale and the Stirling Children's Emotional and Psychological Well-Being Scale in the study.

Table 1. Normality tests of the scales.

	Kolmogorov-Smirnov				
	Statistic	df	p	Skewness	Kurtosis
Anger	.075	301	.000**	-.272	.360
Excitement	.107	301	.000**	.081	.082
Fear	.073	301	.001**	-.140	.053
Sadness	.116	301	.000**	-.537	.301
Childrens' Emotion Regulation(CERS)	.041	301	.200	-.067	-.097
Stirling Children's Emotional and Psychological Well-Being Scales (SEPCWBS)	.050	301	.064	-.373	.035

**p<.01

According to Table 1, it was determined that students' scores on the Children's Emotion Regulation Scale and the Stirling Children's Emotional and Psychological Well-Being Scale exhibit normal distribution. For this reason, parametric hypothesis tests were used to test the research hypotheses.

RESULTS

Students' Scores on the Children's Emotion Regulation Scale and Stirling Children's Emotional and Psychological Well-Being Scale

The findings regarding the descriptive analysis results applied to the data to test the problem statement question "What is the level of emotion regulation and emotional and psychological well-being in primary school students?" are given in Table 2.

Table 2 shows descriptive statistics for the study's students' scores on the Children's Emotion Regulation Scale and the Stirling Children's Emotional and Psychological Well-Being Scale.

Table 2. Descriptive statistics of the scales used.

Scale	n	Mean	Std.Dev.	Min.	Max.
Anger	301	25.68	4.28	12	36
Excitement	301	13.18	2.62	6	20
Fear	301	21.32	4.52	9	32
Sadness	301	19.32	3.99	7	28
Childrens' Emotion Regulation (CERS)	301	79.50	11.11	48	107
Stirling Children's Emotional and Psychological Well-Being Scales (SEPCWBS)	301	40.55	7.41	15	55

Table 2 shows that children scored an average of mean = 79.50 ± 11.11 on the overall Children's Emotion Regulation Scale, mean = 25.68 ± 4.28 on the anger subscale, mean = 13.18 ± 2.62 on the excitement subscale, mean = 21.32 ± 4.52 on the fear subscale, and mean = 19.32 ± 3.99 on the sad subscale. The study's students scored an average of mean = 40.55 ± 7.41 on the Stirling Children's Emotional and Psychological Well-Being Scale.

Findings on the Correlation Between Students' Emotion Regulation and Stirling Children's Emotional and Psychological Well-Being Scales

The findings of the Pearson correlation test results applied to the data for the test of the problem statement question "Is there a significant relationship between emotion regulation and emotional and psychological well-being levels in primary school students?" are given in Table 3.

As seen in Table 3, a significant high level of correlation was found between the participants' Emotion Regulation Scale for Children and the anger, excitement, fear, and sadness sub-dimensions of the scale (r=.754; p<.001); (r=.619; p<.001); (r=.743; p<.001); (r=.726; p<.001).

Table 3. Correlation analysis of students' emotion regulation and stirling children's emotional and psychological well-being scales.

Scale		Anger	Excitement	Fear	Sadness	CERS	SEPCWBS
	r	1					
	p						
Anger	n	301					
	r	.432	1				
	p	.000**					
Excitement	n	301	301				
	r	.322	.303	1			
	p	.000**	.000**				
Fear	n	301	301	301			
	r	.379	.261	.392	1		
	p	.000**	.000**	.000**			
Sadness	n	301	301	301	301		
	r	.754	.619	.743	.726	1	
	p	.000**	.000**	.000**	.000**		
CERS	n	301	301	301	301	301	
	r	.367	.286	.388	.348	.492	1
	p	.000**	.000**	.000**	.000**	.000**	
SEPCWBS	n	301	301	301	301	301	301

**p<.01 (Pearson test)
Childrens' Emotion Regulation (CERS)
Stirling Children's Emotional and Psychological Well-Being Scales (SEPCWBS)

While a weak positive correlation was found between the Stirling Scale of Emotional and Psychological Well-being for Children scores and the anger, excitement, fear, and sadness sub-dimensions of the scale (r=.367; p<.001); (r=.286; p<.001); (r=.388; p<.001); (r=.348; p<.001); A moderate positive correlation was found with the Emotion Regulation Scale for Children (r=.492; p<.001).

Findings from Regression Analysis Predicting Childrens' Emotion Regulation Scale Scores on Stirling Children's Emotional and Psychological Well-Being Scale

The findings of the multivariate regression analysis results applied to the data for the test of the problem statement question "To what extent do primary school students' scores on the "Children's Emotion Regulation Scale" serve as predictors for their scores on the "Stirling Children's Emotional and Psychological Well Being Scale?" are given in Table 4.

Table 4. Regression analysis results predicting children's emotion regulation scale scores in relation to the stirling children's emotional and psychological well-being scale.

	Std. Pos.		Std.			F	R2
	β	S.H.	β	t	p	p	AdjR2
(Constant)	14.715	2.748		5.356	.000**		
Anger	.331	.103	.191	3.215	.001**	23.773	.243
Excitement	.253	.162	.090	1.567	.118	.000**	.233
Fear	.389	.093	.237	4.168	.000**		
Sadness	.296	.107	.159	2.768	.006**		

**p<.01 (Multivariable lineer regression analysis).

Table 4 presents the outcomes of the multivariate regression analysis performed to predict the scores on the Stirling Children's Emotional and Psychological Well-Being Scale based on the Children's Emotion Regulation Scale scores of the participants. The analysis revealed that the scores from the anger (β=.191, p<.01), fear (β=.237, p<.01), and sadness (β=.159, p<.01) sub-dimensions of the Children's Emotion Regulation Scale significantly and positively predicted the Stirling Children's Emotional and Psychological Well-Being Scale scores. In contrast, the scores from the excitement sub-dimension did not show a significant predictive relationship with the Stirling Children's Emotional and Psychological

Well-Being Scale scores (β=.090, p>.01). Collectively, these variables accounted for 15% of the variance in emotional regulation and psychological well-being scores for children.

DISCUSSION, CONCLUSION, and SUGGESTIONS

The main aim of this research was to examine the relationship between emotion regulation states and the levels of emotional and psychological well-being among disadvantaged primary school students. The results indicate that there is a significant and positive relationship between these variables. According to the analysis, it was found that the scores students obtained from the anger, fear, and sadness sub-dimensions of the Emotion Regulation Scale for Children significantly and positively predicted their scores on the Emotional and Psychological Well-Being Scale for Children. Children's emotional and psychological well-being rises as their emotion management improves positively. A full understanding of emotions and emotion regulation in childhood is considered crucial for a person's lifelong emotional development (Cracco, Durme, & Braet, 2015). It was found that only the excitement sub-dimension scores of students' emotion regulation did not significantly predict the scores on the Stirling Children's Emotional and Psychological Well-Being Scale. Başaran, Erol, and Yılmaz (2020) found in their research that there is a positive relationship between the emotional and psychological well-being of their students and their psychological resilience.

A study by Kiye (2023) showed that as the level of psychological well-being increased, the levels of the positive dimensions of cognitive emotion regulation also increased. The study conducted by Karaş and Altun (2021) demonstrated that the emotion regulation abilities of preschool children improved alongside their temperament traits of warmth-shyness, as well as with the increase in parents' age, emotional intelligence levels, and psychological health status. A study by Akyıl (2019) examined the relationship between childhood traumas, cognitive emotion regulation, and psychological health. It has been found that traumatic experiences in childhood significantly impact psychological health and increase the likelihood of using maladaptive cognitive emotion regulation strategies. In their study, Yurdakul and Cesur (2024) found that as children's ability to regulate their feelings of anger and sadness increases, their aggression levels decrease. Rıza (2016) discovered a strong and positive relationship between psychological well-being and adaptive cognitive emotion regulation strategies. These findings appear to be consistent with other studies in the field. When both the literature review and our research findings are considered, it is evident that primary school students' emotion regulation significantly influences their emotional and psychological well-being Factors such as parental education level, socioeconomic status, and academic performance have a simultaneous positive influence on both emotional regulation and psychological well-being. According to Özlü and Serin (2021), enhancing the social adaptation skills of primary school students should be a key focus for educational institutions, as these skills are strong predictors of future success. Furthermore, the development of emotional regulation in children is closely linked to greater psychological well-being and improved socio-emotional competence. This research emphasizes the enhancement of emotional regulation in children from disadvantaged backgrounds, examining how emotion management can be improved in less favorable conditions and its connection to psychological well-being. It argues that children's attempts to regulate their emotions may act as a protective mechanism against particular stressors. The study suggests incorporating emotion management strategies into interventions, based on the premise that emotional regulation contributes to improved psychosocial well-being. In recent years, the focus on psychological well-being has gained significant importance in fostering better educational outcomes for both teachers and students in school environments.

When reviewing the literature, it is seen that the relationship between emotion regulation and psychological well-being has not been studied in disadvantaged children. These findings can guide future intervention efforts aimed at improving emotion regulation and psychological well-being. It is also believed that they can facilitate teachers in schools where disadvantaged children study to support them effectively. This study suggests that when examining children's emotion regulation levels, consideration should also be given to their emotional and psychological well-being. Goals and methods for emotion regulation can be addressed to create educational programs that include exercises to improve

children's emotion regulation skills. It is advised that programs have to be developed expressly for improving emotion control and psychological well-being.

Parents, teachers, and professionals who work in this field can develop strategies fort he purpose of acquiring and using specific emotion regulation skills tailored to the fundamental needs related to children's development and psychological well-being. Activities can be conducted to teach children additional calming skills they can quickly use when they are not regulating their emotions. This effort can ensure readiness and preparedness during times when these skills are needed. This study focuses on the studies about children in disadvantaged conditions, discussions about emotion regulation strategies and solutions for their contribution to well-being should be incorporated to assist children's development and psychological well-being in general. Strategies that focus on teachers' emotional support of students will help them cope with difficult situations that arise on a regular basis.

The study covered a variety of concerns with children's growth and assistance, and it presented recommendations that allow for a new perspective on what can be done functionally, taking into account several aspects assumed to influence these issues. As a result, applying to new studies and research with diverse demographics and sample groups will be useful for identification of differences and similarities. Consequently, employing it in new studies and research with diverse populations and sample groups will help to find differences and similarities The study covered a variety of concerns with children's growth and assistance, and it presented recommendations that allow for a new perspective on what can be done functionally, taking into account several aspects assumed to influence these issues. As a result, applying to new studies and research with diverse demographics and sample groups will be useful for identification of differences and similarities.

Ethics and Conflicts of Interest Approval

The author(s) acted in accordance with the ethical rules in all the parts of the study such as data collection and there is no conflict of interest between the authors. This study was ethically approved by the European University of Lefke Ethics Commission's decision dated 08 June 2023 and numbered BAYEK.028.03. Informed consent was obtained from the participants. No funding was received for the conduct of this study.

Contribution Rate of Authors

The authors contributed equally to this article.

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