

# The Role of Peer Group Norms in Shaping Self-Identity Formation Among Adolescents


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the sentence “Adolescence is widely recognized as a pivotal stage of human development...,” the references are rich, but the transition to peer norms could be strengthened by explicitly connecting developmental theory to peer group influence before introducing the literature.

When stating “Neuroscientific research adds another layer, showing that adolescents exhibit heightened neural sensitivity...,” it would improve clarity to briefly define what “heightened neural sensitivity” entails in behavioral terms, for readers less familiar with neurocognitive terminology.

The discussion on “Cultural expectations, media exposure, and technological affordances” would benefit from a concrete example from the Hungarian context, since the study is set there; this will increase contextual grounding.

The sentence “Adolescents with higher self-esteem may be more resilient to negative peer pressures...” is important but could cite longitudinal evidence to strengthen the causal implication regarding resilience.

The phrase “parallels findings by Kühn... on adolescents’ self-presentation practices in digital environments” could be more analytically connected by explaining whether your participants’ offline behaviors mirrored or diverged from their online behaviors.

When stating “Similar to prior studies, these results suggest that early peer experiences can leave a lasting imprint...,” you might add a brief comparison to developmental milestones (e.g., Eriksonian stages) to situate the finding in a broader developmental framework.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

The line “The digital sphere amplifies both possibilities...” could be expanded with a brief explanation of the mechanisms by which online peer influence becomes more potent (e.g., speed, anonymity, permanence of posts).

The participant quote “If I wore something different... they’d joke about it” is strong; however, consider adding a counterexample to illustrate diversity in conformity experiences (e.g., cases where nonconformity was accepted).

The phrase “Some were cast as the ‘funny one’...” could be interpreted as labeling; clarifying whether these roles were self-assigned or imposed by peers would enrich the analysis.

The participant’s statement “If I missed a hangout, I worried they’d replace me” would benefit from analytical interpretation immediately following the quote, linking it to relevant psychological constructs (e.g., fear of social exclusion, belongingness anxiety).

The quote “I’m studying tourism because two of my friends wanted to work in hotels” is illustrative but would be strengthened by noting whether this influence persisted beyond adolescence or changed over time.

The sentence “These findings support previous studies indicating that conformity pressures are amplified during adolescence...” could more directly link to the Hungarian socio-educational environment, to contextualize whether such pressures are heightened or moderated in that setting.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.