

Susceptibility to Peer Pressure – Self-Assessment of Students of Primary School and Preschool Education

Mirjana RADETIĆ-PAIĆ¹,
Sandra KADUM²,
Emina KOPAS-VUKAŠINOVIĆ³

¹ Juraj Dobrila University, Pula, Croatia,
Faculty of Educational Sciences,
miradet@unipu.hr.com

² Juraj Dobrila University, Pula, Croatia,
Faculty of Educational Sciences,
skadum@unipu.hr

³ University of Kragujevac, Jagodina,
Serbia, Faculty of Education,
emina.kopas@pefja.kg.ac.rs

Abstract: People are known to change their behavior and decisions to conform to others i.e., to be accepted by peers. Peers play a significant role in adolescent growth. This study shows the findings of the research of which the point was to gain insight into students' – future school and preschool teachers' – self-assessment of their own relationships with peers i.e. to determine the areas and differences in susceptibility to peer pressure and in relationships with peers. The research was conducted on students of the Faculty of Educational Sciences Pula, Croatia and the Faculty of Education in Jagodina, Serbia (N=411).

The results we obtained show that the area of greatest susceptibility to peer pressure on the observed sample of students supports the interpersonal theory. Variability in self-assessment of certain areas of responsiveness to peer pressure and relationships with peers according to place of study of the observed groups of students at the latent and the manifested level were also found. It can be concluded that the observed cities have different degrees of social and also psychological relations.

The value of these results is that they enable insight into students' various areas of susceptibility to peer pressure and differences with respect to different environments or places of study, which opens space for improvements.

Keywords: *students; teachers; preschool teachers; peer pressure; risky behaviour.*

How to cite: Radetić-Paić, M., Kadum, S., & Kopas-Vukašinić, E. (2022). Susceptibility to Peer Pressure – Self-Assessment of Students of Primary School and Preschool Education. *Revista Românească pentru Educație Multidimensională*, 14(2), 01-18.

<https://doi.org/10.18662/rrem/14.2/564>

1. Introduction

The educational process is a specific process where children, educators and parents meet. The term *educator* here implies both *school and preschool teachers*. In this relationship the position of an educator is specific since he or she is expected to be almost flawless. The society expects from educational professionals to act in accordance with an idealized image which implies, among other things, being calm, not losing control, hiding one's feelings and being consistent. Any person who becomes an educator during his or her working life forms his or her own working style and way of work which is "only partly a consequence of their free choice, reflection of their personality, love for work and children, and the value system of every man" (Nazor et al., 2002: 9). Andevski (2009) states that we need to be aware of the fact that educational institutions place high demands on young people. They are expected to do what we ourselves are reluctant to: dealing with our own behaviour and willingness to change that behaviour when required by a situation. Also, should be taken into consideration the fact that during the educational process in higher education not much attention is paid to the "upbringing", and the overcoming of negative effects in the forms of social behaviour (Ilinichna Nikolaeva, 2016).

„The educational activity of the present needs a careful and precise fulfilment of social order related to the development of a socially adapted, competitive teacher who has professional mobility, seeks to improve himself or herself, knows several modern pedagogical technologies aimed at boosting creative activity and developing his or her abilities.“ (Byvalkevych, Yefremova & Hryshchenko, 2020).

That is why we can say that the educator is a person who can and must be observed through her or his personality. A successful educator should, among other things, show "altruism, teacher's love, understanding and tolerance, democracy, responsibility, empathy, humanism, optimism, faith in student success, honesty,.." Strugar (2014:178). In the Psychological Dictionary (Petz, 1992) it is stated that a personality represents an integrity, a combination of qualities in a relatively stable and unique organization which determines its activity in an ever-changing environment and which is shaped under the influence of this activity. In the Pedagogical Encyclopaedia (1989) it is emphasized that a personality develops during socialization and individualization that are intertwined and complemented. Education and self-education play an important role in this process. Personality is associated with individualisation and represents a dynamic phenomenon determined by the changing environment by shaping it under the influence

of certain activities. In relation to this, Rosić (2019: 156) states that "each teacher acts and is responsible for his or her actions."

Krstović (2010: 6) speaks about values and principles of responsibility towards the child and, among other things, she states that "a teacher helps children to adopt the system of knowledge, but also the value system in relation to that knowledge, in relation to their peers and other people in the environment, to the natural and social environment in which it grows and develops, as well as in relation to itself. However, the very strong influence of other factors (family, peers, natural environment) on the child's learning and development cannot be excluded". Kopas-Vukašinović (2009) for this reason, the educational staff is expected not to "go astray" in their private life and their private life to be exemplary. As already stated, this depends on the teacher's personality and the environment in which he or she works and lives. When talking about environment, we think of the influence of the environment most often in the context of its "pressure".

2. Peer pressure

Throughout our whole life, we are exposed to the influence of the society and to social changes that affect the individual and which, to a greater or lesser extent, influence the formation of his behaviour, socialization and attitudes and opinions about certain phenomena. According to Vasylenko et al. (2020), the young population may have low levels of self-esteem, anxiety, self-confidence, shyness, expected condemnation of others, difficulties in finding friends, insecurity, unrealistic expectations, seriousness and more. When talking about risk factors and etiology of deviant behaviour, Jugović (2004) emphasizes that key categories can be defined through which risk factors are manifested for various forms of deviant behaviour as follows: 1) environment, 2) family, 3) school, 4) individual /peer and. How much the environment i.e. the peers will affect an individual depends on the life period of this individual. Lerner and Steinberg (2004) state that peers occupy a special place, which is evident in the choices that adolescents create and manifest. Deković and Raboteg-Šarić (1997) claim that peers are actually young people who they socialize with i.e. acquaintances and/or nodding and close friends.

By analysing development theories, Zloković and Vrcelj state (2010: 198) that individuals are "subject to a variety of educational influence of parents, peers, friends, media and other social environments and therefore to numerous forms of possible manipulations and to 'taking' to a 'new' and often imaginary 'progressive' world. "Since peer pressure on an individual is

usually successfully recognized, Brown et al. (2008) emphasize that this is exactly what numerous researchers are mostly worried about. Brown (1989) defines peer pressure as the influence of a group on an individual through positive affirmation of those who adhere to the rules of the group and sanctions to those who "resist" the group. The pressure on an individual can be put directly or indirectly. In the first case, the individual is directly asked to do something or not to do it and, if he does not do it, the peer group avoids him and/ or expels him from the group because he "resists". In order to associate certain group's behaviour towards a peer with the term "peer pressure", we need certain characteristics that describe it.

Kaplan (2004) states that peer pressure and self-esteem can be linked and that the pressure of the peer group on the individual is smaller if the individual has greater self-esteem.

A certain number of adolescents, according to Đuranović (2014), uncritically join a group so that the peer group would not expel him even if they personally disagree with their norms and ways of behaviour. They are incapable of saying „no” to their peers, they often do what they are asked to and, in most cases, it is contrary to their beliefs. Behind such behaviour of individuals, there is usually a lack of self-confidence and a sense of inferiority. Insecure and pliable individuals are easy to be led by peers to numerous appearances of dangerous improper behaviours. Examples of that inappropriate behaviour are: destruction of someone else's property, lying, participation in physical conflicts and thefts, consumption of alcohol, tobacco and drugs, gambling etc.

3. Method

3.1. Problem

The fact is that socialization is a significant factor in determining the behaviour of an individual in a group and thus, through the process of socialization, a person subtly takes over the values, attitudes and behaviour of the group members. During adolescence relationships among peers become more and more important, and in adolescents, there is a growing need to do what peers ask them to (Lebedina-Manzoni, et al. 2008).

Peer influence and susceptibility to peer pressure were studied on a sample of high school and university students, and these studies identified the areas of greatest and smallest impacts. The study showed that the influence of peers and peer pressure is an indispensable part of the growing process (Lebedina-Manzoni, et al. 2008). Therefore, it is of particular interest to study this phenomenon again on a sample of university students, so, the

influence and susceptibility to peer pressure on a sample of students, future school and preschool teachers, appears as the research problem.

3.2. Goal, tasks and hypothesis

The research goal was to gain more insight into the self-assessment of students' relationships with peers, students, future school and preschool teachers in Pula and Jagodina i.e. determine the areas and differences in susceptibility to peer pressure and relationships with peers.

From the research problem and the set goal, the next research assignments were defined:

1. to determine the areas of the greatest and smallest susceptibility to peer pressure on the observed sample of students;
2. examine variability in responsiveness to peer pressure with regard to the place of study.

There are differences and similarities between the cities of Pula, Croatia and Jagodina, Serbia. Both cities manifest differences in social, cultural, economic and other characteristics and they are located within different states. Also, Pula is a university city where the Juraj Dobrila University in Pula, Croatia is seat, with all the facilities that make a city university, and, it is assumed, with better study conditions while Jagodina is dislocated in relation to the larger University of Kragujevac, Serbia. On the other hand, both cities educate students of primary school and preschool education studies, students are the same age, they have similar study programs and enrollment quotas, and both cities have a similar number of citizens.

Given the problem thus defined and the resulting goal, and the goal of the defined research tasks, as well as the nature of the research, we started from the null hypothesis which means that all the relations among variables will be considered random as long as statistical quantitative analyses do not show appropriate levels of statistical significance (Tot & Klapan, 2008).

3.3. Respondents' sample and procedure

The sample were students of the Teacher study at the Faculty of Educational Sciences of the Juraj Dobrila University in Pula, Croatia – 234 or 56.9% and students of the Preschool educator study at the Faculty of Education in Jagodina of the University of Kragujevac, Serbia – 177 or, expressed in percentages, 43.1%. Thus, a total of 411 research participants were included in the sample. There were 395 women in the sample (96.1%) and 16 or 3.9% male respondents. Out of the total number of respondents, 33.6% are students of the first year of study, 41.8% are students of the

second year of study, 13.4% are students of the third year of study and 6.8% of the fourth and 4.4% of the fifth year of study.

The study was conducted appropriate sample of students at the Faculty of Educational Sciences of the Juraj Dobrila University in Pula and at the Faculty of Education in Jagodina of the University of Kragujevac. During the research, ethical standards were respected i.e. the respondents were told about the point and intention of the research, they were given directions on how to complete the measuring instrument, anonymity was insured, the possibility of withdrawal without consequences and they were informed that the informations would be used exclusively for scientific reasons.

The study was received approval by the Research Ethics Assessment Commission of the Faculty of Educational Sciences of the Juraj Dobrila University in Pula, with a note that the survey will be organised in Croatia and Serbia.

In the processing of data, descriptive statistical values, discrimination analysis and ANOVA were calculated, which are parts of the SPSS licensed statistical program.

Instrument

The instrument *Peer Pressure Questionnaire* (Lebedina-Manzoni, et al. 2008) was used in the study. The authors' permission was obtained for the use of the measuring instrument. The questionnaire was primary constructed by students from the Faculty of Education and Rehabilitation University of Zagreb. The measuring instrument was intended for secondary school population and, afterwards, modified. The Cronbach α coefficient is $\alpha = .89$, and, the reliability can be considered good by George & Mallery (2003) because it is higher than $.70$.

The questionnaire consists of 25 particles with answers in the form of a Likert type scale of 5 degrees : never, rarely, sometimes, often and always. At the same time, a higher value on the scale means a higher assessment of responsiveness to peer pressure.

Results

Since the first of the set tasks was to establish areas of greatest and least susceptible peer pressure on the observed sample, measures of central tendency and dispersion were compared in Table 1. The greatest susceptibility to peer pressure the respondents show in the following particles:

14. *It is crucial to me what my peers think of me.* ($M = 3.185$, $SD = 1.091$),

3. *It is crucial to me what people think of me.* ($M = 2.805, SD = .879$)

18. *I select places to go out in accordance with taste of my peers.* ($M = 2.791, SD = 1.118$)

1. *In order to feel well, it is crucial for me to be similar to persons I interact with.* ($M = 2.662, SD = 1.066$).

All the four particles mentioned before are related to the personal status of an individual in a peer group i.e. what does the society think, what does a group think of an individual, a feeling of comfort / acceptance in the group and places to go out with friends. They are also related to respondents' needs, to whom interaction with other people is very important and affects the process of identity formation and the development of self-concept. Sullivan (1953) speaks of this in his interpersonal theory. We can conclude that an individual chooses its company with respect to "common touch points" and that the selection of friends is not a coincidence, but it depends on the identification with oneself.

The smallest expressed susceptibility to peer pressure was shown in the particles in which we asked about risky behaviour i.e. drug, alcohol and betting/gambling addiction. The following values were obtained:

25. *Peers have an impact on my sexual behaviour.* ($M = 1.054, SD = .308$)

21. *I gamble and bet because my peers also do it.* ($M = 1.068, SD = .335$).

13. *I use drugs because I want to meet the famous affection which most of my peers already did.* ($M = 1.110, SD = .494$).

24. *Because I have smaller sexual experience than most of my peers, I feel less valuable.* ($M = 1.110, SD = .474$)

12. *I am enticed to try drugs when I hang out with peers who take it.* ($M = 1.168, SD = .566$)

Namely, the lowest peer pressure is at manifested risk behaviours, more precisely, at particles related to sexual behaviour, betting/gambling and taking drugs. If we analyse the particle 15 related to alcohol *I have a feeling that I cannot fit in or relax and have fun in situations when my friends are drinking alcohol and I am not* it can be noticed that the peer pressure is here also low ($M = 1.606, SD = .859$).

Table 1. *Measures of central tendency and dispersion*

| P a r t i c l e s | N | Min | Max | Aritbm. mean | Stand. deviation |
|---|-----|-----|-----|-----------------|---------------------|
| 1. In order to feel well, it is crucial for me to be similar to persons I interact with. | 411 | 1 | 5 | 2.662 | 1.066 |
| 2. To adjust to the group, I act in a way that does not match me. | 411 | 1 | 4 | 1.426 | .645 |
| 3. It is crucial to me what people think of me. | 411 | 1 | 5 | 2.805 | .879 |
| 4. I liken my appearance with other people. | 411 | 1 | 5 | 2.041 | .945 |
| 5. My views and perspectives are established on the views and perspectives of my peers. | 411 | 1 | 5 | 1.801 | .861 |
| 6. It is more crucial to me to perform what my friends expect me to than to please my own wishes. | 411 | 1 | 4 | 1.380 | .689 |
| 7. I'm scared I will look unintelligent in front of my peers because of my beliefs or actions. | 411 | 1 | 5 | 1.684 | .885 |
| 8. I will give up my beliefs, principles or perspectives if they vary from those of my peers. | 411 | 1 | 4 | 1.431 | .626 |
| 9. It is crucial to me to be popular among persons I interact with. | 411 | 1 | 5 | 1.586 | .858 |
| 10. I keep away from persons who do not belong to my company when I am with my company. | 411 | 1 | 5 | 1.723 | 1.337 |
| 11. My acts are based on the acts of my peers. | 411 | 1 | 5 | 1.620 | .831 |
| 12. I am enticed to try drugs when I hang out with peers who take it. | 411 | 1 | 5 | 1.168 | .566 |
| 13. I use drugs because I want to meet the famous affection which most of my peers already did. | 411 | 1 | 5 | 1.110 | .494 |
| 14. It is crucial to me what my peers think of me. | 411 | 1 | 5 | 3.185 | 1.091 |

Susceptibility to Peer Pressure – Self-Assessment of Students of Primary School
Mirjana RADETIĆ-PAIĆ, et al.

| | | | | | |
|--|-----|---|---|-------|-------|
| 15. I have a feeling that I cannot fit in or relax and have fun in situations when my friends are drinking alcohol and I am not. | 411 | 1 | 5 | 1.606 | .859 |
| 16. To feel well among peers, it is crucial for me to have the identical beliefs, principles and perspectives as them. | 411 | 1 | 5 | 1.878 | .900 |
| 17. I need confirmation from my friends that they have a good opinion of me. | 411 | 1 | 5 | 1.801 | .950 |
| 18. I select places to go out in accordance with taste of my peers. | 411 | 1 | 5 | 2.791 | 1.118 |
| 19. Persons who are variously dressed or pay attention to a different kind of music are barely accept in my company. | 411 | 1 | 5 | 1.567 | .915 |
| 20. I will join in risky behaviours if my peers demand me to. | 411 | 1 | 5 | 1.195 | .524 |
| 21. I gamble and bet because my peers also do it. | 411 | 1 | 4 | 1.068 | .335 |
| 22. I would join a student protest, although I do not support their aims. | 411 | 1 | 5 | 1.377 | .699 |
| 23. I stay out longer because my peers expect me to despite the fact that I don't like it. | 411 | 1 | 5 | 1.618 | .837 |
| 24. Because I have smaller sexual experience than most of my peers, I feel less valuable. | 411 | 1 | 5 | 1.110 | .474 |
| 25. Peers have an impact on my sexual behaviour. | 411 | 1 | 4 | 1.054 | .308 |

Variability in self-assessment of responsiveness to pressure and relationships with peers in relation to place of study were examined through discriminant analysis. Data distribution testing with Kolmogorov-Smirnov test preliminary indicates a normal data distribution.

Table 2 *Eigenvalues and Wilks' Lambda*

| <i>Discrimin. function</i> | <i>Variance (%)</i> | <i>Cumulative variance (%)</i> | <i>Canonical correlation</i> | Λ | χ^2 | <i>df</i> | <i>p</i> |
|----------------------------|---------------------|--------------------------------|------------------------------|-----------|----------|-----------|----------|
| 1 | 100 | 100 | .520 | .729 | 125.095 | 25 | .000 |

The discriminant analysis was conducted on the group of particles which describe certain features of responsiveness to peer pressure. Also, the discriminant analysis was carried out on two groups of students and one statistically significant discriminant function is obtained which discriminates the observed groups of respondents(Table 2).

The canonical correlation (Table 2) indicate a relatively good discriminant power of obtained function.

From the data displayed in Table 3 and the Graphical representation 1 derives that, considering the areas of susceptibility to peer pressure, the respondents mostly differ from each other with respect to particle 4: *I liken my appearance with other people* and particle, 15:*I have a feeling that I cannot fit in or relax and have fun in situations when my friends are drinking*

alcohol and I am not. In this context, students from Pula asses the features mentioned on themselves to a greater extent. On the other side, students from Jagodina more often asses the particle 21: *I gamble and bet because my peers also do it* and the particle 22: *I would join a student protest, although I do not support their aims.*

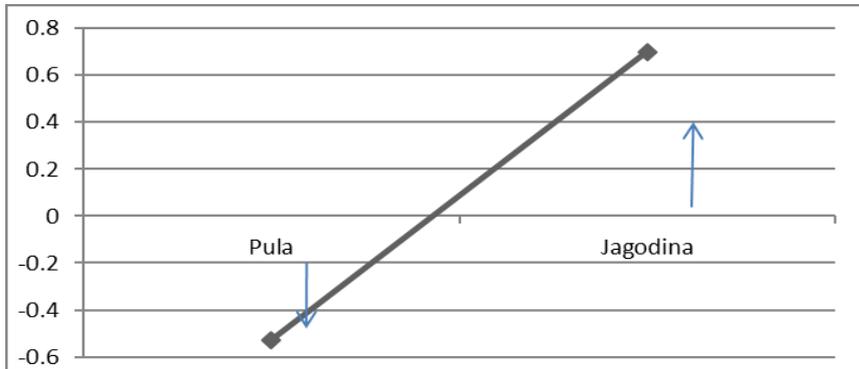
Table 3 *Standard canonical discriminant function coefficients (C) and the matrix structure S)*

| <i>Particles</i> | C | S |
|--|--------------|---------------|
| 1. In order to feel well, it is crucial for me to be similar to persons I interact with. | -.016 | -.107 |
| 2. To adjust to the group, I act in a way that does not match me. | .289 | -.017 |
| 3. It is crucial to me what people think of me. | -.083 | -.228 |
| 4. I liken my appearance with other people. | -.784 | -.646* |
| 5. My views and perspectives are established on the views and perspectives | -.095 | -.138 |

Susceptibility to Peer Pressure – Self-Assessment of Students of Primary School
Mirjana RADETIĆ-PAIĆ, et al.

| of my peers. | | |
|--|--------------|---------------|
| 6. It is more crucial to me to perform what my friends expect me to than to please my own wishes. | .034 | -.061 |
| 7. I'm scared I will look unintelligent in front of my peers because of my beliefs or actions. | -.223 | -.326 |
| 8. I will give up my beliefs, principles or perspectives if they vary from those of my peers. | -.001 | -.067 |
| 9. It is crucial to me to be popular among persons I interact with. | .171 | -.036 |
| 10. I keep away from persons who do not belong to my company when I am with my company. | .174 | .146 |
| 11. My acts are based on the acts of my peers. | -.020 | -.164 |
| 12. I am enticed to try drugs when I hang out with peers who take it. | -.027 | -.139 |
| 13. I use drugs because I want to meet the famous affection which most of my peers already did. | -.056 | -.088 |
| 14. It is crucial to me what my peers think of me. | .293 | .069 |
| 15. I have a feeling that I cannot fit in or relax and have fun in situations when my friends are drinking alcohol and I am not. | -.263 | -.259* |
| 16. To feel well among peers, it is crucial for me to have the identical beliefs, principles and perspectives as them. | .163 | -.031 |
| 17. I need confirmation from my friends that they have a good opinion of me. | -.069 | -.168 |
| 18. I select places to go out in accordance with taste of my peers. | -.342 | -.196 |
| 19. Persons who are variously dressed or pay attention to a different kind of music are barely accept in my company. | -.009 | -.038 |
| 20. I will join in risky behaviours if my peers demand me to. | -.019 | .039 |
| 21. I gamble and bet because my peers also do it. | .301 | .292* |
| 22. I would join a student protest, although I do not support their aims. | .208 | .296* |
| 23. I stay out longer because my peers expect me to despite the fact that I don't like it. | .278 | .191 |

| | | |
|---|-------|-------|
| 24. Because I have smaller sexual experience than most of my peers, I feel less valuable. | .106 | -.006 |
| 25. Peers have an impact on my sexual behaviour. | -.005 | .014 |



Graphical representation 1 *Groups' centroids*

Regarding differences between the observed groups on the manifest particles, the manifest particles 4, 7, 11, 15, 17, 18, 21, 22 and 23 are statistically significant at the appropriate levels of significance

Table 4 Results - *Univariate analysis of variance*

| Particles | Mean Pula | Mean Jagodina | SD Pula | SD Jagodina | F | p |
|--|--------------|------------------|------------|----------------|--------|-------|
| 1. In order to feel well, it is crucial for me to be similar to persons I interact with. | 2.722 | 1.021 | 2.582 | 1.121 | 1.749 | .187 |
| 2. To adjust to the group, I act in a way that does not match me. | 1.432 | .619 | 1.418 | .679 | .044 | .833 |
| 3. It is crucial to me what people think of me. | 2.910 | .821 | 2.667 | .933 | 7.878 | .005 |
| 4. I liken my appearance with other people. | 2.342 | .928 | 1.644 | .814 | 63.267 | .000* |
| 5. My views and perspectives | 1.863 | .848 | 1.718 | .872 | 2.903 | .089 |

Susceptibility to Peer Pressure – Self-Assessment of Students of Primary School
Mirjana RADETIĆ-PAIĆ, et al.

| | | | | | | | |
|-----|--|-------|-------|-------|-------|--------|--------|
| | are established on the views and perspectives of my peers. | | | | | | |
| 6. | It is more crucial to me to perform what my friends expect me to than to please my own wishes. | 1.402 | .636 | 1.350 | .755 | .560 | .455 |
| 7. | I'm scared I will look unintelligent in front of my peers because of my beliefs or actions. | 1.833 | .914 | 1.486 | .806 | 16.118 | .000* |
| 8. | I will give up my beliefs, principles or perspectives if they vary from those of my peers. | 1.453 | .642 | 1.401 | .606 | .691 | .406 |
| 9. | It is crucial to me to be popular among persons I interact with. | 1.603 | .829 | 1.565 | .897 | .193 | .661 |
| 10. | I keep away from persons who do not belong to my company when I am with my company. | 1.620 | .882 | 1.859 | 1.761 | 3.243 | .072 |
| 11. | My acts are based on the acts of my peers. | 1.692 | .813 | 1.525 | .847 | 4.100 | .044** |
| 12. | I am enticed to try drugs when I hang out with peers who take it. | 1.209 | .624 | 1.113 | .475 | 2.936 | .087 |
| 13. | I use drugs because I want to meet the famous affection which most of my peers already did. | 1.133 | .528 | 1.079 | .445 | 1.177 | .279 |
| 14. | It is crucial to me what my peers think of me. | 3.145 | 1.059 | 3.237 | 1.133 | .716 | .398 |
| 15. | I have a feeling that I cannot fit in or relax and have fun in situations when my friends are drinking alcohol and I am not. | 1.722 | .905 | 1.452 | .768 | 10.211 | .002** |
| 16. | To feel well among peers, it is crucial for me to have the identical beliefs, | 1.893 | .870 | 1.859 | .940 | .147 | .702 |

| | | | | | | | |
|--|-------|-------|-------|-------|--------|--------|--|
| principles and perspectives as them. | | | | | | | |
| 17. I need confirmation from my friends that they have a good opinion of me. | 1.885 | .926 | 1.689 | .971 | 4.300 | .039** | |
| 18. I select places to go out in accordance with taste of my peers. | 2.906 | 1.100 | 2.638 | 1.125 | 5.845 | .016** | |
| 19. Persons who are variously dressed or pay attention to a different kind of music are barely accept in my company. | 1.586 | .910 | 1.542 | .923 | .223 | .637 | |
| 20. I will join in risky behaviours if my peers demand me to. | 1.184 | .486 | 1.209 | .570 | .234 | .629 | |
| 21. I gamble and bet because my peers also do it. | 1.017 | .130 | 1.136 | .481 | 12.954 | .000* | |
| 22. I would join a student protest, although I do not support their aims. | 1.269 | .608 | 1.520 | .784 | 13.321 | .000* | |
| 23. I stay out longer because my peers expect me to despite the fact that I don't like it. | 1.534 | .724 | 1.729 | .956 | 5.513 | .019** | |
| 24. Because I have smaller sexual experience than most of my peers, I feel less valuable. | 1.111 | .440 | 1.107 | .517 | .006 | .937 | |
| 25. Peers have an impact on my sexual behaviour. | 1.051 | .273 | 1.057 | .349 | .029 | .865 | |

* $p < .01$; ** $p < .05$

Discussion

The role of the educational worker presupposes and requires special education and abilities, morals, a positive attitude towards work, material and spiritual values. (Kadum, Šuvar & Tomić, 2020) That was the main guideline in the research.

Based on the obtained results that were defined by the first research task, it can be concluded that the area of greatest susceptibility to peer pressure on the observed sample of students supports the interpersonal theory. It is important what others think because failures in social relations generally lead to isolation with inability to satisfy the need for affiliation (Sullivan, 1953) in this still sensitive period. Also, the results obtained are in accordance with the results obtained in the Lebedina-Manzoni et al. (2008) research on a sample of $N = 654$ students.

With the second research task determined the variability in self-assessment of single areas of responsiveness to peer pressure and in relationships with peers with regard to the place of study of the observed groups at the latent and the manifested level. Namely, although some self-assessments related to alcohol and gambling in the total sample seemed to be the particles least susceptible to peer pressure, during the analysis of the groups at the latent level, they proved to be significant. Thus, to the sample of students in Pula Croatia, to compare the appearance with others and the sense of not fitting in the group that consumes alcohol is important and to the Jagodina, Serbia sample, betting or gambling because this is what friends do and participating in a protest that does not conform to personal convictions. It can be concluded that the observed cities have different degrees of social and also psychological relations. The data for Pula are not surprising given that in the past 20 years the share of abuses of most addictive drugs in this area is high compared to other regions of Croatia (Radetić-Paić, 2003, 2010). On the other hand, the city of Jagodina has a history of student protests. Also, regarding to the ESPAD study, a number of students in Serbia (3,1%) gamble in a way that can affect their psychological health (Molinaro et al., 2014).

Generally speaking, the behaviour of an individual in a group should be viewed as a complex process in which the individual is involved with the values he brings from the family and with opinions for which he has chosen this particular group of peers who may have more or less influence on that individual. Also, peer pressure is most often associated with directing the individual to unacceptable behaviour such as betting and gambling.

Although additional research is both possible and necessary in this area, from the sociological, cultural, pedagogical, psychological and philosophical point of view, the following fact is indisputable: for an individual to "grow up" into a self-conscious person, and later to a good teacher, a combination of values built in the family, values formed by independent thinking, by development of self-confidence and the values offered by educational faculties through various courses. In this area, our

responsibility is great which implies creating an emotionally stable surrounding, which nourishes the relations of mutual support, trust and understanding. Emotional education is a very important factor in fighting against pressure but, as a very complex phenomenon, peer pressure, as a type of violence, requires for an eclectic approach, and for combination of different methods (Jevtić & Petrović, 2016).

The value of these results is that they enable insight into students' various areas of susceptibility to peer pressure and differences with respect to different environments or places of study, which opens space for improvements and interventions as well as for further research.

References

- Andevski, M. (2009). Obrazovanje učitelja – ili kakvog učitelja zaista želimo?. In: Matti, M. (Ed.). *Unapređenje obrazovanja učitelja i nastavnika – od selekcije do prakse* (pp. 77-84). Jagodina: Pedagoški fakultet u Jagodini, Univerzitet u Kragujevcu. https://pefja.kg.ac.rs/wp-content/uploads/2019/02/Tempus_zbornik_knjiga_1.pdf
- Brown, B.B. (1989). The role of peer groups in adolescents' adjustment to secondary school. In: Berndt T. J. & Ladd G. W. (Eds.), *Wiley series on personality processes. Peer relationships in child development* (pp. 188-215). John Wiley & Sons,. <https://prsg.education.wisc.edu/wp-content/uploads/2014/07/Brown-1989-Role-of-PG-in-adj-to-secondary-schl.pdf>
- Brown, B.B., Bakken, J. P., Ameringer, S. W., & Mahon, S. D. (2008). A comprehensive conceptualization of the peer influence process in adolescence. In: Prinstein M. J. & Dodge K. (Eds.) *Understanding peer influence in children and adolescents* (pp. 17-44). Guilford Press. https://www.researchgate.net/publication/259980858_Brown_B_B_Bakken_J_P_Ameringer_S_W_Mahon_S_D_2008_A_comprehensive_conceptualization_of_the_peer_influence_process_in_adolescence_In_M_J_Prinstein_K_Dodge_Eds_Peer_influence_processes_among_youth_New_Y
- Byvalkevych, L., Yefremova, O., & Hryshchenko, S. (2020). Developing technical creativity in future engineering educators. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(1), 162-175. <https://lumenpublishing.com/journals/index.php/rrem/article/view/2398/pdf>
- Deković, M., & Raboteg-Šarić, Z. (1997). Roditeljski odgojni postupci i odnosi adolescenata s vršnjacima. *Društvena istraživanja*, 6(4-5), 427-445. <https://hrcak.srce.hr/31606>

- Duranović, M. (2014). Rizično socijalno ponašanje adolescenata u kontekstu vršnjaka. *Školski vjesnik: časopis za pedagogijsku teoriju i praksu*, 63(1-2), 119-132. <https://hrcak.srce.hr/124305>
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update*. Allyn & Bacon. <https://wps.ablongman.com/wps/media/objects/385/394732/george4answers.pdf>
- Jevtić, B., & Petrović, J. (2016). Emotional education as the basis for peer violence Prevention. *Didactica Slovenica Pedagoška obzorja*, 31(1), 113-126.
- Jugović, A. (2004). Rizična ponašanja omladine u Srbiji. In: Mihailović, S. (Ed.) *Mladi izgubljeni u tranziciji* (pp. 177-203). Centar za proučavanje alternativa. https://d1wqtxts1xzle7.cloudfront.net/30965139/mladizagubljeniutranciji-with-cover-page-v2.pdf?Expires=1635768093&Signature=SxMz1-t0QQmwZiao5n023kf5OISX1hQJhQKOiSlZpOhlplWdwrnBN1O0c0KkPuTuqbMu3nJGHXkZdWgX3F5Bk6YcU07JV50SINK07-DZu60AI~LaR3zDIkhzbosVR74RrcsbstZXMpMjXmBPA6h6u2fxP1npUxpWRG4ERc-ibK28w9RA2IgdqAMMDeonJtlAv5pzShYcixO0w3BbrY35ZtYYYAWzDHL0-L5sVfohjz0bAOtyj9wFEh9M~2ZXK2j-shAWGxD6hdL4Np4jtszj~yZg34ChAhXCooEQBG4rMtZgQaj-5rmnmPO90~SQCDJp3VIBwHt9HKsjikiyn~A_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA#page=177
- Kadam, S, Šušvar, V., & Tomić, R. (2020). *Školska pedagogija*. Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti.
- Kaplan, P. (2004). *Adolescence*. Houghton Mifflin Company.
- Krstović, J. (2010). Kakav etički kodeks trebamo? *Dijete, vrtić, obitelj*, 16(61), 2-9. <https://hrcak.srce.hr/125042>
- Kopas-Vukašinović, E. (2009). Profesionalna praksa budućih učitelja: zahtevi i dileme. In: Matti, M. (Ed.). *Unapređenje obrazovanja učitelja i nastavnika – od selekcije do prakse* (pp. 85-92). Pedagoški fakultet u Jagodini, Univerzitet u Kragujevc. <https://studylib.net/doc/8828592/unapre%C4%91enje-obrazovanja-u%C4%8Ditelja-i-nastavnika---knjiga-i>
- Ilinichna Nikolaeva, I. (2016). Methods of creating spiritual and moral culture of higher education students. *Didactica Slovenica Pedagoška obzorja*, 31(1), 141-146.
- Lebedina-Manzoni, M., Lotar, M. & Ricijaš, N. (2008). Podložnost vršnjачkom pritisku i samopoštovanje kod studenata. *Hrvatska revija za rehabilitacijska istraživanja*, 44(1), 77-92. <https://hrcak.srce.hr/28997>
- Lerner, R.M., & Steinberg, L. (2004). The scientific study of adolescent development: past, present and the future. In: R.M. Lerner, & L. Steinberg (eds.), *Handbook of adolescent psychology* (pp. 1-15). John Wiley & Sons.

- Nazor, M., Sunko, E., & Šandrović Mucalo, V. (2002). *Izazov je biti učitelj*. Liga za borbu protiv narkomanije.
- Molinaro, S., Canale, N., Vieno, A., Lenzi, M., Siciliano, V., Gori, M., & Santinello, M. (2014). Country and individual-level determinants of probable problematic gambling in adolescence: A multi-level cross-national comparison. *Addiction, 109*(12), 2089–2097.
<http://www.espad.org/content/country-and-individual-level-determinants-probable-problematic-gambling-adolescence-multi>
- Potkonjak, N., & Šimleša, P. (Eds.), (1989). *Pedagoška enciklopedija 1*. Školska knjiga.
- Petz, B. (1992). Psihologijski rječnik. Zagreb: Prosvjeta.
- Radetić-Paić, M. (2003). Rizici i intervencije za djecu i mladež s poremećajima u ponašanje grada Pule. *Hrvatska revija za rehabilitacijska istraživanja, 39*(2), 223-232. <https://hrcak.srce.hr/11605>
- Radetić-Paić, M. (2010). Specifični rizici i potrebe djece i mladeži s poremećajima u ponašanje grada Pule. *Kriminologija i socijalna integracija, 18*(1), 13-23.
https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=87803
- Rosić, V. (2019). Deontologija učitelja – temelj pedagoške etike. *Media, culture and public relations, 10*(2), 156-165.
https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=331445
- Strugar, V. (2014). *Učitelj između stvarnosti i nade*. Alfa.
- Sullivan, H.S. (1953). *The interpersonal theory of psychiatry*. Norton.
- Tot, D., & Klapan, A. (2008). Ciljevi stalnoga stručnog usavršavanja: mišljenje učitelja. *Pedagogijska istraživanja, 5*(1), 60-71.
https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=174752
- Vasylenko, O. M., Komar, T., Pilishek, S., Posvistak, O., & Potapchuk, Y. (2020). Diagnosing the Negative Psycho-Emotional States among Students. *Revista Romaneasca Pentru Educatie Multidimensionala, 12*(1), 39-52.
<https://doi.org/10.18662/rrem/198>
- Zloković, J., & Vrcelj, S. (2010). Rizična ponašanja djece i mladih. *Odgovorne znanosti, 12*(1), 197-213. <https://hrcak.srce.hr/59618>