

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

PEERS AS A MOTIVATOR OR DEMOTIVATOR

1Neeru Kumari rai, 2Anjali

Abstract:-

In this study Sixteen college students were taken as sample, we aimed to explore how peer interactions influence motivation and behaviour. The results revealed several key insights into the dynamics of peer influence within the sample group. Firstly, a significant proportion of participants reported experiencing demotivation due to negative behaviours exhibited by their peers. These behaviours included making derogatory comments, pressuring others to engage in unethical activities, and displaying negative facial expressions. However, it was noted that different individuals responded to these demotivating factors in varying ways. Interestingly, a majority of respondents indicated that they were able to avoid demotivation by focusing on their own personal development rather than dwelling on negative peer interactions. Additionally, some participants reported avoiding demotivation by either distancing themselves from their peer group or by ignoring negative comments altogether. When it came to perceptions of peer diversity, opinions were divided among participants. While some believed that all peers were different from one another, others felt that most peers were similar. This suggests a varied understanding of the complexity of peer relationships and interactions. Furthermore, the study highlighted the significant influence of family on the participants' sense of comfort and support. Many respondents cited their families as the primary source of encouragement and guidance, while others found solace in peer groups or relied on their own resilience. Regarding motivation sources, the majority of participants attributed their motivation to their parents, emphasizing the importance of familial support in driving personal growth and success. However, a small percentage of respondents also acknowledged the motivational influence of their peer groups and external speakers. In terms of behaviour towards peers, a significant portion of participants claimed to have never demotivated any of their peers. However, there were also individuals who admitted to intentionally demotivating their peers, albeit without regret. This underscores the complexity of peer dynamics and the potential impact of individual behaviour on group morale. Lastly, perceptions of true peers were varied among participants, with the majority valuing genuine encouragement and support in academic settings over superficial gestures. This highlights the importance of authenticity in peer relationships and the role it plays in fostering a positive learning environment.

Introduction:

Peers play a significant role in influencing the motivation and behaviour of college students, serving as both motivators and demotivators in their academic pursuits. In schools and colleges, friends can be powerful. They can lift us up when we're feeling down or bring us down when we're feeling good. Researchers have found that our friends, also known as peers, can have a big impact on how motivated we feel about our schoolwork. Sometimes they encourage us to do better, but other times they might say or do things that make us feel less excited about learning. According to a study by Wentzel (2016), the friends we have in school can influence our attitudes and behaviour a lot. When our friends are supportive and positive, we tend to feel more motivated and do better in our studies. But if our friends are negative or critical, it can make us feel less interested in learning.

Various Research has shown that peers can significantly impact students' motivation levels. Positive interactions with peers who demonstrate enthusiasm for learning and achievement can inspire individuals to set and pursue ambitious goals (Deci & Ryan, 1985). Conversely, exposure to negative peer behaviours, such as criticism or peer pressure to engage in counterproductive activities, can undermine motivation and self-esteem (Furrer & Skinner, 2003).

It is important to recognize that individuals respond differently to peer influence based on various factors such as personality traits, social identity, and past experiences (Ryan & Deci, 2000). While some students may resist negative peer pressure and maintain their motivation by focusing on personal goals, others may succumb to peer influence and experience demotivation (Wentzel, 1998). Understanding these individual differences is essential for developing tailored interventions to support students' motivation.

Objectives of the study:

- To Investigate individual's perceptions of motivators and demotivators within their peer groups.
- To Investigate the role of family support in helping college students overcome peer-related demotivation.
- To Understand college students' beliefs about what makes a true friend or supportive peer.
- To Explore college student's reactions to peer demotivation, such as distancing themselves or accepting their peer's influence.

Methodology:

Survey method(online)

Sample for the study:

Undergraduate college/university student's

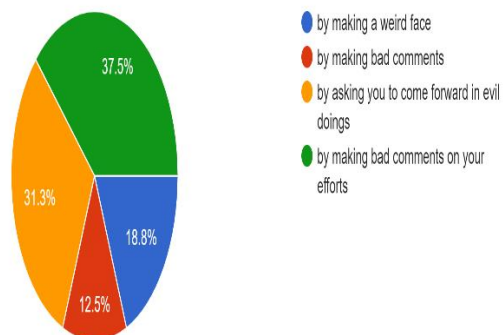
Age-Group of the sample:

18 years to 25 years

Analysis of the Data:

how does your peers demotivate you?

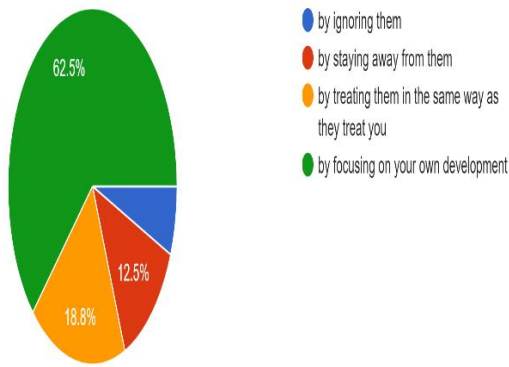
16 responses



Out of the whole sample, 50% of the candidates say that their peers demotivate them by making bad comments on their efforts and their body gesture and posture. on the other hand, 31.3% of the candidates say that their peers demotivate them by asking them to come forward in evil doings. And only 18.8% of the candidates say that their peers demotivate them by making weird faces.

how do you avoid yourself from getting demotivated by your peer group?

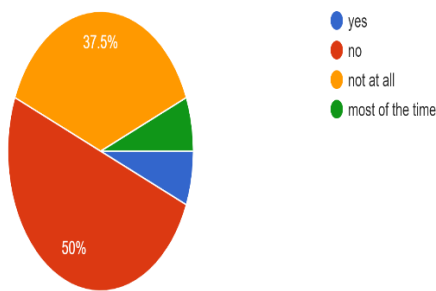
16 responses



Out of the whole sample, 62.5% of the candidates say that they avoid themselves from getting demotivated by their peer group through focusing on their own development. On the other hand, 18.8% of the candidates say that they avoid being demotivated by treating their peers in the same way as they treat him/her. 12.5% of the candidates say that they avoid themselves to be demotivated by staying away from their peer group. And only 6.3% of the candidates say that they avoid being demotivated by their peers by ignoring them.

are all the peers same?

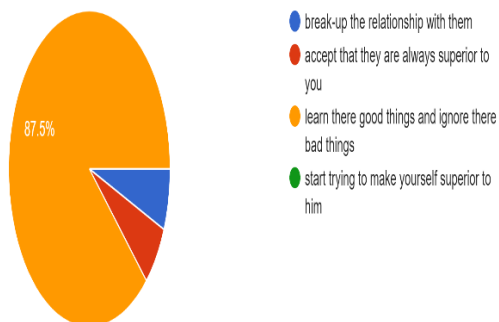
16 responses



Out of the whole sample, 50% of the candidates say that all the peers are not same. On the other hand, 37.5% of the candidates say that all the peers are not at all same. And 6.3%, 6.3% of candidates say that yes, most of the times all the peers are same respectively.

what do you do when your peers demotivates you and you also feel that they are doing better than you?

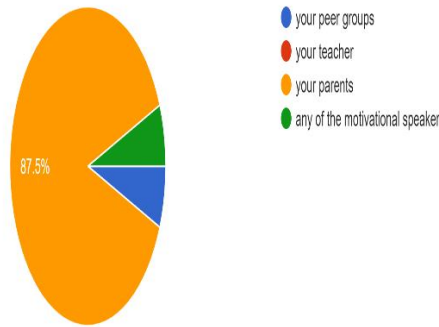
16 responses



Out of the whole sample, 87.5% of the candidates say that they learn the good things and ignore the bad things from their peers when their peers demotivate them and when they also feel that they are doing better than him/her. On the other hand, 6.3%, 6.2% of the candidates say that they break up their relationship with their peer group when the peers demotivate them and other say that they accept that their peers are always superior to him/her.

who motivates you the most?

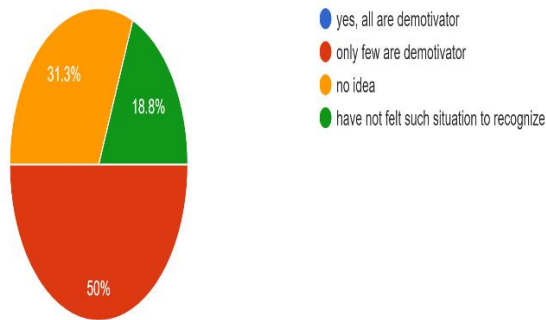
16 responses



Out of the whole sample, 87.5% of the candidates are motivated by their parents, on the other hand, 6.3%,6.3% of the candidates are motivated by their peer groups and any of the motivational speaker.

are all the peers in your group is a motivator/ demotivator?

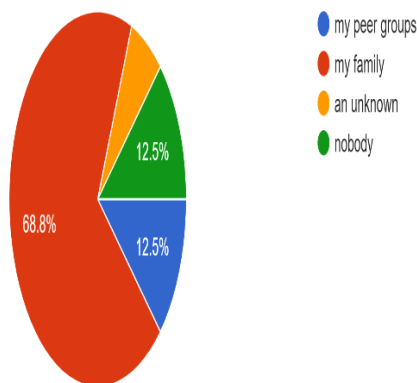
16 responses



Out of the whole sample, 50% of the candidates say that only few of our peers are demotivator. On the other hand, 31.3% of the candidates have no idea about who can be motivator or demotivator in their peer group. And only 18.8% of the candidates say that they have not felt such situation to recognize who is motivator or demotivator out of their peers.

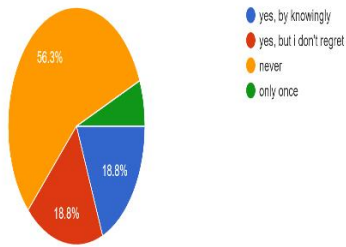
who is the person in your life that makes you feel comfortable to express yourself, to take risk, to learn from mistake and to seek help?

16 responses



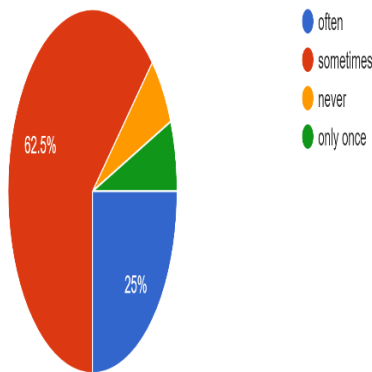
Out of the whole sample, 68.8% of the candidates say that their family is the only one who makes them feel comfortable to express themselves, to take risk, to learn from mistakes and to seek help. On the other hand, 12.5%,6.3% of the candidates say that their peer groups and an unknown help them to feel comfortable to express and to take risk and learn from mistakes etc. And other 12.5% of the candidates say that no body can make them feel comfortable to express themselves, to take risk, to learn from mistake and to seek help.

he you ever demotivated any f your peers ?
16 responses



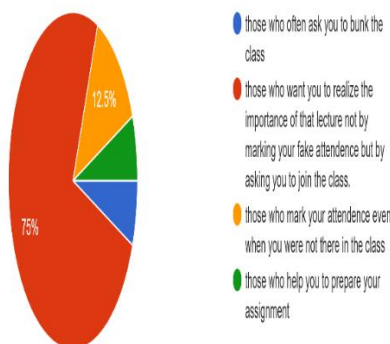
Out of the whole sample, 56.3% of the candidates say that they have never demotivated any of their peers. On the other hand, 18.8% of the candidates say that yes, they have demotivated some of their peers, but they don't regret on this. 18.8% of the candidates say that they have demotivated their peer knowingly. And only 6.1% of the candidates have demotivated their peers only once.

have your peers ever asked you to bunk your class because they don't want to attend that class?
16 responses



Out of the whole sample, 62.5% of the candidates say that sometimes their peers have asked to mass bunk their class because their other peers don't want to attend that class. On the other hand, 25% say that often their peers ask to bunk the class because peers don't want to attend that class. 6.3% of the candidates say that only once their peers have asked to bunk the class just because they don't want to attend that lecture and only 6.2% of the candidates say that their peers have never asked them to bunk the class.

according to you who are the true peers of your class?
16 responses



Out of the whole sample, 75% of the candidates believe that true peers/friends are the one who want us to realize the importance of lecture not by marking fake attendance but by asking us to join the class. On the other hand, 12.5% of the candidates say that true peers are the one who mark their attendance even when they were not in the class. 6.3% of the candidates believe that true peers are the one who prepare their assignment and other 6.3% of the candidates believe that true peers are the one who often ask to bunk the class.

Conclusion

In summary, the survey highlights how peers affect motivation in different ways for candidates. While some faced negativity such as hurtful comments or pressure to do wrong, others drew motivation from personal growth or positive friendships. Views on peer diversity ranged from seeing peers as distinct individuals to mostly alike. For many, family provided crucial support, although some found comfort in friends or relying on themselves. The study also uncovered differing views on what makes true peers, with most valuing encouragement to attend classes genuinely rather than fake gestures. These findings emphasize the intricate role peers play in motivation and the importance of fostering positive relationships and personal resilience in facing motivational hurdles. This study also provides valuable insights into the multifaceted nature of peer influence and its implications for motivation and behavior among college students. It underscores the importance of fostering positive peer relationships and individual resilience in navigating academic challenges.

Reference List:

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Wentzel, K. R. (2016). Peer influence on motivation, effort, and academic performance in school. *The Journal of Educational Research*, 109(3), 240-252.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.

Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95(1), 148-162.

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99-123.

Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698-713.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202-209.

APPENDIX:

2:24 VoLTE 4G 79%

attend that class:

- often
- sometimes
- never
- only once

according to you who are the true peers *
of your class?

- those who often ask you to bunk the class
- those who want you to realize the importance of that lecture not by marking your fake attendance but by asking you to join the class.
- those who mark your attendance even when you were not there in the class
- those who help you to prepare your assignment

Submit Clear form

This content is neither created nor endorsed by Google.
[Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms

2:24

VoLTE 4G 79%

he you ever demotivated any f your peers ? *

- yes, by knowingly
- yes, but i don't regret
- never
- only once

have your peers ever asked you to bunk your class because they don't want to attend that class? *

- often
- sometimes
- never
- only once

according to you who are the true peers of your class? *

- those who often ask you to bunk the class
- those who want you to realize the



2:23



VoLTE 4G LTE 79%

- only few are demotivator
- no idea
- have not felt such situation to recognize

who is the person in your life that makes you feel comfortable to express yourself, to take risk, to learn from mistake and to seek help? *

- my peer groups
- my family
- an unknown
- nobody

he you ever demotivated any f your peers ? *

- yes, by knowingly
- yes, but i don't regret
- never
- only once



2:23

VoLTE 4G LTE 79%

demotivates you and you also feel that they are doing better than you?

- break-up the relationship with them
- accept that they are always superior to you
- learn there good things and ignore there bad things
- start trying to make yourself superior to him

who motivates you the most? *

- your peer groups
- your teacher
- your parents
- any of the motivational speaker

are all the peers in your group is a motivator/ demotivator? *

- yes, all are demotivator
- only few are demotivator
- no idea



2:23

VoLTE 4G LTE 79%

how do you avoid yourself from getting demotivated by your peer group? *

- by ignoring them
- by staying away from them
- by treating them in the same way as they treat you
- by focusing on your own development

are all the peers same? *

- yes
- no
- not at all
- most of the time

what do you do when your peers demotivates you and you also feel that they are doing better than you? *

- break-up the relationship with them
- accept that they are always superior to you

learn there good things and ignore

|||

○

<

2:23

VoLTE 4G LTE 79%



* Indicates required question

Email *

- Record **chunmundagar9@gmail.com** as the email to be included with my response

how does your peers demotivate you? *

- by making a weird face
- by making bad comments
- by asking you to come forward in evil doings
- by making bad comments on your efforts

how do you avoid yourself from getting demotivated by your peer group? *

- by ignoring them
- by staying away from them
- by treating them in the same way as they treat you

