

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter, in addition to defining the study's concept, details the literature review. The literature review generally discusses relevant theories and previous research for each variable. This chapter also discusses the conceptual framework that was developed.

2.2 Independent Variable

There have been some previous study findings about peer groups' influence on students in the field of education.

2.2.1 Smoking Peers Group

A peer group comprises people of similar ages, and the school serves as the primary setting for peer group membership (Olalekan, 2016). Peer groups provide a sense of security and aid in developing adolescents' sense of identity by not allowing teenagers to be themselves (Monyamane et al., 2021). According to Rubin et al. (2007), peer groups persuade individual members to adopt group values, beliefs, and goals and to participate in the same activities. As Salmivalli (2010) explain, peer groups directly challenge individual members to conform to existing norms.

As a result, members are more likely to take risks. Members of the peer group believed that risky behaviour elevated their standing in the eyes of their

peers and ensured their acceptance in the group (Monyamane et al., 2021). Furthermore, peer groups are one of the most potent social structures influencing adolescent behaviour. According to research, peer-influenced decisions have long-term consequences. Bankole et al. (2019) report that peer groups play an essential role in transforming pupils' or students' understanding of the challenges and opportunities for improving their educational pursuits through a well-organized schooling system.

Kadir et al. (2018) do some research to identify the factors in peer groups that can reduce and increase the students' anxiety in learning English and determine which peer groups have a more significant effect on the students' anxiety in terms of grouping division by the teacher or by the students; it discovered that peer group that can both reduce and increase the students' anxiety in learning English. A student's anxiety about learning English was thought to be related to the group to which he or she belonged. The data analysis showed that some factors that can reduce the students' anxiety in learning English consist of communication skill development, sharing various assumptions, and collaborative learning. Meanwhile, students' self-perception, low language proficiency, and peer rejection can increase their anxiety. Besides, competitiveness becomes one factor in peer groups that can reduce and increase the students' anxiety in learning English.

Keletsositse (2021) conducted a study titled Examining the Impact of Peer Groups in the Unfolding of Bullying in a Private Boarding School in Botswana. According to the study, the pressure to conform to their peer groups compelled

them to do anything to pass the loyalty test. Many students were influenced by this perceived pressure to bully persistently, even to the point of inciting others to bully. This study's findings confirmed that peers are heavily involved in bullying, either as active participants or bystanders, and are unwilling to act pro-socially. These findings are consistent with the Social Learning Theory (Bandura, 1977), which proposes that peers actively or passively reinforce bullies' aggressive behaviour during a bullying episode. These findings support the importance of peer groups and their powerful influence (Gini, 2006).

As per a study conducted by Fujimoto et al. (2012), adolescents were more likely to smoke as they were increasingly exposed to smoking teammates. This study demonstrates the significance of peer influence through affiliation in team sports. This study demonstrates the methodology by using data on young adolescent smoking influenced by joint participation in school-based organized sports activities with smokers. The study included 1260 American middle-school adolescents aged 10 to 13.

While previous abroad studies have found that peer influence, such as the smoking status of one's best male/ female friends, was found to be the most significant and consistent predictor across all ages 14 to 18 years old (Wang et al., 1995), this study was titled Family and Peer Influences on Smoking Behaviour Among American Adolescents: An Age Trend.

Previous research has found that the influence of peers on adolescent smoking varies by ethnicity. B. Unger et al. (2001), in their study on Ethnic Variation in Peer Influences on Adolescent Smoking Nicotine & Tobacco

Research, showed that their friends' smoking habits more influenced Whites than other groups, including Pacific Islanders, African Americans, and Hispanic/Latinos. Even though many studies have focused on African Americans, Hispanics, and Whites, few studies have included Asian Americans, Pacific Islanders, and multi-ethnic adolescents as distinct groups.

In Hong Kong, Lai et al. (2004) conducted the study entitled Perceived Peer Smoking Prevalence and Its Association with Smoking Behaviours and Intentions in Chinese Adolescents. The results show that peer smoking prevalence was overestimated regardless of gender or smoking status and was higher in girls (69.4 per cent) than boys (61.0 per cent), and in experimental (74.3 per cent) and current smokers (85.4 per cent) than in never smokers (60.7 per cent). Boys who overestimated (more than twice) peer smoking were more likely to be current smokers, with adjusted odds ratios and 95 per cent confidence intervals (95 per cent CI) of 1.95 (1.24-3.07) and 3.52 (2.37-5.24) (P for trend 0.001). Similarly, boys who grossly overestimated peer smoking were 76% (95 per cent CI: 41-120%) more likely to have smoked at some point in their lives.

Furthermore, McLeod et al. (2008) conducted a study in which they interviewed both members of 14 young adult identical twin pairs who were discordant for smoking to investigate the social context of smoking experimentation and consolidation, with a particular focus on friends. They reported that respondents who smoked were drawn to the behaviours and images of their smoking peers. Many non-smokers felt intense peer pressure not to smoke

and discussed how the images conveyed by smoking were inconsistent with the image of their peer group.

Wang et al. (2000) then investigated how peer influence and self-selection for smoking peers may influence adolescent smoking acquisition. Although both peer influence and self-selection of smoking friends were observed, the data show that self-selection may play a more significant role in adolescents' decision to start smoking. This indicates that, while teaching adolescents to resist peer pressure is essential, it may be more important to identify factors that influence adolescents' decisions to choose smoking-related friends. This could result in more effective preventive measures.

Mosbach et al. (1988), for example, discovered that "cigarette smoking was the best discriminator of social group affiliations." The study, titled Peer Group Identification and Smoking: Implications for Intervention, included 353 seventh and eighth graders. A structured interview was used to collect data. The findings suggest that smoking intervention programmes will be more successful if they address specific social and emotional needs of individuals who are more likely to become smokers.

2.3 Dependent Variable

There have been some previous research findings about academic motivation students in the field of education.

2.3.1 Academic Motivation Students

Academic motivation also refers to students' ability to complete their tasks and studies. Peer group and academic motivation should have a symbiotic relationship. A student's academic performance was thought to be related to the group to which he or she belonged. Peer influence can be beneficial or detrimental. Peer influence hurts a student's academic performance. On the other hand, stronger students impact their peers and can help them improve their overall academic performance.

According to Lashbrook (2000), peer influence can inspire students' academic zeal and motivation to succeed. On the other hand, positive peer influence on academic performance is dependent on a person's self-identity, self-esteem, and self-reliance. Peer relationships are never more prominent than during adolescence; the age group studied in this study. They spend more time than adults interacting with peers and recording a very high level of happiness in peer contexts while placing the most significant emphasis on peer norms for behaviour (Brown et al., 2009). This stage of affiliation motivation appears to be highly conserved among peers.

Peers can positively impact learners' motivation, but they can also have a negative effect. Yiga et al. (2019) conducted a study to determine the profile of factors that can influence the academic motivation of grade six and seven learners at a primary state school in Bloemfontein, South Africa, including teacher style, role models, home environment, and peer influence. The results showed that the high motivational stratum for peer influence (71 %) was the highest chosen by

202 students compared to the other three factors, namely teacher style, home environment and role models. Yiga et al. (2019) discovered that almost all the learners felt they belonged to a group of friends. Friends positively influenced the learners, and there was healthy competition among friends to perform academically.

The other research was conducted by Chen (2008) entitled Grade-Level Differences. They investigated grade-level differences in the relationships between students' perceived academic support (from parents, teachers, and peers) and academic achievement directly and indirectly through their perceived academic engagement among 270 students in Hong Kong. It revealed no significant direct or indirect relationship between perceived peer support and student achievement at any grade level.

Olalekan (2016) entitled Influence of Peer Group Relationship on The Academic Performance of Students in Secondary Schools: A Case Study of Selected Secondary Schools in Atiba Local Government Area of Oyo State. This research is widely observed in 100 students in five secondary schools. It shows that peer groups have a significant influence on students learning. This is evident from the role of the peer group in a child's life and learning; evidence abounds that students feel more comfortable and relaxed among their peers. A brilliant child surrounded by dull friends will lose interest in learning. On the other hand, a peer group that is inclined to study would positively affect a dull member's attitude toward learning and stimulate his/her interest in learning.

Moreover, Jack et al. (2017), in their study entitled Relationship Between Peer Group Influence and Students' Academic Achievement in Chemistry at Secondary School Level. The study's findings revealed a significant difference in the academic achievement of students who belong to peer groups and those who do not belong to peer groups in chemistry. A positive and significant relationship exists between peer group influence and students' academic achievement in chemistry. It was, therefore, suggested that school authorities/teachers' pay special attention to encouraging peer group activities in schools, particularly in group discussions.

A study by Bankole et al. (2015) investigated the influence of peer groups on the academic performance of secondary school students in Ekiti State, in which 225 secondary school students were randomly selected from five mixed secondary schools. The Peer Group and Adolescent Academic Performance (PGAAP) questionnaire was used in the study. The findings revealed that peer relationships influence secondary school student's academic performance.

Furthermore, Monyamane et al. (2021) have conducted a study entitled Evaluating the Impact of Peer Influence on Student Behaviour and Academic Performance in A Boarding School: A Case Study of a Private School in the Northern Region of Botswana. This study's findings revealed a significant relationship between peer influence and academic performance; the type of peer group affiliations one maintains influences this. According to Howard (2004), a peer group inclined to study would positively affect an academically challenged member and stimulate their interest in learning. These findings also revealed that

those who participated in motivated peer groups reported that peer affiliations improved their behaviour and academic performance in a positive way. Furthermore, these findings revealed that a brilliant student surrounded by dull friends would lose interest in learning.

The findings of a study conducted by Mapesa (2013) on a sample size of 95 respondents, 90 students and 5 teachers from the guiding and counselling department, titled Peer Influence on Academic Performance of Form One Students in Girls Boarding Secondary Schools in Kanduyi Constituency, Kenya reported that peer group members who performed well in the Kenya Certificate of Primary Education (KCPE) had a positive influence on the academic performance of female students in secondary schools. It was determined that students' initial entry marks significantly influenced girl student content mastery; thus, teaching could proceed more quickly in higher entry mark groups or begin from a higher baseline when the group's prior attainments are higher.

Leka (2015) has explained the effects of the role of peer and social interaction in adolescent academic achievement. The empirical findings show that peers form networks that lead to an overestimation of group effects in the traditional model, causing them to change their academic goals. Furthermore, it has been observed that adolescents have increased social motivation, followed by a decrease in academic motivation; as a result, this results in demonstrations of inability in academic areas. These findings are understandable if the adolescent's acceptance from the peer group is one of the measurement keys for positive and negative school experiences. Future studies could investigate the motivational

dynamics that contribute to the academic development of long-term assets and the formation of an academic identity by allowing adolescents to use the group in the interest of academic success.

Singh (2020) presented findings from a study titled Academic Performance of Adolescents concerning Peer Pressure, which revealed a negative and significant correlation between peer pressure and adolescent academic performance. There was no significant difference in academic performance based on gender, but there was a significant difference in peer pressure. Male adolescents were more pressured by their peers than their female counterparts.

Ryan (2015) stated that peer group influences are more pronounced and noted in higher institutions of learning than in secondary and primary schools, partly because some students leave home and live-in hostels or residents close to the school where parental supervision and contact are minimal. The influence of peer groups on students with physical and health impairments in school is significant, socially, and academically, because members tend to be comfortable with the group norms and values. Peer pressure can sometimes lead to aggressive behaviour, such as rioting in school. Students are also influenced by their peers to form social cliques with nicknames. Students with physical and health impairments are always anxious to socially initiate with their peers, whether positively or negatively, and they would want to go to the church or mosque due to the influences of their peers.

According to Farrell et al. (1993), attitudes can influence students' social and academic achievement in either a positive or negative way. Truancy,

persistent lateness to school, juvenile delinquency, stealing, absenteeism, disobedience, laziness, disregarding school rules and regulations, and other cases of group behaviour may be detrimental to students' social and academic work. On the other hand, the influence could improve students' social and academic achievement. For example, students may be influenced socially, psychologically, or intellectually, to name a few factors which can improve academic performance and social behaviour. For example, starting a reading group, going to the library, being eager to join others in answering questions in class, and making friends with bright students (Hay et al., 2003).

The literature clearly shows that the relationship with peer groups does have a relatively strong impact on the daily functioning of the adolescent's academic performance.

2.4 Conceptual Framework

The study's conceptual framework is the most crucial aspect of study implementation. The research framework is required as a meaningful guide for the researcher to direct the individual towards a path to achieve the purpose of the study through the structure of logical ideas that focuses on the planning, implementation, and reporting of a study. Several variables have been identified in this study based on the research question to be answered.

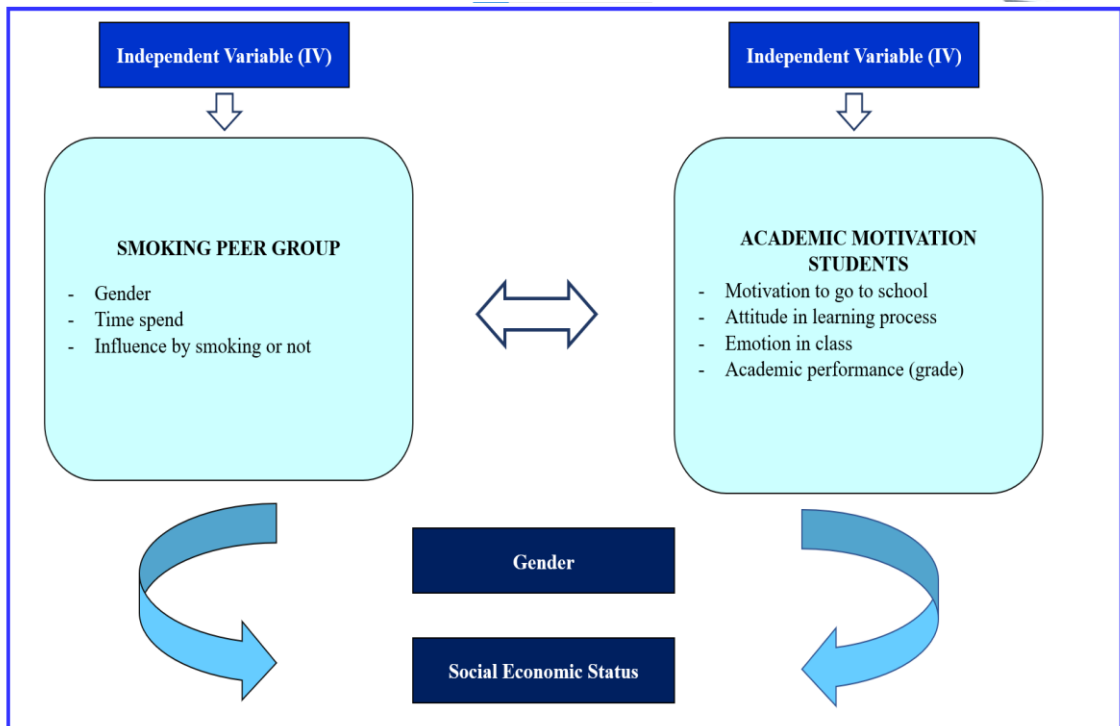


Figure 2.1: The conceptual framework

Figure 2.1 above describes the relationship between the independent variable (smoking peer group) and the dependent variable (academic motivation students). The smoking peer group was the independent variable in this study. Meanwhile, the academic motivation of secondary school students is the dependent variable that is the focus of this study. For IV, the researcher would like to identify the peer group the students belong to and whether they are involved in smoking activities or not in terms of DV, the researcher like to examine students' levels of academic motivation based on their eagerness to attend school every day (excited or burdened), attitudes and behaviours displayed during the learning process, emotions throughout the school, and academic

performance, which includes grades in core subjects. Furthermore, the researcher would like to see the relationship between the two variables mentioned above and students' gender and socioeconomic status.

2.4.1 The Social Learning Theory

This study applied Bandura's (1977) Social Learning Theory, which emphasises observing and modelling others' behaviours, attitudes, and emotional reactions. This theory is predicated on the fundamental premise that behaviour is learned and can be unlearned. Bandura asserted that learning would be highly time-consuming if people relied solely on their actions' consequences to determine what to do. The following are the Social Learning Theory conditions for effective modelling:

2.4.1.1 Attention

This aspect holds that various factors increase or decrease an individual's level of attention. This includes distinctness, affective valence, prevalence, complexity, and functional value.

2.4.1.2 Retention

People remember what they paid attention to, including symbolic coding, mental images, cognitive organisation, symbolic rehearsal, and motor rehearsal.

2.4.1.3 Reproduction

This aspect refers to the act of reproducing an image. Physical abilities and self-observation of reproduction are included.

2.4.1.4 Motivation

This aspect refers to having a good reason to imitate, and it includes motives such as past (traditional behaviourism), promised (imagined incentives), and vicarious (seeing and recalling the reinforced model).

2.4.1.5 Identification

Entails adopting observed behaviours, values, beliefs, and attitudes.

2.4.1.6 Modelling

This aspect refers to individual changes in cognition, behaviour, or effects of observing others.

A few real-world applications have been addressed using the Social Learning Theory. For instance, the theory has been used in studies to investigate how aggression and violence may be transmitted through observational learning.

According to the Social Learning Theory, man is born with some innate potential to the environmental conditions; that is, as adolescents interact in the environment, they consciously or unconsciously observe, imitate, and display

model behaviour. This demonstrates the interdependence of one's personality, behaviour, and environmental factors.

According to Ryan (2000), observing others perform a particular behaviour or express a particular opinion can expose an individual to new behaviours and viewpoints that may differ from his or her own. Furthermore, Korir et al. (2014) stated that observation enlightens a person on the consequences of their actions and opinions. Observation of a model can thus strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs, depending on the consequences.

2.4.2 Maslow's Hierarchy of Needs Theory

Maslow's Pyramid, or theory of human behaviour, was proposed by psychologist Abraham Maslow in 1934 to discover the factors that motivate a person to do better in life and work and to comprehend what motivates the most. Maslow proposed that human needs can be organized into a hierarchy to understand better what motivates people. This hierarchy ranges from more concrete needs like food and water to abstract concepts like self-actualization. According to Maslow, the following need on the hierarchy becomes our focus of attention when a lower need is met (Ghatak et al., 2019). Maslow classified human needs into a five-tiered pyramidal structure, known as the 'hierarchy of needs.'

The following are the levels according to Figure 2.2.

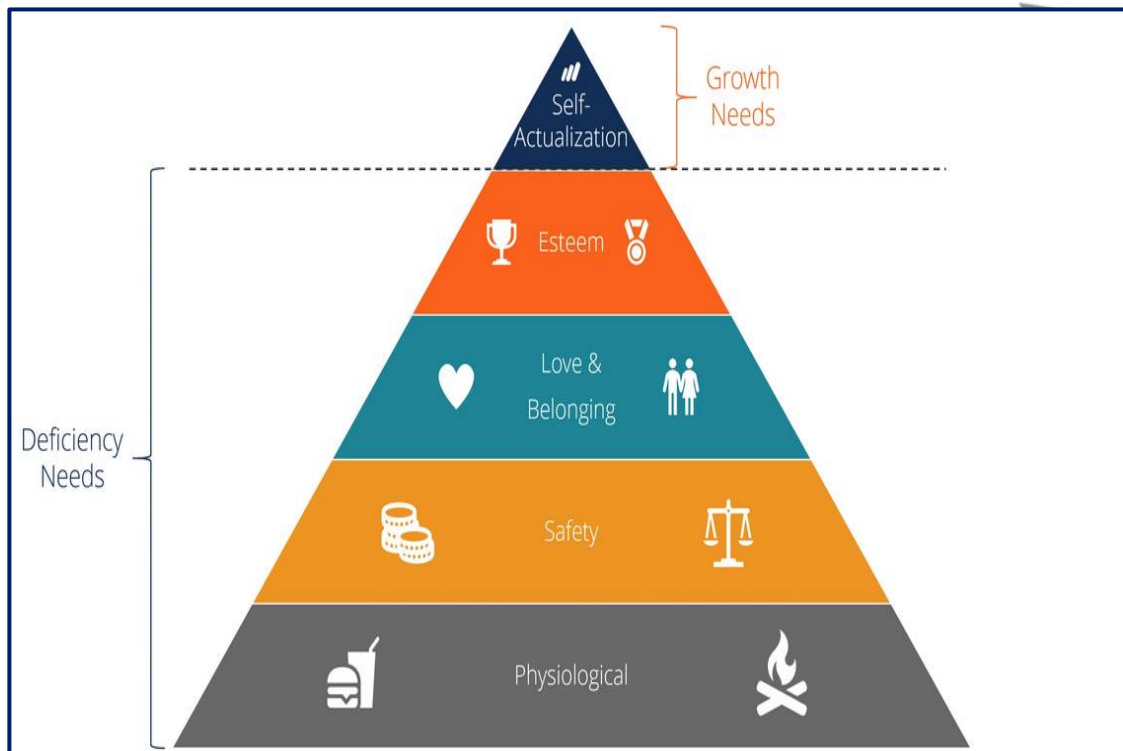


Figure 2.2: Maslow's Hierarchy of Needs Theory

2.4.2.1 Physiological

Food, drink, shelter, getting a salary and so on are considered basic needs, and these fall under the ambit of 'physiological needs. These are basic physical requirements such as drinking or eating when hungry. Some of these needs, according to Maslow, involve our efforts to meet the body's need for homeostasis or maintaining consistent levels in various bodily systems. Maslow considered physiological needs to be the most important of our requirements. If a person is deficient in more than one need, they will most likely prioritise meeting their physiological needs.

For example, if someone is extremely hungry, it is difficult to focus on anything other than food. Another example of a physiological need is the requirement for sufficient sleep.

2.4.2.2 Safety

After people's physiological needs are met, the following requirement is a safe environment. This includes security, safety, and stability. Our safety needs are evident even in childhood, as children need safe and predictable environments, and when these are not met, they typically react with fear or anxiety. Maslow observed that in adults living in developed countries, safety needs are more visible in emergencies (e.g., war and disasters), but this need can also explain why we prefer the familiar or why we do things like buy insurance and contribute to savings account. Another example, a permanent job provides stability and secure life for a person.

2.4.2.3 Love and Belonging

Maslow's hierarchy of needs continues with the need to feel loved and accepted. This includes close bonds, recognition, compassion for other people and affection. This requirement encompasses both romantic relationships and ties to friends and family members. It also includes our desire to feel like part of a social group. It is important to note that this need includes both the desire to be loved and the desire to be loved by others.

2.4.2.4 Esteem

Our esteem requirements include a desire to feel good about ourselves. Maslow defines *esteem needs* as having two components. The first entails feeling self-assured and good about oneself. The second component is a sense of being valued by others; that is, a sense that others have recognised our accomplishments and contributions. When people's esteem needs are met, they feel more confident and see their contributions and accomplishments as valuable and significant. For example, besides salary, praise, confidence, and independence are essential motivators for an employee. However, if their esteem needs are not met, they may experience "feelings of inferiority," as psychologist Alfred Adler put it.

2.4.2.5 Self-Actualization

Self-actualization refers to a sense of fulfilment or living up to one's full potential. One distinguishing feature of self-actualization is that it appears differently to everyone. For one person, self-actualization may entail helping others; for another, it may entail accomplishments in an artistic or creative field. Essentially, self-actualization refers to the feeling that we are doing what we believe we were born to do. Maslow considers self-actualization relatively rare and cites Abraham Lincoln, Albert Einstein, and Mother Teresa as examples of famous self-actualized individuals. The group peer space is essential in daily life, and the hierarchy of needs mentioned above applies in the presence of a friend as well.

2.5 Summary

In this chapter, the researcher gathered some previous research findings about peer groups and the academic motivation of students in the field of education to examine the relationship between the two variables. Peer groups play an essential role in the social behaviour and academic performance of students with physical and health impairments in secondary schools and higher education, as peer pressure is essential to the student's developmental process.

Furthermore, *academic motivation* can be defined as the desire to succeed in learning. This is formed by the individual's psychological and personality traits, which are influenced by a few external factors (Komarraju, et al. 2009). Furthermore, the researcher linked two theories relevant to this study: the Hierarchy of Needs Theory for independent variables (smoking peer group) and Maslow's Social Learning Theory for dependent variables (academic motivation students).