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Peer Influence and School Library Use by Students in Public Secondary Schools in Lagos State, Nigeria

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Abstract

This study investigated the influence of peer influence on school library use among public secondary schools in Lagos State, Nigeria. The study adopted survey research design. The study population comprised 16,366 students in public secondary schools in Lagos State. Structured questionnaire was used for the data collection and the Cronbach alpha value ranged from 0.7 to 0.9 which shows that the instrument is valid. Findings showed that students in public secondary schools in Lagos State, Nigeria used school library twice a week (mean=3.00, SD = 0.79). School library was used daily among students in public secondary schools in Lagos State, in order to enable them to study and perform well in their studies (\bar{x} =3.33). The extent of peer influence on library use was moderately high the mean = 2.91, SD=0.86). Peer pressure exerted high influence at (\bar{x} =3.05) and peer academic value at mean = 2.76. Peer influence has a negative significant influence on school library use among students in public secondary schools in Lagos State, Nigeria ($R^2= 0.025$, $\beta= -0.157$, $t = -5.781$, $p<0.05$). Therefore, this study recommends that school administrators and librarian should care for each student in situation where there is negative influence it should be observed and corrected before it becomes a public menace.

Keywords

Peer Influence, Library Use, Peer Pressure, Academic Value, Secondary Schools

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Introduction

Library is known for the vast storage of knowledge that can be utilized by different categories of people including secondary school students. Library can be referred to as a repository of knowledge where print and non-print information resources are conserved and preserved for users to access in order to satisfy their information need. There are different types of libraries ranging from academic, school, public, special and national libraries. This study will emphasize school libraries which is also called media resource centre. School libraries like the name is referred to as libraries situated in nursery, primary and secondary schools with the aim of providing information resources to suitable to meet their information need. According to Ternenge and Agipu (2019), school libraries in educational institutions such as pre-primary, primary and secondary schools are as important as the life wire required in the functional upbringing of children. Peer influence refers to the pressure exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (Oyeboade, 2017). This study will review literature on school library use and peer influence in detail.

Literature Review

School Library Use

School library cannot exist without the school thus school is regarded as a place where learning takes place. The academic foundation of any child begins from the school especially preschool where basic knowledge of the different subject areas is impacted to the students. For Nigeria to excel academically and have her educational sector developed there is a need for the reform of our educational system through adequate provisions of functional libraries in primary and secondary schools. Libraries play vital roles in the educational development of a child in his or her early years thereby enabling a complete learning process. The information resources present in the school libraries is expected contribute immensely to the educational advancement of student when utilised. Library is used according to Alabi and Sani (2013), as a tool for self-education, increase in knowledge and factual information that provides combined knowledge of civilization which consequently improves one's mental vision.

Libraries over the years are known as a major learning tool to support educational development of students in their early life. This is supported by Itsekor (2012) that explained that libraries always serve as tool to advance education in all level. School libraries can be used by different categories of users like teachers, pupils and students in order to improve on

their studies. However, school libraries are faced with some challenges that can limit the service quality and reduce patronage by users. Micheal and Ogunniyi (2014) reveals that irregular and non -guided use of the school libraries by the students of secondary schools could lead to poor grades and scores in their examinations. School library use is expected to enhance the academic performance and improve the learning skills of the users. Library users make use of the different information sources in school libraries to fulfill their academic requirement. Thus, there are several information sources in the school library ranging from the primary to secondary and then tertiary sources that can aid learning.

Information sources present in school libraries that can be used in supporting student learning include materials such as textbooks, atlas, maps, globe, journals, comics, cartoons, newspapers and educative magazines. According to Ternenge and Agipu (2019), school library resources refers to the equipment and other instructional and study materials in the school library meant for teaching and learning. In addition, instructional materials include books, the literature for children, young people and adults, films, printed materials, recording latest media adopted for learning and development. The aforementioned information resources when well utilised is expected to promote reading culture and become independent learner with the array of media resources. According to Arua and Chinaka (2011), school library information resources are all inputs which are used in the library in order to provide a suitable learning environment for students and teachers to achieve educational goals.

Bernard and Frankwell (2014) reported that the most frequently used library information sources by secondary school students are only books and novels. Buttressing the foregoing point, Arua and Chinaka (2011) noted that a standard school library should have up-to-date materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), with television set, radio, toys and multimedia materials. The school librarian has to work with the school administration in providing these educational materials relevant to the curriculum of the school in order to satisfy the need of the teachers and students. School libraries are used for several purpose that could benefit the users. Ternege and Agipu (2019) identified library resources most frequently used library resources as text books dictionaries and magazines while encyclopedia, newspapers, novels, plays and maps are often used.

Peer Influence

Peer influence contribute to school library use in public secondary schools in Lagos State. Peer influence refers to the pressure exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (Oyeboade, 2017). Peer influence is the ability of people of age group to exert authority on their fellow mate making them participate in what will sometimes be against their wish. Peer influence can be seen as a social pressure from members of the same age group in public secondary schools in Lagos State to believe a certain thing or act in certain ways in order to be accepted. Young people want to be accepted by their age mates as such do things that will thrill others people to key into their concept. Peers influence is a kind of reaction that a peer group, observers or individual exerts that encourages others to change their attitudes, values, or behaviors to conform to group norms (Oyeboade, 2017).

Peer influence is expected to improve on library patronage of students in public secondary schools because the general believe is that when people around you are reading and studying hard to succeed it will be difficult to be distracted as such influence on student's academic performance. peer influence connotes the impact of individuals in the same life stage in encouraging and shaping the behaviours of others within the same age group either positively or negatively (Brown & Larson, 2009 in Lawrence, 2021). Students of the same age group can be influenced positively into doing the right thing at the right time also by embarking on negative behaviour that can permanently affect the future of the person. Positively influenced peer are prompted to do the right thing especially where people of age mates are impacting their mates in being the best in their different life endeavors. Positive peer influence can result in a student involvement with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured to follow suit to avoid feeling excluded from the group (Filade, Bello, Uwaoma, Anwanane, & Nwagburuka, 2019). Friends of like minds who aim high influence their weak friends to aim high and achieve academic excellent. Essentially, peer influence can also have positive effects when youth are influenced by the peer toward positive behaviour, such as volunteering for charity or excelling in academic (Kellie, 2013). Friends of the same group in their learning period develop different skills like negotiating skills and learn to deal with challenges in order to solve problem in any situation. In addition, students who are positively influenced will either decide to use the library in order to boost their academic performance while negatively influenced students may equally be impacted by friends who have little interest in studying

may possibly discourage library use. Peer influence in light of this study will be looked at from the aspect of peer pressure and peer academic value.

Looking at the work of Kirk (2000) in Korir and Kikpemboi (2014) found that negative peer pressure had nothing than less effect on students' academic performance. Peer pressure is emotional and mental forces from people belonging to the same social group (such as age, grade or status) to act and behave in a manner similar to themselves (Weinfied, 2010). Peer pressure is usually associated with teens, although its influence is not confined to teenagers alone. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because this behaviour commonly occurs in the company of peers (Lawrence, 2021).

In a study carried out by Busari (2016) study on the effect of peer influence and social media utilization on reading habit of secondary school students in Oyo State and found that high level of peer influence was established among the students while reading, sourcing for news, making new friends, socialising with contacts, having leisure/fun/entertainment and finding community of interest were major purposes for which the students make use of social media. Students are influenced by their peer much more also the library environment can attract students of the same age to make use of the library. Research evidence from Mosha (2017) established that peer group had both positive and negative influence on adolescent students' academic performance at the selected schools with the influence found to be higher in government than the private owned secondary schools. In addition, it was further established that peers' relationship, socialization, environment, globalization, and drug use had a significance influence in determining students 'academic performance.

Omotere (2011) conducted research on the influence of peer group on adolescents in selected schools in Ogun State to investigated the influence of peer group on adolescent performance the findings revealed that peer group could positively influence the academic performance of in-school adolescents. It was therefore suggested from Omotere study that parents and teachers should provide adequate guidance to adolescents to help them understand how the friends they keep can either positively or negatively influence their academic performance in school. Parents and guardian are expected to know their children friends during this sensitive period in their life so that they do not get misguided by their peers thereby losing focus of their future goals. In order to draw more students in public secondary to using the library as expected there is need for attractive and serene library environment.

Filade (2019) conducted a study on peer group influence on academic performance of undergraduates in Babcock University and found that there is a significant relationship between peer influence and academic performance. The findings show that peer have relative significant influence over daily functioning of the students, their academic achievement and their use of library. Friends of similar age or in the same age range can be influenced to either to the right or wrong, all the decision made as secondary school students will affect their academic performance. In a study conducted by Jato (2014) on study habits, use of school libraries and students' academic performance in selected secondary schools reveals that school libraries have positive impact on the academic achievement of the students and that school libraries provides a quiet and well-lit study place with environment conducive for mental assimilation. Peer influence can be positive or negative as such can determine library use that can directly or indirectly affect library performance.

Olalekan (2016) conducted a study on the influence of peer group relationship on the academic performance of students in secondary schools in Atiba local government area of Oyo State and found out that students are closer to their friends more than their teachers and parents with parents encouraging their children study with their friends. Students trust in their classmates especially their friends will either result in use or none use of the library resources. Misanya (2013) carried out a study on peer influence on academic performance of form one students in girls boarding secondary schools in Kanduyi constituency Kenya the study established that peers who are interested in academic issues are more likely to associate with students who have the same interest. The use of school library is expected to benefit the users by helping them improve academically in their study if well utilised.

Bankole and Ogunsakin (2015) carried out a study on the influence of peer group on academic performance of secondary school students in Ekiti States the findings reveal that peer relationship influence academic performance of secondary school students and some of the factors responsible these are seriousness from the part of the students, use of school library, group discussions among others. Peer group with positive academic value will succeed greatly. In addition, positive influence of members or friends of the same age group will possibly make friends study together, avoid delinquent act, do away from negligence which is negative influence and peer pressure that could be positive or negative.

Mlowasa (2014) revealed that poor academic performance at the schools was influenced by negative peer groups. Research evidence from Mosha (2017) established that peer group had both positive and negative influence on students' academic achievement and performance at the selected schools. Comparatively, the influence was found higher in

government owned schools than the private owned secondary schools. It was further established that peer relationship, socialization, environment, and globalization had a great impact in determining students' academic performance and achievement.

Statement of the Problem

School is regarded as a place where learning takes place. Library service is one of the essential services needed in the school system (primary, secondary and tertiary). It has been observed that young people of the same age learn together and do things together however the use of public secondary school library can be seen to be influenced by peer because most students move to the library in pair thus when there are no friends that use the library the motivation may be low. For Nigeria to excel academically and have her educational sector developed there is a need for the reform of our educational system through adequate provisions of functional libraries in primary and secondary schools. The low use and patronage of the school library from observation can be associated with peer influence especially peer pressure and peer academic value is another issue of concern to secondary school students which could be as a result of their age, they are likely influenced by their friends but in the instance where a friend is not interested in using the library as a result of peer pressure this can influence others negatively. Although studies have been carried out on library environment and library use, there seems to be a dearth of studies that have explored peer influence on school library use among public secondary school students. Therefore, the study is set to investigate the influence of peer influence on school library use among students in public secondary schools in Lagos State, Nigeria.

Objective of the Study

The main objective of the research is to investigate the influence of peer influence on school library use by students in public secondary schools in Lagos State, Nigeria. The specific objectives of the study are to:

1. Find out the frequency of school library use by students in public secondary schools in Lagos State.
2. Determine the extent of peer influence among students in public secondary schools in Lagos State.
3. Analyse the influence of peer influence on school library use among students in public secondary schools in Lagos State, Nigeria.

Research Questions

1. What is the frequency of school library use among students in public secondary schools in Lagos State, Nigeria?
2. What is the extent of peer influence in using school library by students in public secondary schools in Lagos State, Nigeria?

Hypothesis

The null hypothesis was tested at 0.05 level of significance

Ho1 Peer influence has no significance influence on school library use among students in public secondary schools in Lagos State, Nigeria.

Methodology

The study adopted survey research design with the population of 16,366 of public secondary school students in Lagos State, Nigeria. The population was made of Junior Secondary School 3 (JSS 3) and Senior Secondary School 3(SS3) secondary school students that was drawn from 20 public secondary schools in the 20 local government areas (LGA) in Lagos State Nigeria. The sample size of 1,448 was derived from Krejcie and Morgan's sampling technique table. The research instrument for the study was a well-structured and adapted questionnaire to elicit data from respondents. The Cronbach alpha reliability test for the frequency of school library use is 0.923 while the Cronbach alpha value for extent of peer influence of library use is 0.740.

Interpretation and Discussion of Findings

Research Question 1: What is the frequency of school library use among students in public secondary schools in Lagos State, Nigeria?

Table 1 Frequency of School Library Use

<i>I use the Library to...</i>	D Freq. (%)	TW Freq. (%)	TM Freq. (%)	OY Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
enable me study and perform well in my studies	759 (57.4)	241 (18.2)	321 (24.3)	2 (0.2)	3.33	0.85
Occupy myself when there is no teacher in class	473 (35.8)	644 (48.7)	195 (14.7)	11 (0.8)	3.19	0.71
Avoid being bored	377 (28.5)	744 (56.2)	194 (14.7)	8 (0.6)	3.13	0.66
Distract me from youthful exuberance	376 (28.4)	677 (51.2)	259 (19.6)	11 (0.8)	3.07	0.71
Enable me develop good reading habit	586 (44.3)	245 (18.5)	490 (37)	2 (0.2)	3.07	0.90
Socialise with friends	529 (40)	526 (39.8)	66 (5.0)	202 (15.3)	3.04	1.03
do my assignment.	93 (7.0)	1034 (78.2)	192 (14.5)	4 (0.3)	2.92	0.47

Reduced time spent in playing games	334 (25.2)	483 (36.5)	501 (37.9)	5 (0.4)	2.87	0.79
Study the subject taught in class for further understanding	178 (13.5)	663 (50.1)	474 (35.8)	8 (0.6)	2.76	0.68
Have easy access to current textbooks	321 (24.3)	504 (38.1)	200 (15.1)	298 (22.5)	2.64	1.08
Average Overall Mean					3.00	0.79

Source: Field Survey 2021; **Note:** Freq.= Frequency

KEY: D=Daily, TW= Twice a Week, TM=Thrice a Month, OY=Once a Year*****Decision Rule if mean is 1 to 1.74=Once a Year; 1.75 to 2.49 = Thrice a Month; 2.5 to 3.24 =Twice a Week; 3.25 to 4= Daily**

Table 1 depicts that school library was generally used twice a week among students in public secondary schools in Lagos State, Nigeria (\bar{x} =3.00). Further analysis shows that school library was used daily among students in public secondary schools in Lagos State, in order to enable them to study and perform well in their studies (\bar{x} =3.33). Furthermore, school library was used twice a week among students in public secondary schools in Lagos State, for the following, to: occupy them when there was no teacher in class (\bar{x} =3.19), avoid being bored (\bar{x} =3.13), distract them from youthful exuberances (\bar{x} =3.07), enable them develop good reading habit (\bar{x} =3.07), socialise with friends (\bar{x} =3.04), do their assignment (\bar{x} =2.92), reduce time spent in playing games (\bar{x} =2.87), study the subject taught in class (\bar{x} =2.76) and to have easy access to current textbooks (\bar{x} =2.64). This analysis suggests that school library was generally used twice a week among students in public secondary schools in Lagos State. However, school libraries were used daily in order to enable students in public secondary schools to study and perform well in their studies. In addition, school library was used twice a week among students in public secondary schools in Lagos State in order to occupy themselves when there was no teacher in class, avoid being bored, distract them from youthful exuberances, enable them develop good reading habit, socialise with friends, do their assignment, reduce time spent in playing games, study the subject taught in class and to have easy access to current textbooks.

Research Question Two: What is the extent of peer influence in using school library by students in public secondary schools in Lagos State, Nigeria?

Table 2. Extent of Peer influence in Using School Libraries

	VHE Freq. (%)	HE Freq. (%)	LE Freq. (%)	NE Freq. (%)	Mean (\bar{x})	Standard Deviation (SD)
Peer Pressure (Mean = 3.05, SD = 0.86)						
I can only use the school library with my friends to a	823 (62.2)	274 (20.7)	152 (11.5)	74 (5.6)	3.40	0.90
Using the school library without my friends is not always interesting to a	674 (50.9)	396 (29.9)	151 (11.4)	102 (7.7)	3.24	0.94
Going to the library with my friends allows me read for a longer period of time to a	409 (30.9)	689 (52.1)	40 (3.0)	185 (14)	3.00	0.95
My friends always request we read together in the school library to a	108 (8.2)	572 (43.2)	609 (46)	34 (2.6)	2.57	0.68
Peer Academic Value (Mean = 2.76, SD = 0.89)						
I passed excellently in my examination when I study with my friends in the library to a	400 (30.2)	688 (52)	173 (13.1)	62 (4.7)	3.08	0.78
I understand better when I study with my friends in the library to a	382 (28.9)	708 (53.5)	184 (13.9)	49 (3.7)	3.08	0.76
I enjoy going to school library always with my friends to do my assignment to a	132 (10)	590 (44.6)	385 (29.1)	216 (16.3)	2.48	0.88
I like going to the school library to have group discussion in preparation for the next class work with my friends to a	349 (26.4)	189 (14.3)	439 (33.2)	346 (26.2)	2.41	1.14
Average Overall Mean					2.91	0.86

Source: Field Survey 2021; **Note:** Freq.= Frequency

KEY: VHE=Very High Extent, HE= High Extent, LE=Low Extent, NE=No Extent ***Decision Rule if mean is 1 to 1.74= No Extent; 1.75 to 2.49 = Low Extent; 2.5 to 3.24 =High Extent; 3.25 to 4= Very High Extent

Table 2 shows that generally the extent of peer influence was high in using school library by students in public secondary schools in Lagos State, Nigeria (\bar{x} = 2.91). Specifically, the extent of peer influence in using school library by students in public secondary schools in Lagos State was high in terms of: peer pressure (\bar{x} =3.05) and peer academic value (\bar{x} =2.76). This analysis implies that the extent of peer influence was high in using school library by students in public secondary schools in Lagos State, Nigeria. This was especially high in terms of peer pressure and peer academic value. This also suggests that peer pressure had more influence on the use of school library by students in public secondary schools in Lagos State, followed by peer academic value.

In respect of peer pressure participants indicates that they could only use the school library with their friends to a very high extent ($\bar{x}=3.40$). In addition, they rated the following items to a high extent, that: using the school library without their friends was not always interesting ($\bar{x}= 3.24$), going to the library with their friends allowed them read for a longer period of time ($\bar{x}= 3.00$) and that their friends always requested they read together in the school library together ($\bar{x}= 2.57$).

Participants rated the following items under peer academic value to a high extent, that: they passed excellently in their examination when they studied with their friends in the library ($\bar{x}= 3.08$) and they understand better when they studied with their friends in the library ($\bar{x}= 3.08$). The participants rated at low extent that they enjoyed going to school library with their friends to do their assignment ($\bar{x}= 2.48$) and that they like going to the school library to have group discussion in preparation for the next class work with their friends ($\bar{x}= 2.41$). This implies that peers still study together in school library in order to succeed and pass their examination. Also, friends enjoy studying together in the school library although, to a low extent they use the library for their assignment and in preparation for the next class.

Test of Hypothesis

H₀₁: Peer influence has no significant influence on school library use among students in public secondary schools in Lagos State, Nigeria.

Table 3 Peer Influence on School Library Use among Students in Public Secondary Schools

Variable	B	Std. Error	Beta (β)	t	p	R ²
(Constant)	68.720	1.246		55.162	0.000	0.025
Peer Influence	-0.158	0.027	-0.157	-5.781	0.000	
Dependent Variable: School Library Use						

Source: Field Survey 2021, *Note: significant at 0.05*

Table 3 shows that peer influence has a negative significant influence on school library use among students in public secondary schools in Lagos State, Nigeria ($R^2= 0.025$, $\beta= -0.157$, $t = -5.781$, $p<0.05$). The model shows that peer influence could explain 2.5% variation ($R^2= 0.025$) in school library use among students in public secondary schools in Lagos State, Nigeria. Therefore, the null hypothesis which states that peer influence has no significant influence on school library use among students in public secondary schools in Lagos State, Nigeria was rejected. The model further shows that peer influence has a weak negative ($r(1323) = -0.157$, $p<0.05$) significant influence on school library use. This implies that

increase in peer influence among students in public secondary schools in Lagos State, Nigeria would lead to reduction in school library use. This suggests that reduction of negative peer influence among students in public secondary school could be used as a channel to increase school library use in Lagos State.

Discussion of the Findings

The study reports that school library was generally used twice a week among students in public secondary schools in Lagos State. However, school libraries were used daily in order to enable students in public secondary schools to study and perform well in their studies. In addition, school library was used twice a week among students in public secondary schools in Lagos State in order to occupy them when there was no teacher in class, avoid being bored, distract them from youthful exuberances, enable them develop good reading habit, socialise with friends, do their assignment, reduce time spent in playing games, study the subject taught in class and to have easy access to current textbooks. In the same vein, Lawrence (2021) reported that a middle level class that used school library regularly had 18 percent higher achievement tests scores than their counterparts without a school library. Knowing that library enables students in their academics Alabi and Sani (2013) established that school library serves as tool for self-education, increase in knowledge and factual information that provides combined knowledge of civilization which consequently improves one's mental vision. In addition, Micheal and Ogunniyi (2014) found that irregular and non -guided use of the school libraries by the students of secondary schools could lead to poor grades and scores in test and examination.

It was found that the extent of peer influence was high in using school library by students in public secondary schools in Lagos State, Nigeria. This was especially high in terms of peer pressure and peer academic value. This suggests that peer pressure had more influence on the use of school library by students in public secondary schools in Lagos State, followed by peer academic value. The findings of this study is in line with Busari (2016) study on the effect of peer influence and social media utilization on reading habit of secondary school students in Oyo State that found that high level of peer influence was established among the students while reading, sourcing for news, making new friends, socialising with contacts, having leisure/fun/entertainment and finding community of interest were major purposes for which the students make use of social media. Students are influenced by their peer much more in the use of school library research evidence from Mosha (2017) established that peer group had both positive and negative influence on adolescent students' academic performance at the selected schools with the influence found

to be higher in government than the private owned secondary schools. In addition, it was further established that peers' relationship, socialization, environment, globalization, and drug use had a significance influence in determining students 'academic performance. Furthermore, Filade (2019) conducted a study on peer group influence on academic performance of undergraduates in Babcock University and found that there is a significant relationship between peer influence and academic performance. The findings show that peer have relative significant influence over daily functioning of the students, their academic achievement and their use of library. Friends of similar age or in the same age range can be influenced to either to the right or wrong, all the decision made as secondary school students will affect their academic performance. This study established that peers are encouraged to do things together especially when having same academic goals, they study hard to succeed.

Conclusion and Recommendations

This study revealed that students in public secondary schools in Lagos State used the school library at least twice a week among the students in the public secondary schools. In addition, school libraries were used daily in order to enable students in public secondary schools to study and perform well in their studies. Further findings showed that school libraries were used twice a week in order to occupy themselves when there was no teacher in class, avoid being bored, distract them from youthful exuberances, enable them develop good reading habit, socialise with friends, do their assignment, reduce time spent in playing games, study the subject taught in class and to have easy access to current textbooks. Further findings revealed the extent of peer influence to be high in the use of school library by students in public secondary schools in Lagos State. It was high in respect of peer pressure and peer academic value.

The secondary school management in collaboration with the School librarian should encourage daily library use by all students in order to achieve their academic goals. The school administrator in collaboration with the school librarian should provide current information resources in a conducive learning environment that will help improve service quality and user satisfaction of the school libraries. School administrator with the school librarians should give orientation to users and current awareness services on the resources available in the library and how it can be of benefit to every user.

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