

## **Peer Influence and Information Sharing Behaviour of Library and Information Science by Undergraduates in Selected Federal Universities in Southwestern Nigeria**

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### **Abstract**

*This study examines the impact of peer influence and information sharing behaviour of Library and Information Science LIS undergraduates in selected federal universities in South-western Nigeria. The study aimed to explore how peer-influence, affect the willingness and frequency of information exchange among students. The reflective nature of peer influence is visible in the information sharing habits of present day's undergraduates in this field. Peer influence allows undergraduates updates to express the information clearly, concentrate attentively on classmates and actively participate in wide-ranging discussion and group projects. The study adopted descriptive survey design of the correlational type, using a structured questionnaire to collect data from a stratified sample of undergraduates across the two universities. The total enumeration method was used for the study. The result shows that some of the information sharing behaviour exhibited include: use of blogs or personal websites to share information; preference in favour of face-to-face interactions for sharing information; An extension of the analysis along the five domains of peer influence among undergraduates shows that conformity is the most dominant domain, followed by anxiety; comparism; self-esteem and boldness respectively. The findings of the study showed that peer influence was found to significantly affect the nature and reliability of shared information. The study highlights that peer groups often influence both the motivation to share information and the selection of platforms for information exchange. The study concluded that, positive peer influence is essential for fostering effective information-sharing behavior among LIS undergraduates. Recommendations include, institutions should encourage peer-led activities such as study groups, mentorship programmes, and collaborative projects. These initiatives can leverage positive peer influence to enhance students' academic engagement and information-sharing behaviors.*

**Keywords:** Peer influence, information sharing behaviour, Library and Information Science and undergraduates.

## **Introduction**

The rapid evolution of technology and the globalisation of social media platforms have ushered in the digital era, which empowers communication by facilitating the sharing and accessibility of information. Publishing news stories, disseminating instructional materials, and sharing personal updates on social media are just a few of the easy ways that information can be communicated. Information sharing is a natural part of human existence. Similarly, despite the trend's seeming insignificance, its intricacy stems from a number of unique causes, cultural elements, and moral considerations. Laitinen and Sivunen (2021) opined that Information sharing behaviour comes in many ways and emanate from different occasions and diverse platforms. Social media space, such as as Facebook, Whatsapp, Twitter and Instagram, have invited a big transformation in the way people spread their information at their disposal such as; experiences, opinions, and academic contents among their circles.

Alhubaishy and Aljuhani (2021) define information sharing behaviour as an act of either disseminating, exchanging, or transmitting information in-between individuals, groups, or especially among entities. It includes all the diverse activities such as emotional personal experiences, discussions, foundation, and resources that help others. Wu and Kuang (2021) also identified that information sharing behaviour can be either explicit or implicit, and it can take place both offline or online. The behaviours are strongly influenced by the motivations of individuals, societal norms, and contextual factors. Apart from that, the emergence of collaborative platforms and digital communities is a powerful driver of the culture of knowledge sharing, which is developed through a practice of reciprocating the expertise, resources, and support in areas as different as technology, academia, hobbies and personal interests. (Strukova, Ruipérez-Valiente & Gómez Mármol, 2024) The information sharing behaviour is not a simple phenomenon, it is rather the result of the influences among the motivations of individuals, norms of society, and the technological opportunities available. Though it has a greater probability of assisting in partnership, innovation, and creating a feeling of community, it also has crucial effects related to privacy, security and misinformation. Ethical considerations must be respected in information sharing practices so that individual information as well as transparency and accountability harmonised. The rightful sharing of information including digital citizenship can be advanced therefore, the positive impact of the knowledge society can be maximised whilst the negative implications will be reduced.

Undergraduate students contribute significantly to knowledge sharing and transmission alongside to being an essential component of library and information science. As scholars-in-training, they have engaged in many forms of constructive information exchange that are exerted in the educational student influences, which in turn promotes the expansion of knowledge inside and outside the local academic community. This kind of research would demonstrate the breadth of information that undergraduate students in this field have acquired as well as the applicability of the knowledge that is being offered. Undergraduates in library and information science often see a unique phenomenon: the widespread practice of sharing academic sources, which eventually fosters peer learning and information exchange. According to Andrews, Speer and Shultz (2022), university databases and repositories provide students with free access to academic articles and research papers intended for undergraduate students.

On the other hand, students' peer influence can be both beneficial and negative for their academic accomplishment. The fact that a student's peer influence is positive and it comes with peer support

groups, study groups, and academic mentorship programme means that this student will be motivated more, more engaged and will be able to achieve more academically. However, negative peer influence can be unproductive as pressures, distractions, and cheating may lead to loss of academic success, delinquency, and becoming uninvolved in studying. Walters (2024) revealed that peer influence has a very critical effect on the social and emotional development of undergraduates they learn their social skills and build relationships that affect their mental state and emotions. Constructive peer relations present chances for socialisation, working together, as well as psycho-emotional support; thus, they help teenagers to get more resilient and adapt to stress. Nonetheless, interpersonal relations with peers can affect students in both positive and negative ways. For example, peer conflict, bullying or social exclusion can lead to self-esteem problems, mental health issues, and a general lack of belonging within the community in college. Meehan, Hubbard and Mlawer, (2024) noted that peer influence is another way by which undergraduates, as they journey the college way round, may be able to explore by themselves the social complexities of peer relationships and peer groups. Undergraduates can acquire vital life attributes like communication, empathy and conflict resolution by being in good peer engagement, associating with supportive friends and feeling a sense of belonging within groups. Thus, undergraduates are then able to develop essential life skills. And on the other hand, the resistance towards such negative peer pressures, by setting boundaries and by advocating for their own needs and values is a step towards autonomy and agency. The undergraduates decide how they live their lives and who they are.

Peer influence varies depending on the social variable among undergraduates studying information and library science. As noted by Spohn, Devore-Suazo, and Güss (2022) the variables serve as enhancers for socialising and behaviour within the academic community. Undergraduates majoring in library and information science (LIS) frequently express their anxiety in the form of sensations of being nervous, timid or shy. Anxiety in the face of peer pressure is significant among these students. During their project presentations, group debates, and fear of receiving criticism, first year students can face difficulties. Peer pressure such as feelings of rejection from the group, feelings of judgment, or pressure to do well is frequently a significant elements that students with anxiety manage. Undergraduate peer interaction and mutual assistance connections have the potential to reduce anxiety levels by providing individuals who may be facing scholastic difficulties or transitioning to a new environment with the emotional support, encouragement, and assurance they require.

Peer influence fosters a cooperative learning environment in which one of the most important academic tools employed by students is information exchange (Ho, Hung, & Kwan, 2022). Undergraduates engage in cooperative work projects and seminar group conversations within their peer groups and study networks. These activities foster the sharing of ideas, data, and critical information resources among students. Peer collaboration is essential to enabling first year students to lead in the field of library and information science by enabling them to socially contribute their in-depth knowledge and to be receptive to different points of view. Because they have seen the power of peer pressure, undergraduates view information sharing as a connected educational process. Through it, students learn about eco-friendly habits that they can now incorporate into their daily lives. Furthermore, the undergraduates of today may be shaped by their peers to uphold norms or values that are unique to their group. Peer pressure would cause students to worry about revealing certain facts or holding others back because of accepted social mores or conventions.

Undergraduates regard the constructive peer pressure that leads to information sharing as a highly valued academic culture, which in turn encourages their participation in knowledge-sharing activities. However, there could be unfavorable peer pressure or dynamics that keep students from honestly discussing their concepts, realizations, or resources with other students. Undergraduates studying information science and libraries share information depending on a number of elements, the most important ones being peer influence and communication abilities. Professionals and grads rely on each other's communication skills to exchange knowledge. According to Kansızoğlu and Yıldız (2022), students are able to articulate ideas, share information, and collaborate with peers when they possess the following skills: speaking, writing, listening, and reading.

### **Statement of the problem**

Despite the importance of information sharing in academic setting, many Library and Information Science (LIS) undergraduates in Nigerian universities may be influenced by their peers in ways that affect their information sharing behavior. The study is aimed at assessing peer influence as determinants of information-sharing behaviour among LIS undergraduates. Peer influence, a significant factor, can also have detrimental effects on information sharing behaviour. Students are often influenced by their peers' attitudes and practices, which may result in negative behaviours such as withholding information, engaging in academic dishonesty, or forming exclusive groups that limit the flow of information to a broader audience. These behaviours can create an environment where information is not freely shared, leading to a fragmented academic community and a lack of collective knowledge. Meanwhile, peer influence is recognised as important factors in information-sharing behaviour, the specific contributions and interactions, particularly within the field of library and information science undergraduates, have not been comprehensively explored. This gap in research hinders the development of targeted interventions and strategies to promote effective information-sharing practices. The lack of empirical evidence on the challenges and barriers faced by library and information science undergraduates in engaging in information-sharing behaviour impedes efforts to address systemic issues and cultivate a culture of openness, collaboration, and knowledge exchange within the academic community.

Furthermore, despite the increasing emphasis on collaboration and knowledge exchange in the field of library and information science, there remains a gap in understanding the determinants of information sharing behaviour among undergraduates in this discipline. In accordance with the gaps identified from the literature, there is a growing concern that deficiencies in peer influence may negatively affect how students exchange and disseminate information, ultimately hindering their academic performance and professional development. Information sharing entails managing all facet of the information management process, from acquisition to sharing and innovation, according to Dwivedi, Amin and Vollala (2020). Information sharing is the most important component of the information process. There are two kind of information: explicit and implicit. The ease with which explicit information can be expressed verbally or in print media of all kinds and forms is what defines explicit information. Tables, instructions, white papers, books, magazines, audio, video, and photographs are some examples of how it can appear. On the other hand, implicit information is not fully expressed, difficult to understand, and cryptic. Only intimate interpersonal interactions or learning by doing could facilitate the sharing of such knowledge. This study therefore is aimed at assessing the peer influence as determinant of information sharing behaviour by LIS undergraduates in selected federal universities in South-western Nigeria.

**Objective of the study**

The general objectives of this study is to investigate peer influence as determinants of information sharing behavior among LIS undergraduates in selected federal universities in South-western Nigeria. The specific objectives are to:

- i. examine the information sharing behaviour of LIS undergraduates in selected federal universities in South-western Nigeria;
- ii. ascertain the level of peer influence on LIS undergraduates in selected federal universities in South-western Nigeria;
- iii. determine the relationship between peer influence and information sharing behavior of undergraduate students of two federal universities in Southwestern Nigeria;

**Research questions**

- i. What is the information sharing behaviour of LIS undergraduates in selected federal universities in South-western Nigeria?
- ii. What is the level of peer influence on LIS undergraduates in selected federal universities in South-western Nigeria?

**Hypotheses**

The following null hypothesis was tested in the study at 0.05 level of significance:

- 1. There is no significant relationship between peer influence and information sharing behaviour of LIS undergraduates in selected federal universities in South-western Nigeria.

**Research methodology**

The study adopted descriptive survey design of the correlational type. descriptive survey design of the correlation type best suits this study because the design determine the relationship between the dependent variable (information sharing behaviour) and independent variables (peer influence) The population of the study consists of 400 level Library and Information Science (LIS) Undergraduates in the University of Ibadan, Oyo State and Federal University of Oye – Ekiti. Ekiti - State. The data collected was analysed using descriptive statistics such as frequency counts, percentages, means and standard deviation, and inferential statistics such as Pearson’s product moment correlation with (SPSS) package. The populations of LIS Undergraduates in the selected universities are 209 and 194 were retrieved and deemed suitable for the use, reflecting a notable response rate of 92%.

**Research questions**

**Research question one:** What is the information sharing behaviour of LIS undergraduates of two federal universities in Southwestern Nigeria?

Table 1 presents the result of information behaviour of LIS undergraduates of two federal universities in Southwestern Nigeria.

**Table 1 Information sharing behaviour of LIS Undergraduates**

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
<b>Type of information shared</b>							
1.	I frequently share personal academic experiences with others.	1	13	92	88	1.62	.634

		0.50%	6.70%	47.40%	45.40%		
2.	I often share professional or work-related information with my fellow students.	0	13	110	71	1.70	.588
		0.00%	6.70%	56.70%	36.60%		
3.	I share academic or course content with others.	0	7	96	91	1.57	.565
		0.00%	3.60%	49.50%	46.90%		
4	I share information about subject of interests with others.	1	9	123	61	1.74	.563
		0.50%	4.60%	63.40%	31.40%		
5.	I share new articles or technology updates with my network.	3	35	103	53	1.94	.717
		1.50%	18.00%	53.10%	27.30%		
<b>Weighted mean=1.71; Std. dev =0.61</b>							
<b>Mode of sharing information</b>							
6.	I prefer sharing information through social media platforms (e.g., whatsapp, telegraph, Facebook, Twitter, Instagram).	1	14	73	106	1.54	.653
		0.50%	7.20%	37.60%	54.60%		
7.	I often share information via messaging apps (e.g., WhatsApp, Telegram).	1	16	87	90	1.63	.657
		0.50%	8.20%	44.80%	46.40%		
8.	I use email to share information frequently.	13	44	80	57	2.07	.888
		6.70%	22.70%	41.20%	29.40%		
9.	I prefer face-to-face interactions for sharing information.	12	43	96	43	2.12	.824
		6.20%	22.20%	49.50%	22.20%		
10.	I use blogs or personal websites to share information.	8	57	82	47	2.13	.829
		4.10%	29.40%	42.30%	24.20%		
<b>Weighted mean=1.90; Std. dev =0.77</b>							
<b>Frequency of the methods used</b>							
11.	I share information on social media platforms multiple times a week.	2	29	66	97	1.67	.765
		1.00%	14.90%	34.00%	50.00%		
12.	I use messaging apps to share information daily.	2	23	87	82	1.72	.710
		1.00%	11.90%	44.80%	42.30%		
13.	I send emails to share information at least once a week.	16	44	74	60	2.08	.929
		8.20%	22.70%	38.10%	30.90%		
14.	I have face-to-face conversations about information-sharing daily.	7	31	104	52	1.96	.758
		3.60%	16.00%	53.60%	26.80%		

15.	I update my blog or website with new information at least once a month.	9	45	67	73	1.95	.892
		4.60%	23.20%	34.50%	37.60%		
16.	I contribute to online forums or discussion groups regularly (at least once a week).	6	24	92	72	1.81	.766
		3.10%	12.40%	47.40%	37.10%		
<b>Weighted mean=1.87; Std. dev =0.80</b>							
<b>Weighted mean=1.83; Std. dev =0.73</b>							

**Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree**

*Source: Field work, 2024*

Table 1 examines the information sharing behaviour of Library and Information Science (LIS) undergraduates of two federal universities in Southwestern Nigeria. This is categorised into three groups comprising type of information shared, mode of sharing information and frequency of the methods used. The result shows that the respondents indicated that some of the information sharing behaviour exhibited include: use of blogs or personal websites to share information ( $\bar{x}=2.13$ ; std dev. = .829); preference in favour of face-to-face interactions for sharing information ( $\bar{x}=2.12$ ; std dev. = .824); sending emails to share information at least once a week ( $\bar{x}=2.08$ ; std dev. = .929); use of email to share information frequently ( $\bar{x}=2.07$ ; std dev. = .888); engaging in face-to-face conversations about information-sharing daily ( $\bar{x}=1.96$ ; std dev. = .758) while the least information sharing behaviour exhibited was preference for sharing information through social media platforms (e.g., WhatsApp, Telegram, Facebook, Twitter, Instagram). ( $\bar{x}=1.54$ ; std dev. = .653), followed by share academic or course content with others ( $\bar{x}=1.57$ ; std dev. = .565).

An extension of the analysis along the three domains of information sharing behaviour shows that mode of sharing information ( $\bar{x}=1.90$ ; std dev. = .77) is the most dominant domain, followed by frequency of the method used ( $\bar{x}=1.87$ ; std dev. = .80) and type of information shared ( $\bar{x}=1.71$ ; std dev. = .61) in that order

**Research question two:** What is the level of peer influence on LIS undergraduates of two federal universities in Southwestern Nigeria?

Results in Table 1 presents a detail analysis of the level of peer influence among LIS undergraduates of two federal universities in Southwestern Nigeria.

**Table 2 Level of peer influence of LIS Undergraduates**

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
<b>Anxiety</b>							
1.	I feel anxious about my academic performance because of how my peers are performing.	21	41	61	71	2.06	1.006

		10.80%	21.10%	31.40%	36.60%		
2.	The opinions of my peers make me feel nervous about making decisions.	13	44	83	54	2.08	.878
		6.70%	22.70%	42.80%	27.80%		
3.	I often worry about fitting in with my peers, which causes me stress.	15	48	74	57	2.11	.918
		7.70%	24.70%	38.10%	29.40%		
4.	I feel pressure from my peers to meet certain standards, which increases my anxiety.	10	54	62	68	2.03	.916
		5.20%	27.80%	32.00%	35.10%		
5.	My anxiety levels rise when I compare myself to my peers in terms of achievements.	9	61	56	68	2.06	.923
		4.60%	31.40%	28.90%	35.10%		
<b>Weighted mean=2.07; Std. dev =0.93</b>							
<b>Boldness</b>							
6.	I feel more confident trying new activities if my peers are involved.	3	7	69	115	1.47	.645
		1.50%	3.60%	35.60%	59.30%		
7.	My peers encourage me to take bold steps in my academic or personal life.	1	15	106	72	1.72	.625
		0.50%	7.70%	54.60%	37.10%		
8.	I am more likely to speak up in class if I see my peers doing the same.	3	16	78	97	1.61	.705
		1.50%	8.20%	40.20%	50.00%		
9.	The presence of supportive peers makes me more willing to take risks.	2	10	94	88	1.62	.635
		1.00%	5.20%	48.50%	45.40%		
10.	I often find myself being bold in situations where my peers are also being daring.	1	26	76	91	1.68	.722
		0.50%	13.40%	39.20%	46.90%		
<b>Weighted mean=1.62; Std. dev =0.67</b>							
<b>Comparism</b>							
11.	I frequently compare my academic achievements with those of my peers.	3	58	65	68	1.98	.845
		1.50%	29.90%	33.50%	35.10%		
12.	I feel that comparing myself to my peers helps me improve my performance.	8	55	70	61	2.05	.874
		4.10%	28.40%	36.10%	31.40%		
13.	My self-worth is affected by how I measure up against my peers.	12	45	70	67	2.01	.910
		6.20%	23.20%	36.10%	34.50%		

14.	I often feel motivated or discouraged based on how I compare to my peers.	3 1.50%	44 22.70%	75 38.70%	72 37.10%	1.89	.806
15.	Comparing myself to peers influences my choices and decisions.	6 3.10%	35 18.00%	94 48.50%	59 30.40%	1.94	.779
<b>Weighted mean=1.97; Std. dev =0.84</b>							
<b>Self-Esteem</b>							
16.	My self-esteem improves when I receive positive feedback from my peers.	0 0.00%	12 6.20%	90 46.40%	92 47.40%	1.59	.607
17.	I feel more confident in my abilities when my peers acknowledge my strengths.	2 1.00%	16 8.20%	78 40.20%	98 50.50%	1.60	.685
18.	My self-esteem suffers if my peers criticize or judge me harshly.	2 1.00%	51 26.30%	81 41.80%	60 30.90%	1.97	.785
19.	Positive peer interactions boost my self-esteem and motivation.	7 3.60%	27 13.90%	81 41.80%	79 40.70%	1.80	.810
20.	I rely on peer approval to feel good about myself.	20 10.30%	56 28.90%	57 29.40%	61 31.40%	2.18	.994
<b>Weighted mean=1.83; Std. dev =0.78</b>							
<b>Conformity</b>							
21.	I often change my behaviour to fit in with my peers.	12 6.20%	59 30.40%	59 30.40%	64 33.00%	2.10	.936
22.	I feel pressure to conform to the social norms set by my peer group.	7 3.60%	82 42.30%	42 21.60%	63 32.50%	2.17	.931
23.	I am more likely to follow trends or popular opinions if my peers are doing the same.	10 5.20%	54 27.80%	76 39.20%	54 27.80%	2.10	.870
24.	My choices are often influenced by the desire to fit in with my peers.	15 7.70%	43 22.20%	71 36.60%	65 33.50%	2.04	.932
25.	I feel a strong need to align with my peer group's values and behaviours.	7 3.60%	47 24.20%	95 49.00%	45 23.20%	2.08	.784
<b>Weighted mean=2.10; Std. dev =0.89</b>							
<b>Weighted mean=1.92; Std. dev =0.82</b>							

**Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree**

**Source: Field work, 2024**

Table 2 presents the level of peer influence among LIS undergraduates in selected federal universities in Southwestern Nigeria. This is categorised into five groups consisting of anxiety, boldness, comparism, self-esteem and conformity. The result shows that the respondents indicated that some of the prevailing peer influence among them include: reliance on peer approval to feel good about themselves ( $\bar{x}$ =2.18; std dev. = .994); pressure to conform to the social norms set by their peer group ( $\bar{x}$ =2.17; std dev. = .931); worry about fitting in with their peers, which causes them stress ( $\bar{x}$ =2.11; std dev. = .918); likelihood to follow trends or popular opinions if their peers are doing the same ( $\bar{x}$ =2.10; std dev. = .870); changing of behaviour to fit in with their peers ( $\bar{x}$ =2.10; std dev. =.936) while the least peer influence among the undergraduates was confidence of trying new activities if peers are involved ( $\bar{x}$ =1.47; std dev. = .645), followed by improvement in self-esteem when receive positive feedback from peers ( $\bar{x}$ =1.59; std dev. = .607).

An extension of the analysis along the five domains of peer influence among undergraduates shows that conformity ( $\bar{x}$ =2.10; std dev. = .89) is the most dominant domain, followed by anxiety ( $\bar{x}$ =2.07; std dev. = .93); comparism ( $\bar{x}$ =1.97; std dev. = .84); self-esteem ( $\bar{x}$ =1.83; std dev. = .78) and boldness ( $\bar{x}$ =1.62; std dev. = .67) respectively.

To be able to determine the level of peer influence among LIS undergraduates of two federal universities in Southwestern Nigeria, a test of norm was conducted and the result is presented in Table 4.8.

**Table 3 Test of norm showing the level of peer influence among the LIS undergraduates**

Interval	Level of peer influence among the LIS undergraduates	Mean
0-1.33	Low	1.92
1.34-2.66	Moderate	
2.67-4.00	High	

**Source: Field work, 2024**

Result in Table 3 shows that scale between 0-1.33 is low, 1.34-2.66 is moderate, while 2.67-4.00 is high. The overall mean for peer influence among the LIS undergraduates of two federal universities in Southwestern Nigeria is “1.92” which falls between the scales “1.34-2.66”. It can therefore be concluded that the level of peer influence among the LIS undergraduates of two federal universities in Southwestern Nigeria is moderate.

**Table 4 Pearson’s product moment correlation (PPMC) showing the relationship between peer influence and information sharing behaviour of LIS undergraduates**

Variables	N	Mean	St. Dev	Df	r	P	Sig
Information sharing behaviour	194	1.83	0.36	193	.640	.000	Sig
Peer influence	194	1.92	0.50				
Sub-institutional factors							
Anxiety	194	2.07	0.73	193	.439	.000	Sig

Boldness	194	1.62	0.45	193	.395	.000	Sig
Comparism	194	1.97	0.65	193	.585	.000	Sig
Self -esteem	194	1.83	0.52	193	.612	.000	Sig
Conformity	194	2.01	0.71	193	.569	.000	Sig

**Note:** Hypothesis is tested at 0.05 level of significance

**Source:** Field work, 2024

Table 4 examines the relationship between peer influence and information sharing behaviour of LIS undergraduates of the two federal universities in Southwestern Nigeria. The result shows that peer influence ( $r = .640$ ;  $p < 0.05$ ) has significant positive relationship with information sharing behaviour of LIS undergraduates. This implies that peer influence is linearly correlated with information sharing behaviour of LIS undergraduates.

The analysis was extended to the various domains of peer influence and the result further reveals that each of the domains has a significant relationship with information sharing behaviour and that the most potent relationship about peer influence comes from self-esteem ( $r = .612$ ;  $p < 0.05$ ), followed by conformity ( $r = .569$ ;  $p < 0.05$ ), comparism ( $r = .585$ ;  $p < 0.05$ ), anxiety ( $r = .439$ ;  $p < 0.05$ ) and boldness ( $r = .395$ ;  $p < 0.05$ ) respectively. Thus, the null hypothesis stating that there is no significant relationship between peer influence and information sharing behaviour of LIS undergraduates in selected federal universities South-western Nigeria is hereby rejected.

### Conclusion

The study concluded that, positive peer influence is essential for fostering effective information-sharing behavior among LIS undergraduates. The findings underscore that peer influence significantly shape how students share information, pointing to the critical role of personal competencies and social interactions in academic collaboration. The moderate levels of peer influence observed among the students indicate room for improvement. While these levels facilitate basic academic interactions, they may not suffice in equipping students for the demands of the digital age and professional environments. The preference for a blend of face-to-face interactions and digital platforms for information sharing suggests a dual reliance on traditional and modern communication methods, consistent with global trends in higher education. The findings of the studies align with global research, affirming the universal importance of peer influence in shaping information sharing behaviour. However, the context-specific dynamics in Southwestern Nigeria reveal unique cultural, technological, and institutional factors that shape these interactions. The study recommends that universities should prioritise this area in their curriculum and extracurricular programmes to prepare students for global academic and professional competitiveness.

### Recommendation

Based on the findings of this study, the following recommendations were made:

1. Institutions should encourage peer-led activities such as study groups, mentorship programmes, and collaborative projects. These initiatives can leverage positive peer influence to enhance students' academic engagement and information sharing behaviors.

2. Institutions should design extracurricular activities that foster social and emotional intelligence, encouraging healthy peer relationships. These programmes can reduce negative aspects of peer influence, such as anxiety and unhealthy comparisons, while promoting confidence and boldness in academic and social settings.
3. Partnerships with professionals in the LIS field can provide students with real-world perspectives on effective communication and information sharing. Workshops, guest lectures, and internships can serve as platforms for students to develop their skills and build professional networks.

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