INFLUENCE OF PEER INFORMAL ACADEMIC INTERACTION ON INFORMATION SHARING AMONG MASTERS STUDENTS OF ARCHIVES AND RECORDS MANAGEMENT IN AHMADU BELLO UNIVERSITY, ZARIA

By

ABDULKARIM BUBE ALIYU

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

JULY, 2016

INFLUENCE OF PEER INFORMAL ACADEMIC INTERACTION ON INFORMATION SHARING AMONG MASTERS STUDENTS OFARCHIVES AND RECORDS MANAGEMENT IN AHMADU BELLO UNIVERSITY, ZARIA

By

Abdulkarim Bube ALIYU

(MARM/EDUC/20766/2012-2013)

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERISTY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMETS FOR THE AWARD OF MASTERS DEGREE IN ARCHIVES AND RECORDS MANAGMENT

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

JULY, 201

DECLARATION

I declare that the work in this thesis entitled Influence of Peer Informal Academic Interaction on Information Sharing among Archives and Records Management Students in Ahmadu Bello University, Zaria has been carried out by me in the Department of Library and Information Science. The information derived from the literature was duly acknowledged in the text and lists of references were provided. No part of this work was previously presented for the award of another degree, diploma or any other certificate at this or any other institution.

_____ _____

Abdulkarim Bube ALIYU **Date**

CERTIFICATION

This thesis entitled Influence of Peer Informal Social Interaction on Informal Sharing among Archives and Records Management Students in Ahmadu Bello University by Abdulkarim Bube ALIYU has met the requirements governing the award of the degree of Master in Archives and Records Management of Ahmadu Bello University Zaria and was Approved for its contribution to knowledge and literary presentation.

_____ _____

Prof. Zakari MohammedDate Chairman Supervisory Committee

_____ _____

Dr. Babangida Umar Dangani Date
Member Supervisory Committee.

_____ _____

Dr. BabaS.AdukuDate
Head of Department

_____ _____

Prof. Kabiru Bala Date
Dean School of Postgraduate Studies
Ahmadu Bello University, Zaria

DEDICATION

This thesis is dedicated to myself, my parents, my relatives and my supervisors.

ACKNOWLEDGEMENT

First and foremost, I will like to thank God Almighty, the Most Gracious, Most Merciful and the Sustainer of the Universe who bestowed all means and favours on me to complete this work successfully.

My profound gratitude goes to my supervisors, Prof. Zakari Mohammed and Dr. Babangida Umar Dangani, who inspite of their tight schedule went through the manuscript and made corrections that reshaped the work. I once again say thank you.

I will like to thank my lecturers in the Department of Library and Information Science, Ahmadu Bello University, Zaria for their support. They include: Dr. Baba S. Aduku (Head of Department), Prof.Tijjani Abubakar (Dean, Faculty of Education), Prof. Umar Ibrahim,Dr Abdulahi I. Musa, Dr. Abu Yusufu, Dr. Ezra S. Gbaje, Dr. Mrs. H. M. Daudu, Aliyu Abdulkadir, Habibu Mohammed, Hayatu M. Mohammed, Mrs. F. M. Mohammed, Mrs. C. A. Adikwu, Idris A. Dauda, Jibrin Abdulrahman and Aliyu Lawal.

My appreciation also goes to Dr. Umar Lawal, Usman Yusuf, Tukur Umar, Aliyu Yakubu, Umar Mukhtar Dandume, Aliyu Isiyaku Ahmad, Aliyu Abubakar Dauda, Sani Halilu Shuaibu, Jibaniya Danjuma, Hauwa Muhammad Zayyana, Hussaina Tanimu and Rhoda Michael.

I also appreciate the support of my family members like Alhaji Aliyu Bube, Hajiya Safiya Abdullahi, Murja Muhammed, Hajiya Saratu Abdulmummini, Alhaji Tukur Aliyu Bube, Kabir Aliyu Bube, Abdulwahab Aliyu Bube, Sani Aliyu Bube, Samaila Aliyu Bube, Nura Aliyu Bube, to mention but a few.

ABSTRACT

This study focused on Influence of Peer Informal AcademicInteraction on Information Sharing Among Masters Students of Archives and Records Management in Ahamdu Bello University Zaria. Six research questions and six null hypotheses were used in the study. The research questions sought to find out the reasons that make Masters Students ofArchives and Records Management in the Department of Library and Information Science, ABU, Zaria to engage in peer informal social interaction, the types of peer informal social interaction the students engage in, the methods through which these students engage in peer informal social interaction among others. The hypotheses used included; there is no significant difference among Masters Students ofArchives and Records Management in the Department of Library and Information science, ABU, on their reasons for engaging in peer informal social interaction, there is no significant difference among these students on the types of peer informal social interaction they engage in among other hypotheses. The research method adopted was survey, the population of the study comprised all Masters Students ofArchives and Records Management admitted in the Department of Library and Information Science ABU Zaria from 2010/2011 to 2014/2015, totaling (23) in number. Because the population was small, there was no sampling, the whole population was used. Structured questionnaire containing closed–ended questions was used. Data collected from the research questions were analysed using frequency and percentage. Null hypothesis one, three and six were tested using Kruskal Wallis H Test, null hypothesis two was tested using One-way Anova, null hypotheses four and five were tested using Chi-square independence. The findings of the study among others revealed that majority of Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria engaged in peer informal social interaction to share information about their understandings on a particular course in their field of studies, majority of these students engaged in peer tutoring as type of peer informal social interaction where information was shared among the students etc. The study concluded that peer informal social interaction has influence on the information sharing among these students, the students engaged in peer informal social interactions to share information among themselves. It was recommended among others that these students should stick to peer informal social interaction because through such interaction, information that can lead to better understanding of a particular course in their field of study is acquired.

TABLE OF CONTENTS

Title Page……i

Declaration……..ii

Certification……iii

Dedication ……..iv

Acknowledgement……...v

Abstract……...vi

Table of Contents…… vii-x

List of Tables……xi-xii

List of Abbreviations……xiii

CHAPTER ONE……1

INTRODUCTION…… 1

1.1 Background to the Study……..1

1.1.1 Essence of Peer Informal Social Interaction Among Students……2

1.1.2 Information Sharing Among Students……..3

1.2 Statement of the Problem…… 4

1.3 Research Questions…… 6

1.4 Research Hypotheses……...7

1.5 Objectives of the Study…….. 8

1.6 Significance of the Study……... 8

1.7 Scope of the Study…… 9

1.8 Operational Definition of Terms……..10

References……..11

CHAPTER TWO……..14

REVIEW OF RELATED LITERATURE…….14

2.1 Introduction……...14

2.2 Peer Informal Social Interaction…… 14

2.3Types of Peer Informal Social Interaction……..15

2.4 Advantages of Peer Informal Social

Interaction……..182.5 Information Sharing

…….....21 2.6 Challenges to Peer

Informal Social Interaction…… ……...22 2.7 Summary of the

Review…… ..24

References……....25

CHAPTER THREE……...30

RESEARCH METHODOLOGY…….30

3.1 Introduction……...30

3.2 Research Method Adopted ……..30

3.3 Population of the Study…….30

3.4 Sample and Sampling Technique……...31

3.5 Instrument for Data Collection……..31

3.6 Validity and Reliability of the Instrument ……33

3.7 Procedure for Data Collection……..…….....34

3.8 Procedure for Data Analysis……..34

References…… 36

CHAPTER FOUR……..38

DATA PRESENTATION, ANALYSIS AND DISCUSSION……38

4.1 Introduction…….38

4.2 Response Rate ……38

4.3 Demographic Analysis of the Respondents……39

4.3.1 Gender Distribution of the Respondents…….40

4.3.2 Distribution of the Year of Admission of the Respondents……41

4.4 Descriptive Statistical

Analysis……424.4.1 Reasons for Engaging in Peer Informal Social Interaction by the MSARM……. 42 4.4.2 Types of Peer Informal Social Interaction Engaged in by the MSARM……..444.4.3 Methods through which the MSARM Engaged in Peer Informal Social Interaction….464.4.4 Influence of Peer Informal Social Interaction on Information Sharing Among the

MSARM……..484.

4.5Level of Satisfaction Derived From Peer Informal Social Interaction by the

MSARM……..504

.4.6 Challenges Encountered During Peer Informal Social Interaction by the

MSARM……524.5Inferential Statistical

Analysis……...54 Null Hypothesis

One……55

Null Hypothesis

Two……58Null Hypothesis

Three……..59

Null Hypothesis Four

……..61Null Hypothesis

Five……63Null Hypothesis

Six ……65

References……68

CHAPTER FIVE……70

SUMMARY, CONCLUSION AND RECOMMENDATIONS.....70

5.1 Introduction……..70

5.2 Summary of the Study……..70

5.3 Summary of the Major Findings……...71

5.4 Conclusion……73

5.5 Recommendations of the Study……73

5.6 Suggestions for Further Research……..75

Bibliography……..76

Appendix…….. 83

LIST OF TABLES

Table 3.1 Population of the Study…….…… 31

Table 4.1 Response Rate…….. 39

Table 4.2 Gender Distribution of the

Respondents…….40**Table 4.3**Distribution of the Academic Year of Admission of the Respondents……41 **Table 4.4** Reasons for Engaging in Peer Informal Social Interaction by the MARM Students..43**Table 4.5**Types of Peer Informal Social Interaction Engaged in by the MARM Students……..45

Table 4.6 Methods through which the MARM Students Engaged in Peer Informal Social Interaction…….47

Table 4.7 Influences of Peer Informal Social Interaction on Information Sharing among the MARM

Students……...49**Table 4.8** Level of Satisfaction Derived from Peer Informal Social Interaction by the MARM Students…….51

Table 4.9 Challenges Encountered during Peer Informal Social Interaction by the MARM Students…….53

Table 4.10 (a) Difference among MARM Students on their Reasons for Engaging in Peer Informal Social Interaction……....56

Table 4.10 (b) Test Statistics for Difference among MARM Students on their Reasons for

Engaging in Peer Informal Social Interaction……57

Table 4.11 Difference among MARM Students on the Types of Peer Informal Social Interaction They Engaged in……58

Table 4.12 (a) Difference among the MARM Students in the Methods They Adopted for Peer Informal Social Interaction……59**Table 4.12 (b)** Test Statistics for Difference among the MARM Students in the Methods They Adopted for Peer Informal Social Interaction……...60 **Table 4.13** Influence of Peer Informal Social Interaction on Information Sharing among the MARM Students……62

Table 4.14 The Influence of Peer Informal Social Interaction on the Satisfaction with Learning Process Derived by the MARM Students……..64

Table 4.15 (a) Difference among the MARM Students on the Challenges They Encountered during Peer Informal Social Interaction……65

Table 4.15 (b) Test Statistics for Difference among the MARM Students on the Challenges They Encountered During Peer Informal Social Interaction…….66

LIST OF ABBREVIATIONS

1. ABU: Ahmadu Bello University
2. ANOVA: Analysis of Variance
3. Asymp.: Asymptote
4. Df: Degree of Freedom
5. DLIS: Department of Library and Information Science
6. Dr.: Doctor
7. F: Frequency
8. F- Cal: Calculated Analysis of Variance
9. HO: Null Hypothesis
10. Mrs.: Mistress
11. MSARM: Masters Students of Archives and Records Management
12. N: Number of Group
13. No.: Number
14. Prof.: Professor
15. Sign: Significance

16. S/N: Serial Number

17. SPSS: Statistical Package for Social Sciences

18. VAR00001: Independent Variable

19. VAR00002:Dependent Variable

20. α: Alpha

21. %: Percentage

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Peer informal social interaction is an important avenueof information sharing. Individuals engage themselves in peer informal social interaction in order to share information. In a typical school system, peer informal social interaction is an unofficial way through which students share their ideas and experiences. The information they acquired during such interaction helps them to understand what was taught to them in their formal class better.Sloan and McPhee (2013) andThompson(2016) asserted that information is shared between two individuals or among many individuals as they engage in peer informal social interaction. Nick and Harwood (2014) established that peer informal social interaction leads to sharing of new information between or among individuals.

Peer informal social interaction takes place in school system between two or among many students so as to acquire information from the students who are involved in the interaction (Bahrani and Shu, 2013). Peer informal social interaction takes place in school in the forms of peer tutoring among students; personal discussion between two or among many students; andamong others. Such interactions could take place outside the formal class room setting. The information shared during peer informal social interaction could lead to learning of new concepts, andterminologies among others.

Individuals who engage themselves in peer informal social interaction learn from one another during the interaction. Jain and Kapoor (2012) argued that peer informal social interaction has a positive effect on the performance of the students. Legg and McCaslin (2015)

showed that the interaction among peers in school system is an essential part of the learning process that influences the lifelong learning habits of the students. Usually, Peer informal social interaction in school system tend to take place between students who understood what was taught to them in a formal class, and the students who did not understand what was taught to them in the formal class room setting. During peer informal social interaction, students who understand what was taught to them betterthan the other students help the ones who did not understand what was taught to them in the formal class room setting through sharing of information with those students (Nick and Harwood, 2014). As a result of information shared during peer informal social interaction, students who tend not to understand what was taught to them in the formal class room setting are better off due to the information obtained from their peers.

1.1.1Essence of Peer Informal Social InteractionAmong Students

In school system, students engage in peer informal social interaction with their colleagues in order to get new ideas shared during that interaction.Brenkert et al. (2013) established thatan individual with a problem receives assistance through the intervention of another individual during peer informal social interaction. Peer informal social interaction serves as an indirect way of knowingwhat was taught in the formal class setting for the students who missed that class instruction (Encyclopedia of Children's Health, 2016). For instance, through peer informal social interaction, students who missed a formal class room will get to know what was taught in that class during their absence as students can miss a formal class room due to sickness, travelling, etc. When this happens, through peer informal social interaction with the students who attended the formal class room, such student will know what was taught in the formal class missed.

During peer informal social interaction, students may feel free to contribute in the interaction especially during small group information sharing ground (Nuffield Foundation, 2016). Some students may find it difficult to contribute in the formal class when their teacher is in that class. Thus, such students may find it convenient to contribute more during informal social interaction by sharing the information they have with their peers. PeerInformal social interaction promotes active learning which leads to the understanding of the concept under discussion (Kalpana, 2014). This in turn leads to the development of the students' cognitive domain (Steedly et al., 2011; Briggs, 2013; Carter, 2014; Bjork and Fellenius, 2015). Peer Informal social interaction makes the students to develop self confidence in terms of expressing themselves to other people when a particular need arises. Informal social interaction among peers in the form of small group discussion, peer tutoring among others eliminates fear, tension etc. and develops courage in the students when discussing a particular issue with other people. Students could engage in peer informal social interaction because it can be carried out at their convenience and whenever they are ready for it. Examples of peer informal social interaction carried out at the convenience of the students include; peer tutoring, small group discussion etc. Usually, the purpose of such interaction is to further help the weak students. The students who understood a particular concept or topic may share information about the concept or topic with the weak students during peer informal social interaction. Green et al. (2015) asserted that during peer informal social interaction, weak students are carriedalong in the interaction. This makes them to understand the concept or topicunder discussion.

1.1.2 Information Sharing Among Students

Information sharing as everyday affair takes place between two or more students. Students share information with their peers any time they interact between or among themselves.Ann (2014) viewed information sharing among students as a process through which studentsexchanged the information concerning or not concerning their fields of study. This is done through interaction between two or more students in the school.Rehm and Kerres (2016) established that information sharing takes place in different places in the school environment between or among the students. For example,information sharing can take place in the students' hostel, students resting centre, Mosque, Church,students' common room, students' lunch room, among other places.

More often than not, the purpose of information sharing between or among students in school environment is to educate, enlighten, etc. themselves informally especiallythrough variety of channels such as face-to-face contact in the form of inter-personal communication in one-to-one formation, one-to-many formation, and in many-to-one formation which usually takes place in personal private discussions,small group discussions, informal peer group interactions, students meetings, and the rest(Mohammed, 2015: University of Calgary, 2016).The sources added that, information acquired through peer tutoring, small group discussion, peer debate, and a host of other informal information sharing avenues could assist to solve the students' personal and academic challenges as well as take decisive decision on certain issues. Essentially, it could be said that informalinformation sharing between or among students is a very important process that helps them acquire new information that can enable them take decisions on their daily activities in the school and also improve their learning capacity which in turn could lead to better understanding of their fields of studies.

1.2 Statement of the Problem

Peer informal social interaction is an important avenue of information sharing between two or among more students in the school system. It is a situation in which students engage in sharing of information with their peers. It takes place in the forms of peer tutoring among students, personal discussion between two or more students, small group discussion among students,peer debate among others.Green et al. (2015) maintainedthat peer informal socialinteraction in school system has to do with engagement carried out by the students outside the formal classroom setting in order to share information. Some students may understand their areas of studies better than others and perform in a good way as they engage themselves in peer informal social interaction where information is shared between or among them (Kalpana, 2014). This shows that peer informal social interaction as information sharing avenue is an important way through which students acquire information from their colleagues.

It has been observed that students carry out peer informal social interaction for a number of reasons which include; to understand their fields of studies; to develop social integration; to increase the students' confidence and reduces their anxiety; and to acquire new knowledge from colleagues among others (Ayuba, 2011;Jibrin and Zayum, 2012; Yusuf, 2012; Okoye, 2013; Duff, 2015; Levy, 2015).It has also been noticed that several researchesAyuba(2011), Jibrin and Zayum(2012) and Yusuf(2012) to mention but few, have been conducted on peer informal social interaction among students in secondary schools focusing on peer tutoring alone as one of the components of peer informal social interaction leaving other components such as small group discussion, students group assignment and peer mentoring and their influence on information sharing untouched. More importantly, based on the existing literature, there is noresearch focused on postgraduate students, specifically Masters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University,

Zariadespite the fact that these students sometimes miss the formal classes as a result of travels, sickness among others and sometimes they attend the formal classes without having a good grasp about what has been taught in such classes.Thus, it is important to conduct a research on informal peer interaction among the Masters students of Archives and Records Management in the Department so as to determine the extent to which it has influenced information sharing among them.

1.3 Research Questions

The following research questions guided the study:

1. Why do Masters students of Archives and Records Management in the Department of Library andInformation Science, ABU, Zaria engage in peer informal social interaction?
2. What types of peer informal social interaction do Masters students ofArchives and Records Management in the Department of Library and Information Science, ABU, Zaria engage in?
3. How do Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria engage in peer informal social interaction?
4. How does peer informal social interaction influenceinformation sharing among Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria?
5. What level of satisfaction do the Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria derive from peer informal social interaction?

6. What challenges do the Masters students of Archives and Records Management in theDepartment of Library and Information Science, ABU, Zariaencounter during peer informal social interaction?

1.4 Research Hypotheses

The following null hypotheses were tested in this study:

HO_1: There is no significant difference among Mastersstudents of Archives and Records Management in the Department of Library and Information Science, ABU Zaria in their reasons for engaging in peer informal social interaction.

HO_2: There is no significant difference among Masters studentsof Archives and Records Management in the Department of Library and Information Science, ABU Zaria in the type of peer informal social interaction they engage in.

HO_3: There is no significant difference among Masters studentsof Archives and Records Management in the Department of Library and Information Science, ABU Zaria in the methods they adopt for peer informal social interaction.

HO_4: Peer informal social interaction among Masters studentsof Archives and Records Management in the Department of Library and Information Science, ABU Zaria has no significant influence on the information they shareamong themselves.

HO_5: Peer informal social interaction among the Masters students of Archives and Records Management in the Department of Library and Information Science, ABU Zaria has no significant influence on the satisfaction they derive from their learning process.

HO_6: There is no significant difference among Masters studentsof Archives and Records Management in the Department of Library and Information Science, ABU Zaria in the challenges they encounter during peer informal social interaction.

1.5 Objectives of the Study

The following objectives guided the study:

1. To find out the reasons that make Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria to engage in peer informal social interaction.
2. To determine the types of peer informal social interaction engage in by Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria.
3. To find out the ways through whichMasters students ofArchives and Records Management in the Department of Library and Information Science, ABU, Zaria engage in peer informal social interaction.

4. To identify whether peer informal social interaction influencesinformation sharing among Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria.
5. To determine the level of satisfaction derive from peer informal social interaction by Masters students of Archives and Records management in the Department of Library and Information Science, ABU, Zaria.
6. To find out the challenges encountered by Masters students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria during peer informal social interaction.

1.6 Significance of the Study

This study would beof importance to Masters students of Archives and Records Management in the Department of Library and Information Science,AhmaduBelloUniversity, Zaria. This is because it is hoped that the recommendations of the study would be used by the students to improve on the way they engage in peer informal social interaction with their colleagues.

The study would also be of importance to lecturers in the Department. This is because they are expected to use the recommendations of the study to encourage the students on how to share information among themselves through peer informal social interaction. Also, this would make the lecturers to improve on the way they share information with their students through social interaction.

Apart from the students and lecturers, the study wouldhelp archives and records managers working in different archives and records centres to improve on the way they interact

with users of records and archives through social interaction. This is because through this process more users would be attracted and retained in these centres

The study would also be a contribution to the existing literature on peer informal social interaction among students. Individuals looking for literature on peer informal social interaction among students would find this study useful. These individuals include researchers, teachers, students among others.

1.7 Scope of the Study

The study focused on Masters students ofArchives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria from 2010/2011 to 2014/2015 sessions.

1.8Operational Definition of Terms

The following terms were defined within the context of this study:

Archives and Records Management Students: These are individuals who receive training in the field of Archives and Records Management at Master's level.

Information Sharing: The process through which information is acquired and disseminated among peers.

Peer Informal Social Interaction: A process through which students unofficially engage themselves in discussion, peer tutoring etc. together with their colleagues in order to enhance their learning process.

References

Ann, M. J. (2014). Library Learning: Undergraduate Students Informal Self-directed and Information Sharing Strategies.*Partnership the Canadian Journal of Library and Information Practice and Research*, 9(1), 1.Retrieved from http://www.questia.com/library/journal/ip3-3308410541/library-learning-undergraduate-students-informal.....Accessed on 8/6/2015.

Ayuba, B. (2011) *Impact of Peer Tutoring on the Academic Achievement in Sciences Among Secondary School Students Within Bauchi Metropolis* .Unpublished B. Tech (Ed) Project, AbubakarTafawaBalewa University Bauchi.

Bahrani, T. and Shu, T. S. (2013). Informal Language Learning Setting: Technology for Social Interaction. *The Turkish OnlineJournal of Education Technology*, 11(2),1. Retrieved fromhttp://www.tojet.net/articles/vii12/11215.pdf.Accessed on 1/8/2014.

Bjork, T. and Fellenius, K. (2015).Interactions between Students with Severe Visual Impairment, Sighted Peers and Adults in Swedish Public Schools.Retrieved from http://www.access.uoa.gr/ICEAPVI-2015/proceedingsFiles/45-51.pdf.Accessed on 26/4/2015.

Brenkert, H.S., Dickinson, K.L., Champ, P.A. and Flores, N. (2013). Social Amplification of Wildfire Risk: The Role of Social Interactions and Information Sources: *Risk Analysis*, 33(5), 800. Doi:10.1111/j.15396924.2012.01917.x. Accessed on 3/1/2015.

Briggs, S. (2013). How Peer Teaching Improves Students Learning and Ten Ways to Encourage it. Retrieved from http:/www.file:///c:users/USER/Desktop/advderivedfrom peer infococint1.html.Accessed on 17/4/2015.

Carter, E.W. (2014). Promoting Social Competence and Peer Relationships for Adolescents with Autism Spectrum Disorders.Retrieved from http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG-snapshot75_2014.pdf.Accessed on 26/4/2015.

Duff, P. (2015).Academic Language and Literacy Socialization for Second-Language Students.Retrieved fromhttp://www.academia.edu/9682010/Academic-Language-and-Literacy-Socialization-for-second_Language_Students-2015.Accessed on 16/4/2015.

Encyclopedia of Children's Health.(2016). Peer Acceptance.Retrieved from http://www.healthofchildren.com/P/Peer-Acceptance.html.Accessed on 4/1/2016.

Green, D., Leibowitz, K. and Martensson, K.S. (2015). Social Networks and Informal Learning: Implications for Academic Development. Retrieved from http://www.academicdev.com.Accessed on 7/1/2015.

Jain, .and Kapoor, M. (2012). The Impact of Formal and Informal Peers on Academic Performance.Retrieved fromhttp://www.sole-jole.org/13488.pdf.Accessed on 8/4/2015.

Jibrin, A.G. and Zayum, S.D. (2012).Effects of Peer Tutoring Instructional Method on the Academic Achievement in Biology among Secondary School Students in Zaria Metropolis, Nigeria.*Journal of Research in Education and Society*, 3(2), 13.Retrieved fromhttp://www.icidr.org/jres_vol3no2_august2012/EffectofpeertutorininstructionalmethodontheAcademicAchievement in BiologyamongSecondary.Accessed on 12/4/2015.

Kalpana, T. (2014). A Constructivist Perspective on Teaching and Learning: A Conceptual Framework. *International Research Journal of Social Science,* 3 (1), 27.Retrieved fromhttp://www.isca.in?IJSS/archives/v3/il/6 ISCA-IRJSS-2013-186.pdf.Accessed on 4/3/2015.

Legg, H.B. and McCaslin, M. (2015).Peer Relations and Learning – Peer Relationships, ClassroomDynamics.Retrievedfromhttp://www.education.stateuniversity.com/pages/2315 / peer-relations-learning.html.Accessed on 11/4/2015.

Levy, A. (2015).Peer-to-Peer Learning and Student-Leadership.Retrieved from http://www.urganarts.org/peer-to-peer-lerning-and-student-leadership.Accessed on 16/4/2015.

Mohammed, Z. (2015). Information Dissemination, Access and Utilisation. A Paper Presented at the Lecture on Intelligent Information Systems, Resources and Services. Presented to the Postgraduate Diploma in Information Management Students, Department of Library and Information Science, Ahmadu Bello University, Zaria on 13 January, 2015.

Nick, J. and Harwood, J. (2014). Improving Inter-Group Attitudes Through Televised Vicarious Intergroup Contact: Social Cognitive Processing of In-Group and Out-Group Information. *Communication Research Journal*, 41 (5), 638.doi: 10.1177/00936502124479944.

Nuffield foundation.(2016). Small group discussion.Retrieved from http://www.nuffieldfoundation.org/science-society/small-group-discussion.Accessed on 3/1/2016.

Okoye, A.A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics.*Academic Journal of Interdisciplinary Studies,* 2(5), 1.Retrieved fromhttp://www.mcserorg.ervinhatibi.com/journal/index.php/ajis/article/viewfile/610/ 632.Accessed on 12/4/2015.

Rehm, M. and Kerres, M. (2016).Professional Development and Social Learning in Formal and informal Learning Contexts.Retrieved from http://www.Springer_CfA.pdf.Accessed on 3/1/2016.

Sloan, M. and Mcphee, K. (2013). Information Seeking in Context: Results of Graduate Students Interviews Partnership. *The Canadian Journal of Library, Information Practice and Research* 8(1),2.

Steedly, K.M., Schwartz, A., Levin, M. and Luke, S.D. (2011).Social Skills and Academic Achievement.*Evidence for Education, 3(2), 2.*Retrieved from http://www.parentcenterhub.org/repository/social-skills.Accessed on 26/4/2015.

Thompson, R. (2016). Social and Personality Development in Childhood.Retrieved from http://www.nobaproject.com/modules/social-and-personality-development-in-childhood.Accessed on 3/1/2016.

University of Calgary.(2016). Student Success Centre International Student Conversation Groups.Retrieved from http://www.ssc-peer-helper-position-description-conv-group-.pdf.Accessed on 3/1/2016.

Yusuf, B. (2012). *Determinants of Interpersonal Relationship among Students of Secondary Schools in the Federal Capital Territory, Abuja: Implication for Counseling* (Unpublished Thesis) Ahmadu Bello University, Zaria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented review of related literature under the following sub-headings:

2.2 Peer Informal Social Interaction

2.3Types of Peer Informal Social Interaction

2.4Advantages of Peer Informal Social Interaction

2.5Information Sharing

2.6 Challenges to Peer Information Social Interaction

2.7Summary of the Review

2.2 Peer Informal Social Interaction

Peer informal social interaction is an important process of information sharing. It is a process through which individuals share information between or among themselves in a particular environment such as market, hospital, Motor Park, Police station, refugees' camp and the rest. Sloan and McPhee(2013) and Mohammed(2015) asserted that information is shared between two or more individuals as they engage in peer informal social interaction. The

individuals may be within the same age bracket, and hence the name peer informal social interaction.Nick and Harwood (2014) established that peer informal social interaction leads to sharing of new information between or among individuals.

Peer informal social interaction can be between or among children, youths or elderly people who are mostly within the same age bracket. For example, in a particular community, say a village, children who are mostly within the same age bracket gather themselves to play. Duringsuch gathering, they exchange ideas. As a result, they learn a lot from their peers (Skills You Need, 2016). Furthermore, Kalpana(2014), Reza, et al.(2014) and Hartzell(2016) submitted that peer informal social interaction enables individuals to learn from their peers during interaction as information is shared between or among such individuals. Genius (2015) maintained that peer informal social interaction allows for the exchange of ideas between or among peers.

Similarly, peer informal social interaction takes place in the schools between or among students. Lee (2016) submitted thatinformal social interaction promotes active learning which could lead to the understanding of the concept under discussion as well as the development of the students' cognitive domain and self-confidence. Discussion among peers such as students eliminates fear, tension etc. and develops courage amongst them when discussing issue with other people (McFaul, 2016). Peer informal social interaction can becarried out at the convenience and whenever. Peer informal social interaction tends tofavour weak students as they are carried along during theinformal social interaction. Green et al. (2015) asserted that during peer informal social interaction, weak students are carried in the interaction and makes the issue under discussion.

2.3 Types of Peer Informal Social Interaction

There are many types of peer informal social interaction. The following are some of these types:

1. Peer Tutoring: This is one of the types of peer informal social interaction. It is a process through which peers interact between or among themselves for the purpose of learning. Holtt and Walker (2012) maintained that peer tutoring is a simple and peer controlled way where students appear as academic tutors and tutees. During peer tutoring a student who understands the subject or course better than others teaches the rest of the students. Dilsad(2014) and Legg and McCaslin(2015) viewed peer tutoring as an arrangement in a learning environment in which some of the students assume and carry out teaching instruction to assist other students in the learning process

Also,Wasit(2012),Wolfberg, et al.(2012), Ghanie(2013), Burgess et al.(2014) and Daniels(2014) submitted that peer tutoring is used in improving the academic performance of the students. This is because peers who are weak in terms of understanding are being helped by their colleagues who understand what has been taught to them better than the weak ones. In an attempt to find out the effectiveness of peer tutoring as a way of learning, Jibrin and Zayum (2012) carried out research on the effect of peer tutoring instructional method on the academic achievement in biology among secondary school students in Zaria Metropolis, Nigeria, the result showed that students that were taught using peer tutoring method recorded high achievement. In the same vein, Okoye (2013) conducted a research on the effect of peer tutoring method on students academic achievement in Home Economics, the finding of this research revealed that students that were taught using peer tutoring achieved good academic performance.

2. Small Group Discussion: This is another type of peer informal social interaction. In this type of interaction, students gather themselves discuss what has been taught to them. Kalpana (2014) said that small group discussion helps the peers involved in understanding the concept under discussion. Tucker (2015) argued that small group discussion has a challenge in the sense that sometimes vocal students dominate the discussion thereby making the participation of other students little. Contrary to the above argument, Curwin (2013) believed that small group discussion helps students to understand complex issue being discussed.

3. Peer Debating: This type of peer informal social interaction takes place in form of debate. It makes the students to learn from their peers. This is because many students disseminate knowledge at the debate ground that their peers do not have. Debate develops students' skills such as discussion, listening and thinking skills.

Debate is an important avenue of learning. Shaw (2012) agreed that debate stimulates critical thinking and can be a highly effective way to actively engage students during learning. This means students that engage in debate have the chance of becoming critical thinkers. Critical thinking helps students in judging the truthfulness of anything that comes to their way. Also, Corbett (2014) supported the above assertion that debate develops critical thinking and encourages active learning.

4. Students Group Assignment: In school system, students' group assignment is commonly found as one of the peer informal social interaction avenues. In this situation, students learn from their peers in the course of group assignment. This is because some students among the group are better than other. These students explain the concept, principle, procedure etc. To other students in the course of the assignment.

However, student's group assignment sometimes has challenges. For example, Weimer (2015) argued that during group assignment counter argument sometimes occur. This leads to delay in completion of the assignment and sometimes lack of doing the assignment the way it supposed to be done. Similarly, Simeon (2015) agreed with the above submission that during group assignment some students refuse to participate in the exercise thereby making others to continue to participate. This leads to delay in the completion of the assignment. It also makes some of the members of the group to suffer in carrying out the assignment.

5. Peer Mentoring: Peer mentoring is mostly undertaken between two students in the school. This type of interaction takes place between a student who has particular information that will help his or her colleague to solve his or her problem and the other student who needs that information in order to solve his or her problem. The information given in this type of interaction is mostly in the form of advice, guidance or counseling.

2.4 Advantages of Peer Informal Social Interaction

There are many advantages derived from peer informal social interaction. The following are some of these advantages:

1. **Peer informal social interaction promotes active learning:** This is one of the advantages derived from peer informal social interaction. It is a situation where students participate in peer interaction in order to develop their cognition. Kalpana(2014),Duff(2015) andTasmajian(2015) submitted that when individuals interact among themselves, they develop good understanding of the concept under discussion. Such students carry out peer informal social interaction in order to understand their field of studies. Pteil(2014) andUniversity of Queensland

Australia(2016) showed that as a result of peer assisted learning which is another name for peer informal social interaction, student develop habit of investigation in their field of studies. This is one of the reasons why many students carryout peer informal social interaction. Rubin (2012) submitted that students carryout peer informal social interaction in order to achieve better understanding of their discipline. This was the finding of the study on social class differences in social integration among students in higher education: a meta-analysis and recomm

2. endation for future research. This study was conducted by the above author in order to determine the efficacy of social integration among peers during learning activities. The finding of McDonald (2013) contradicted Rubin (2012) own. McDonald (2013) found out that students carryout peer informal social interaction in order to develop the habit of active learning. Here the researcher sees the finding of Rubin (2012) as more strong than that of McDonald (2013). This is because better understanding of the discipline by the students leads to their good academic performance.

2. Students who missed the formal classroom teaching recover through peer informal social interaction: In school system, many reasons make the students to miss the formal class room teaching. For example, sickness unavoidable travel, death of parent among others. When one of these happens, students miss the formal classroom teaching where their teacher handles. But through peer informal social interaction, students who missed the formal classroom teacher are able to recover what was taught to other students in the formal classroom. Green et al. (2015) asserted that peer informal social interaction takes place everywhere, as a result of that students that missed formal class room can receive what was taught in that class from their peers at any place of time they decide to carryout peer informal social interaction.

3. Peer tutors reinforce their own leaning by instructing others: During peer informal social interaction, some students teach their peers. These students continue to develop their cognitive domain on what they teach their peers (Steedly et al., 2011; Briggs, 2013; Carter, 2014; Bjork and Fellenius, 2015). This is because as they teach other students they are also reinforcing what they teach such students to themselves.However, Keenan (2014) found out that students carryout peer informal social interaction in order to develop social integration (friendship) among them. This finding deviated from the above authors' submission that students engage in peer informal social interaction in order to develop their cognitive domain especially the peer tutors themselves.

Also, peer tutors commit themselves in searching for information before peer tutoring takes place. This is done through personal reading, going to the library to search for information, meeting their teachers or senior colleagues all in order to acquire information to disseminate it to their peers. Doing this makes the peer tutors to improve their understanding on the concept they teach their peers.

4. Peer informal social interaction is information seeking process: Whenever students gather themselves for peer tutoring, group discussion etc. information is being sought among themselves. Brenkert et al. (2013) established that through informal social interaction students seek for information from their peers. Similarly, Sloan and McPhee (2013) and Genius(2015) supported the above author that informal social interaction allows for the exchange of ideas during information seeking process among peers.

5. Students feel freer to contribute when they interact with their peers: This means that students tend to contribute immensely in informal social interaction when interacting with their

peers. Senior and Howard (2014) conducted a study on learning in friendship groups: developing students' conceptual understanding through social interaction, they came with a finding that showed that students achieve better understanding of their field of studies when they interact with their peers. Todd (2013) agreed with the above assertion that through informal social interaction among peers leaning takes place easily as individuals involve interact freely with one another since they are from the same age bracket. Shirley (2014) said that students carryout peer informal social interaction in order to develop self-motivation about learning. Levy (2015) argued that the reason why students' carryout peer informal social interaction is that the process makes the students to become competent in their studies. Contrary to the above author, Gordon (2015) argued that students carryout peer informal social interaction because the process is student centered that promotes democratic approach to education. Also, Al-Shammari (2014) contradicted the above authors where he opined that students carryout peer informal social interaction because it opposes loneliness which affects students' academic performance negatively. Here it is seen that different authors have different views about the reasons why students carryout peer informal social interaction.

6. Through peer informal social interaction students mentor their colleagues: Danjuma (2012) pointed out that peer informal social interaction serves as an avenue through which students' advice their peers. Ozioko et al. (2012) supported the submission of the above author that peer informal social interaction allows students to receive guidance from their peers. This shows that peer informal social interaction is an important avenue of mentoring among the students.

2.5 Information Sharing

Information sharing is an important avenue of information dissemination in our society. It is carried out by individuals whether consciously or unconsciously in the society. Amata (2015) viewed information sharing as an activity through which information is exchanged among friends, family members, peers among others. It is a process through which ideas are communicated between or among individuals or group of individuals in the society in order to achieve a given objective. People in the society share information concerning their day to day activities. These activities include agriculture, transportation, mining, building, and the rest.

Information sharing takes place in different places in our society. For example, it takes place in the market, school, hospital, farm, Motor Park, military environment etc. The purpose of information sharing in every environment is to communicate idea to a target recipient. Information is shared by individuals between or among themselves in the society whether consciously or unconsciously.Mohammed (2015) established that Information can be shared through variety of channels including face-to-face contact in the form of inter-personal communication in one-to-one formation, one-to-many formation, and in many-to-one formation which usually takes place in personal private discussions and in public presentations at public gatherings and places such as in group discussions; classroom situation; formal and informal peer group interactions; meetings; lectures; conferences; religious sermons and gatherings, political campaigns; and other public-oriented fora.

However, information in traditional settings is shared through different means. These include town criers, community leaders, using tools such as drum, horn, bell, smoke among others. These means helped the people in the society to share information to other people who were close or far away from their environment. The information shared from one source to another enables the receiving source in taking the decision using that information without which

the decision cannot be taken. This shows that information sharing is very important process that helps in acquiring new information that enables an individual or group of individuals in making decisions about their daily activities in their society.

2.6 Challenges to Peer Informal Social Interaction

During peer informal social interaction, students face some challenges. These challenges make it difficult for the students to achieve the goal of the interaction. The goal of the interaction is the acquisition of information that leads to the understanding of the subject or course on which peer informal social interaction is carried out. These challenges include:

1. **There is little control over the audience:** During peer informal social interaction, students are difficult to be controlled. This is because they mostly belong to the same age bracket. As a result of this, it is difficult for one student to control others. This will not allow the achievement of understanding the issue on which the interaction is carried out (Chireshe, 2013; Kalpana, 2014; Palmer et al., 2014).

2. **It is easily interrupted by individuals out of the interaction group:** Peer informal social interaction is interrupted easily by many things. These include argument among the students, senior colleague or teacher may decide to call the attention of junior ones in order to send them to a particular place etc.

3. **Sometimes the interaction is hardly reversible:** Peer informal social interaction is difficult to reverse when it ended. For example, Green et al. (2015) asserted that informal mentoring is the type of peer informal social interaction that can happen by chance. After the mentoring, the mentor might not be seen again by the individual who received the mentorship even if the need for seeing the mentor again arises. However, Rudland and Rennie (2014) have a view which

contradicts the above author. They argued that peer informal social interaction can lead to giving misinformation to the tutees. They also argued that peer informal social interaction sometimes leads to poor teaching.

4. **It has little element of organization:** Peer informal social interaction has little organizational feature. For example, during the process of this interaction some students may decide to start going leaving the interaction while some do not have intention to do that. These students may be influenced by the students who started leaving the interaction before it ended and as a result of this the whole of the interaction may be disorganised.

2.7 Summary of the Review

This chapter has discussed peer tutoring, types of peer informal social interaction such as peer tutoring, small group discussion among others, advantages derived from peer informal social interaction, which include promotion of active learning, reinforcement of tutor's own knowledge etc. Challenges encountered during peer informal social interaction such as little control over the audience, easily interrupted by individuals out of the interaction group, to mention but few were reviewed. Most of the literature reviewed in this chapter focused on peer informal social interaction among students in secondary schools concentrating on peer tutoring alone. These literature leave gaps such as small group discussion, peer informal mentoring among others and their influence on information sharing which are components of peer informal social interaction.This study therefore intended to focus specifically on Masters students ofArchives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria.

References

Al-Shammari, M., Ashankyty, A., Al-Mowina, N., Al-Mutairy, L.A., Al-Qrnas, A. and Amin, S. (2014).Social-Emotional Perceptions of Deaf Students in Hail, Saudi Arabia.*American Journal of Educational Research*, 2(5), 304.doi: 10.12691/education-2-5-11. Accessed on 16/4/2015.

Amata, S. (2015).Information Sharing As a Panacea to Crime: An Over View. A Seminar Paper Presented in the Department of Library and Information Science, Ahmadu Bello University, Zaria, on April, 2015.

Bjork, T. and Fellenius, K. (2015).Interactions between Students with Severe Visual Impairment, Sighted Peers and Adults in Swedish Public Schools.Retrieved from http://www.access.uoa.gr/ICEAPVI-2015/proceedingsFiles/45-51.pdf.Accessed on 26/4/2015.

Brenkert, H.S., Dickinson, K.L., Champ, P.A. and Flores, N. (2013). Social Amplification of Wildfire Risk: The Role of Social Interactions and Information Sources: *Risk Analysis*, 33(5), 800. Doi:10.1111/j.15396924.2012.01917.x. Accessed on 3/1/2015.

Briggs, S. (2013). How Peer Teaching Improves Students Learning and Ten Ways to Encourage It. Retrieved from http:/www.file:///c:users/USER/Desktop/advderivedfrom peer infococint1.html.Accessed on 17/4/2015.

Burgess, A., McGregor, D. and Mellis, C. (2014). Medical Students As Peer Tutors: A Systematic Review. BMC *Medical Education,* 14(115), 1.doi: 10.1186/1472-6920-14-115. Accessed on 26/4/2015.

Carter, E.W. (2014). Promoting Social Competence and Peer Relationships for Adolescents with Autism Spectrum Disorders.Retrieved from http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG-snapshot75_2014.pdf.Accessed on 26/4/2015.

Chireshe, R. (2013). Peer Counseling in Zimbabwean Secondary Schools.*International Journal of Education and Science*, 5(4), 1.Retrieved from http:www.krepublishers.com/02-journals/IJES/IJES/05-0-000-13-Web/IJES-05-4-000-13-ABST-PDF/IJES/05-4-349-13-284.Accessed on 26/4/2015.

Corbett, S.J. (2014). Great Debating: Combining Ancient and Contemporary Methods of Peer Critique.Retrieved from http://www.praxis.technorheteric.net/tike-index.php?page=praxisWIKI%3AGreatDebating.Accessed on 12/4/2015.

Curwin, R. (2013). Five Ways to Make Class Discussion More Exciting.Retrieved from http://www.edutopia.org/blog/make-class-discussion-more-exciting-richard-curwin.Accessed on 12/4/2015.

Daniels, E. (2014). Effects of Meaningful Peer Interactions for Non-native English Speaking Students.Retrieved from http://www.phys.org/news/2014-04-effects-meaningful-peer-interaction-no-native.html.Accessed on 26/4/2015.

Danjuma, M. (2012). Ensuring Leadership Through Positive Student-Teacher Relationship in Schools: A sociological View: *Nigerian Journal of Sociology of Education*, 6(1), 215.

Dilsad, A.M. (2014). The Effects of Peer Teaching on the University Students' Achievement in Cognitive, Affective, Psychomotor Domains and Game Performances in VolleyBallCourses.*Educational Research and Reviews*, 9(9), 262. doi:10.5897/ERR2013.1690. Accessed on 13/4/2015.

Duff, P. (2015).Academic Language and Literacy Socialization for Second-Language Students.Retrieved from http://www.academia.edu/9682010/Academic-Language-and-Literacy-Socialization-for-second_Language_Students-2015.Accessed on 16/4/2015.

Genius, S.K. (2015). The Transfer of Information through Word of Mouth is Powerful: Interpersonal Information Interactions. *Information Research*, 20(1), 1.Retrieved from http://www.information.net/ir/20-1/isicc29.html#.vsw-OIL8g7u. Accessed on 13/4/2015.

Ghanie, S. (2013). The Impact of a Same-Year Small-Group Non-Reciprocal Peer Tutoring Program on Mathematics Performance of First-Year University Science Students. *Comprehensive Journal of Educational Research*, 1(3), 30.Retrieved from http://www.knowledgebasepublishers.org/allpdffiles/shafeakGhanie.pdf.Accessed on 12/4/2015.

Gordon, P.B. (2015). Formal Learning Empowers the Teacher Informal Learning Empowers the Students. Retrieved fromhttp://www.paulgordononbrown.com/2015/03/19/formal-learning-empowers-the-teacher-informal-learning-empowers-the-students.Accessed on 16/4/2015.

Green, D., Leibowitz, K. and Martensson, K.S. (2015). Social Networks and Informal Learning: Implications for Academic Development. Retrieved from http://www.academicdev.com.Accessed on 7/1/2015.

Hartzell, S. (2016). Characteristics of Informal Organizations: The Grapevine and Informal Groups. Retrieved fromhttp://study.com/academy/lesson/characteristics-of-informal-organizations-the-grapevine-informal-groups.html.Accessed on 6/1/2016.

Holtt, B. and Walker, J. (2012). What is Peer Tutoring? Retrieved fromhttp://www.council-for-learning-disabilities.org/publications/infosheets/peer-tutoring.Accessed on 19/4/2015.

Jibrin, A.G. and Zayum, S.D. (2012).Effects of Peer Tutoring Instructional Method on the Academic Achievement in Biology among Secondary School Students in Zaria Metropolis, Nigeria.*Journal of Research in Education and Society*, 3(2), 13.Retrieved fromhttp://www.icidr.org/jres_vol3no2_august2012/EffectofpeertutorininstructionalmethodontheacademicachievementinBiologyamongSecondary.Accessed on 12/4/2015.

Kalpana, T. (2014). A Constructivist Perspective on Teaching and Learning: A Conceptual Framework. *International Research Journal of Social Science*, 3 (1), 27.Retrieved from http://www.isca.in?IJSS/archives/v3/il/6 ISCA-IRJSS-2013-186.pdf.Accessed on 4/3/2015.

Keenan, C. (2014). Mapping Student-Led Peer Learning in the United Kingdom.Retrieved from http://www.heacademy.ac.uk/sites/defaults/files/resources/peer-led-learning-keenan-Nov-14-final.pdf.Accessed on 14/4/2015.

Lee, E. J. (2016). International and American Students' Perception of Informal English Conversation.*Journal of International Students*, 6 (1). 1. Retrieved from http://www.books.google.com.ng/book?id=Le1CCWAAQBAJandpg=PA16and1pg=PA16anddg=social+interaction+in+the+informal+setting/2016. Accessed on 4/1/2016.

Legg, H.B. and McCaslin, M. (2015). Peer Relations and Learning – Peer Relationships, Classroom Dynamics. Retrieved from http://www.education.stateuniversity.com/pages/2315/ peer-relations-learning.html.Accessed on 11/4/2015.

Levy, A. (2015).Peer-to-Peer Learning and Student-Leadership.fromhttp://www.urganarts.org/peer-to-peer-lerning-and-student-leadership.Accessed on 16/4/2015.

McDonald, D. (2013). Doing More with Less: Five Trends Higher Education Design.*Planning for Higher Education*, 42(1), 1.Retrieved from http://www.scup.org/phe.Accessed on 14/4/2015.

McFaul, S. (2016). International Students' Social Network: Network Mapping to Gate Friendship Formation and Students Engagement on Campus. JOURNAL OF INTERNATIONAL students, 6 (1). 6. Retrieved from http://www.books.google.com.ng/books?id=Le1CCWAAQBAJandpg=PA16and1pgdg=students+informal+interaction/2016andsource=blandots. Accessed on 3/1/2016.

Mohammed, Z. (2015). Information Dissemination, Access and Utilisation. A Paper Presented at the Lecture on Intelligent Information Systems, Resources and Services. Presented to the Postgraduate Diploma in Information Management Students, Department of Library and Information Science, Ahmadu Bello University, Zaria on January, 2015.

Nick, J. and Harwood, J. (2014). Improving Inter-Group Attitudes Through Televised Vicarious Intergroup Contact: Social Cognitive Processing of In-Group and Out-Group Information. *Communication Research Journal*, 41 (5), 638.doi: 10.1177/00936502124479944.

Okoye, A.A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics.*Academic Journal of Interdisciplinary Studies,* 2(5), 1.Retrieved from http://www.mcser-org.ervinhatibi.com/journal/index.php/ajis/article/viewfile/610/ 632.Accessed on 12/4/2015.

Ozioko, R.E., Echezona, R.I. and Osadebe, N. (2012).Mentoring As a Strategy for Continuing Professional Development for Librarians in Academic Libraries in Nigeria.*Journal of Nigerian Library Association*, 45(1), 15.

Palmer, G., Peters, R. and Streetman, R. (2014).Cooperative Learning.Retrieved from http://www.epltt.coe.uga.edu/index.phptitle=cooperative_leanring.Accessed on 26/4/2015.

Pfeil, M. (2014). Does Peer-Assisted Learning Work with Post-Graduate research Students? Retrieved from http://www.researchgate.net/post/does_peerassisted_learning_work_with_post_grad-research-students.Accessed on 14/4/2015.

Reza, M.D., Amini, M.J. and Kojuri, P.N. (2014).Evaluation of the Efficacy of Peer Learning Method in Nutrition Students of Shiraz University of Medical Science.*Journal of Advanced Medical Education,* 2(2), 71.Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4235552.Accessed on 16/4/2015.

Rubin, M. (2012). Social Class Differences in Social Integration among Students in Higher Education: A Meta-Analysis and Recommendation for Future Research. *Journal of Diversity in Higher Education,* 5(1), 1.doi:10.1037/90026162.Accessed on 14/4/2015.

Rudland, J.R. and Rennie, S.C. (2014).Medical Faculty Opinions of Peer Tutoring.*Journal of Education Health*, 27(1), 4. Doi:10.4103/1359-6283.134290. Accessed on 13/4/2015.

Senior, C. and Howard, C. (2014). Learning in Friendship Groups: Developing Students' Conceptual Understanding Through Social Interaction. *Font Psychology*, 5(1), 1.doi: 10.3389/fpsyg.2014.01031. Accessed on 13/4/2015.

Shaw, J.A. (2012). Using Small Group Debates to Actively Engage Students in an Introductory Microbiology Course.*JMBE Journal of Microbiology and Biology Education*, 13(2), 1.Retrieved from jmbe.asm.org/indes.php/jmbe/article/view/420/html.Accessed on 12/4/2015.

Shirley, C. (2014). The Benefits of Peer Learning.Retrieved from http://www.cinaglobal.com/stuents/students-e-magazine/velocity-October-2014/the-benefits-of-Peer-Lerning.Accessed on 16/4/2015.

Simeon, B. (2015). Using Assignments and Group Writing as Means of Assessments in EFL Writing Instructions: Bahir Dar University in Focus. *International Journal of English and Literature*, 6(1), 4.doi: 10.5897/IJEL2014.0672. Accessed on 12/4/2015.

Skills You Need. (2016). Whatis Interpersonal Communication? Retrieved from http://www.skillsyouneed.com/ips/interpersonal-communication.html. Accessed on 7/1/2016.

Sloan, M. and McPhee, K. (2013). Information Seeking in Context: Results of Graduate Student Interview. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 8(1), 4. Retrieved fromhttp://www.ir.lib.uwo.ca/wlpub/41.Accessed on 21/4/2015.

Steedly, K.M., Schwartz, A., Levin, M. and Luke, S.D. (2011).Social Skills and Academic Achievement.*Evidence for Education, 3(2), 2.*Retrieved from http://www.parentcenterhub.org/repository/social-skills.Accessed on 26/4/2015.

Tasmajian, D. (2015). Socialization Skills Acquired by Elementary School Children.Retrieved fromhttp://www.kon.org/urc/tasmajian.html.Accessed on 25/4/2015.

Todd, R.J. (2013). The Power of in the Impossible Principles of the Possible.Retrieved fromhttp://www.manitobaschoollibraries.ca/wp-content/uploads/2014/01/teacher-lib.pdf.Accessed on 11/3/2015.

Tucker, C. (2015). Get Common Core Ready: Achieve Dynamic Student-Led Discussion. Retrieved fromhttp://www.file:///c:/users/USER/Desktop/Smallgroupdis/.html.Accessed on 16/4/2015.

University of Queensland Australia. (2016). Peer Learning. Retrieved from http://www.uq.edu.au/teach/flipped-classroom/peer-learning.html.Accessed on 6/1/2016.

Wasit, H. (2012). Teaching Strategies for Enhancing Peer Interaction among Diverse Learners.*Higher Education Studies,* 2(4), 7.doi: 10.5539/hes.v2n4p31. Accessed on 26/4/2015.

Weimer, M. (2015). Use Team Charters to Improve Group Assignments. Retrieved from http://www.facultyfocus.com/article/instructional-design/use-team-charters-improve-group-assignments.Accessed on 12/4/2015.

Wolfberg, P., Bottema, K.B. and Dewitt, M. (2012). Including Children with Autism in Social and Imaginary Play with Typical Peers.*American Journal of Play*, 5 (1), 55.Retrieved from http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-1-articles-including-children-with-autism.pdf.Accessed on 26/4/2015.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter discussed the research methodology adopted. It was discussed under the following sub-headings:

3.2. Research Method Adopted

3.3 Population of the Study

3.4 Sample and Sampling Technique

3.5 Instrument for Data Collection

3.6 Validity and Reliability of Instrument

3.7 Procedure for Data Collection

3.8 Procedure for Data Analysis

3.2 Research Method Adopted

Survey research method was adopted for this study. This method allows the researcher to get insight into the thoughts and opinions of the respondents under study. Cherry (2015) asserted that survey research method can be used to collect information on a wide range of things including facts, personal attitude, past experience etcfrom the respondents. In the same vein, Brewer et al. (2015) established that survey research method gives the researcher the opportunity to gain insight into the attitudes, thoughts and opinions of members of the population.

3.3 Population of the Study

The population of this study comprised theMasters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zariawho were admitted from 2010/2011 to 2014/2015 sessions. According to the list of Masters Students in the Department (2015), twenty three (23) of them were studying Masters in Archives and Records Management. Table 3.1 presented the population of this study.

Table 3.1: Masters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria

S/N	**Academic Year**	**No. of Students**
1.	2010/2011	4
2.	2011/2012	3
3.	2012/2013	10
4.	2013/2014	4
5.	2014/2015	2
Total		**23**

Source: List of Masters Students Obtained from the Department of Library and Information Science,Ahmadu Bello University, Zaria (2015).

3.4 Sample and Sampling Technique

The researcher used the entire members of the population of this study. This is called census population. The entire members of the population were used as the sample because the

population was small and also to avoid under coverage of the population (Stat Trek, 2016). Bernard (2012) opined that if the population of the study in research is less than two hundred (200), the entire members of that population can be used.

3.5 Instrument for Data Collection

The instrument for data collection used wasquestionnaire. It was used because the respondents were literate capable of completing the questionnaire without the assistance of anybody.A structured and closed-ended questionnaire was developed by the researcher as it captured related issues in the research questions. Aga(2015) and Pew Research Centre (2016) believed that if a researcher is using pre-categorised options, structured questionnaire should be used.Penwarden (2013) was of the view that close-ended questions are used in order to collect data that is easily quantifiable. Also, Krug (2015) believed that closed-ended questions allow the respondents to choose questions from the alternatives that will match their opinions.

The questionnaire was divided into seven(7) sections. Ibrahim (2013) pointed out that dividing questionnaire into sections is important because each section will collect specific information. Section A consisted of personal information.Section B of the questionnaire consisted of reasons for engaging in peer informal social interaction, Section C consisted of types of peer informal social interaction the students engaged in, Section D consisted of methods through which the students engaged in peer informal social interaction, Section E consisted of influence of peer informal social interaction on information sharing among the students, Section F consisted of level of satisfaction students derived during peer informal social interaction and Section G consisted of challenges students faced during peer informal social interaction.However,thefive (5) items Likertscalewas adopted to measure the responses of the

respondents from section B to G. Five (5) itemsLikert scale with items highly agreed, agreed, slightly agreed, not agreed and undecided were used in Sections B, C, D, E and G, while Five (5) items Likert scale with items strongly satisfied, satisfied, slightly satisfied, not satisfied and undecided were used in Section F. 5, 4, 3, 2 and 1 were used to represent strongly agreed, agreed, rarely agreed, not agreed and undecided as well as stronglysatisfied, satisfied, slightly satisfied, not satisfied and undecided respectively.Likert scale was adopted because it is suitable for quantifying the responses of the respondents using figures such as 5, 4, 3, 2 and 1.

3.6 Validity and Reliability of the Instrument

The instrument was given to the supervisors for validation. The instrument needed to be validated before the research. Sullivan(2011) and Kingsbury(2016) agreed that validating the instrument makes that instrument to measure accurately what it is designed to measure. Face and content validity of the instrument were used. It was in order to make sure that the instrument was well checked by the supervisors from the facial point of view as well as making sure that the contents of the instrument match the research questions and the research problem. Mcleod (2013) maintained that face validity has to do with asking individuals (supervisor, senior colleague, other researchers etc.) to rate the instrument as it appears to them on the face value. While content validity has to do with subjecting the research instrument to supervisor, senior colleague, other researchers etc. in order to make sure that the contents of the instrument match the research questions and the research problem.

After validating the instrument, it was micro tested in the Department of Library, Archival and Information Studies, University of Ibadan using Masters students of Archives and Records Management of the Department. The choice of this University, Department and the

students for micro testing of the instrument was informed by the submission of Ibrahim (2013) that testing the instrument before main research should be done using the population with similar characteristics with the main study population outside the main study area in order to avoid bias from the respondents. Ten copies of the instrument were used during micro testing, it was done because the result from the instruments was enough for determining the reliability of the instrument. To determine the reliability of the instrument, Guttman Split-half reliability using Spear Man Brown formula was used. The reliability coefficient of (0.92) was obtained.Ma'aruf(2013) said that if the correlation coefficient between two variables falls within the range of 0.70 to 0.99, that relationship is high. High relationship between two variables indicates the reliability of the instrument used in measuring such variables. That showed that the instrument for this research was reliable.

3.7 Procedure for Data Collection

The researcher personally distributed and collected back copies of the distributedquestionnaire.The researcher followed the respondents to their various locations during data collection. Most of the respondents filled the instruments given to them on the spot. Two weeks were used to distribute and collect back the instruments. That was because the population of the study was small and concentrated mainly in one environment. Also, few of the respondents that could not fill the instruments on the spot, called the researcher to collect the instruments after they were completed. That was done through calling the researcher using his phone number as the number was written on the first page of the instrument for that purpose.

3.8 Procedure for Data Analysis

Descriptive statistics was used to analysethe data collected from the research questions. In terms of data collected from the hypotheses, software package for social sciences (SPSS)was used to analyse the data. Hypotheses one, three and six wereanalysed using Kruskal Wallis H Test. It was because the hypotheses met the assumptions of Kruskal Wallis H Test, these assumptions were:the dependent variable should be measured at continuous or ordinal level; the independent variable should contain two or more categorically unrelated groups; there should be independence of observation; and the data does not need to be normally distributed (Kruskal-Wallis H Test, 2015). Hypothesis two was tested using one-way ANOVA. It was because it met the assumptions of one-way ANOVA, these assumptions were: the dependent variable should be measured at continuous level; the independent variable should contain two or more categorically unrelated groups; there should be independence of observation; the dependent variable should be approximately normally distributed for each category of independent variables; and there should be homogeneity of variance of the distribution (One-way ANOVA, 2015). Hypotheses four and five were tested using Chi-square independence. The two hypotheses were concerned with significant influence between independent variable (Masters students of Archives and Records Management of different years of admission) and dependent variable (responses of the students under study). The hypotheses met the assumptions of Chi-square independence, these assumptions were: one categorical variable measured at nominal or ordinal level; having two or more categorically unrelated groups; independence of observation; the groups of the categorical variable should be mutually exclusive; and there should be at least five expected frequencies in each group of the categorical variable. That is, the total score of all the respondents on the hypothesis to be tested from each group. All the hypotheses formulated were tested using α (0.05) level of significance. Umar (2014) had the view that Behavioural

Sciences research that involves human being like this one, 0.05 level of significance was generally acceptable.

References

Aga, F. (2015). What Do We Mean by Structured, Semi-structured and Unstructured Questionnaires?Retrievedfromhttp://www.researchgate.net/post/what_do_mean_by_structured_semi-structured_and_unstructured_questionnaires. Accessed on 11/6/2015.

Bernard, J. (2012). Perfecting Your Research Work. London: Unique Press.

Brewer, E.W., Steele, G.T. and Wang, V.X. (2015). Survey Research: Methods, Issues and the Future. Retrieved from http://www.igi-global.com/ch. Accessed on 19/3/2015.

Cherry, K. (2015). What is Survey? Retrieved fromhttp://phychology.about.com/.Accessed on 19/3/2015.

Ibrahim, U. (2013). Techniques for Writing and Presentation of Thesis/Dissertation: A Companion Guide for Postgraduate Students in Nigerian University System. Zaria: Ahmadu Bello University Press.

Kingsbury, D. (2016). How to Validate a Research Instrument.Retrieved from http://www.ehow.com/how_2277596_validate-research-instrument.html. Accessed on 7/1/2016.

Krug, R. (2015). How to Decide What Types of Questions to Use in Your Surveys.Retrieved fromhttp://www.blogs.constantontact.com/survey-questions.Accessed on 20/2/2015.

Kruskal-Wallis H Test. (2015).Laerd Statistics, Kruskal-Wallis H Test Using SPSS Statistics. Retrieved fromhttp://www.file:///c:/users/USER/video/Kruskal-Wallis H test in SPSS Statistics-Procedure, output and interpretation of the output using a relevant example.html.Accessed on 2/9/2015.

List of Master Students.(2015). A Comprehensive List of Master Students of the Department of Library and Information Science Ahmadu Bello University, Zaria.

Ma'aruf, O. I. (2013). EDUC 801 *Educational Statistics 1: Course note.* Zaria: Ahmadu Bello University, Zaria.

McLeod,S.(2013). What is Validity? Retrieved fromhttp:www.simplypsychology.org/validity.html.Accessed on 6/4/2015.

One-wayANOVA.(2015). Laerd Statistic, One-way ANOVA Using Stata.Retrieved fromhttp://www.file:///c:/users/USER/Documents/one-way ANOVA in stata-procedure, output and interpretation of the output using a relevant examole.html.Accessed on 1/9/2015.

Penwarden, R. (2013). Comparing Closed-Ended and Open-Ended Questions.Retrieved from http://www.fluidsurveys.com/university/comparing-closed-ended-and-open-ended-questions.Accessed on 20/3/2015.

Pew Research Centre.(2016). Open and Closed-ended Questions.Retrieved fromhttp://www.people-press.org/methodology/questionnaire-design/open-and-closed-ended-questions/ .Accessed on 7/1/2016.

Stat Trek.(2016). Bias in Survey Sampling.Retrieved from http://www.stattrek.com/survey-research/sampling-methods.aspx?Tutorial=AP. Accessed on 7/1/2016.

Sullivan, G.M. (2011). A Primer on the Validity of Assessment Instruments.*Journal of Graduate Medical Education*, 3(2), 119.doi: 10.4300/JGME-D-11-00015.1. Accessed on 6/4/2015.

Umar, B. D. (2014). Assessment of Information Literacy Curriculum and its Implementation in Library and Information Science Schools of Northern Nigeria (Unpublished Dissertation,Ahmadu Bello University, Zaria.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the data collected, analysed and discussed. These were presentedunder the following sub-headings:

4.2 Response Rate

4.3 Demographic Analysis of the Respondents

4.4 DescriptiveStatistical Analysis

4.5 Inferential Statistical Analysis

4.2 Response Rate

A total of twenty three (23) copies of questionnaire were distributed to the Masters students of Archives and Records Management admitted from 2010/2011 to 2014/2015 in the Department of Library and Information Science,Ahmadu Bello University Zaria. Twenty two (22) copies of the questionnaire were duly completed, returned, examined and found useful for analysis. This represents 95.6% response rate. Table 4.1 presented the distribution of the response rate.

Table 4.1: Response Rate

S/N	Academic Year	No.of Questionnaire Distributed	No. of questionnaire Returned	% of questionnaire Retrieved
1	2010/2011	4	4	17.4
2	2011/2012	3	3	13.0
3	2012/2013	10	9	39.1
4	2013/2014	4	4	17.4
5	2014/2015	2	2	8.7
Total		**23**	**22**	**95.6**

From Table 4.1, a high response rate of 22 (95.6%) was realized. The high response rate was achieved due to the fact that the researcher administered and collected the questionnaires personally. In addition, good relationship was established between the researcher and the respondents which led to on-the-spot completion of the questionnaire by some of the respondents.

4.3 Demographic Analysis of the Respondents

This section presented the demographic information of the respondents. This included their gender and the year of admission (academic session) of the respondents.

4.3.1 Gender Distribution of the Respondents

The respondents in this study comprisedboth male and female Masters students ofArchives and Records Management. The inclusion of gender as a variable in this study is very importantbecause it made the study free from gender bias. The distribution of the gender of the respondents was presented in Table 4.2.

Table 4.2: Gender Distribution of the Respondents

S/N	**Gender**	**F**	**%**
1	Male	14	63.6
2	Female	8	36.4
Total		**22**	**100**

The Table 4.2 revealed that 14 (63.6%) of the respondents were male. While 8 (36.4%) of them were female. The reason for the higher percentage of the male respondents compared to

that of female was that more male students were admitted from 2010/2011 to 2014/2015 academic session to study Masters students of Archives and Records Managementprogramme in the Department of Library and Information Science,Ahmadu Bello University, Zaria than their female counterpart. This implied that males dominated their females counterparts in the course in almost all the years the students were admitted to study the course.

4.3.2 Distribution of the Year of Admission of the Respondents

The respondents in this study comprised of Masters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria admitted from 2010/2011 to 2014/2015 academic sessions. The reason for the inclusion of the year of admission was that the population of the study comprised all the students admitted from 2010/2011 to 2014/2015. The differences in their responses were needed for testing the hypotheses for the study.

Table 4.3: Distribution of the Academic Year of Admission of the Respondents

S/N	Academic Year of Admission	F	%
1	2010/2011	4	18.2

2	2011/2012	3	13.6
3	2012/2013	9	41.0
4	2013/2014	4	18.2
5	2014/2015	2	9.1
Total		**22**	**100**

Table 4.3 revealed that more students were admitted for the programme in the 2012/2013 academic session with 9 (41.0%) figure.This was followed by 2010/2011 and 2013/2014 sessions with 4 (18.2%) figure for the two academic sessions respectively. The frequency of 2 (9.1%) represented the lowest number of students admitted to study Masters of Archives and Records ManagementProgramme in the Department of Library and Information Science Ahmadu Bello University, Zaria in the 2014/2015 session as obtained from the list of Masters Students in the Department (2015). This finding is in line with thebelief that Ahmadu Bello University, Zarianeeds an increase in the number of teaching staff with Mastersdegree in order to help in teaching and research in such universities. There is the need for the admission of more Mastersstudents to study this programme so that more specialists will be produced in the field who can contribute towards the development of the nation.

4.4 Descriptive Statistical Analysis

This section presented the data collected and analysed using descriptive statistics. The data analysed in this section was collected using the six (6) research questions which guided this

study. Frequency scales and percentages were used in the computation of the data collected and analysed in this section.

4.4.1 Reasons for Engaging in Peer Informal Social Interaction by the Students

The first research question was raised to find out the reasons for engaging in peer informal social interaction by the Masters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria. In order to answer this research question, a list of reasons for engagement in peer informal social interaction was provided for the respondents to tick as many reasons and relevant as possible. Table 4.4presented the data collected and analysed.

Table 4.4: Reasons for Engaging in Peer Informal Social Interaction by the Students

Reasons for Engaging in Peer Informal Social Interaction	Academic Sessions										Total	
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015			
	F	%	F	%	F	%	F	%	F	%	F	%
To share information about their understanding on a particular course in their field of study	2	9.0	1	4.5	7	31.8	3	13.6	1	4.5	14	63.4
To share information about issues outside their academic discipline	0	0.0	0	0.0	1	4.5	0	0.0	0	0.0	1	4.5
To share information about their research problem	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	1	4.5
To share information about a particular course in their field of study when examination draws nearer	1	4.5	2	9.0	1	4.5	0	0.0	0	0.0	4	18.0
To share information that will help the weak students among them to improve their understanding on a particular course	0	0.0	0	0.0	0	0.0	1	4.5	1	4.5	2	9.0

From Table 4.4, it can be deduced that majority of the respondents 14 (63.4%) showed that they engaged in peer informal social interaction to share information about their understanding on a particular course in their field of study. This finding is in line with those ofRubin(2012) and Brenkert*et al*., (2013) who reported that students engage in peer informal social interaction to share their understanding on a particular concept in their field of study. Through this process, information that can help them to improve their academic pursuit can be obtained.

However, the Table further revealed that only 1 (4.5%) respondent share information about issues outside their academic discipline and information about their research problem. There is theneed for more engagement in information sharing by the respondents as information obtained from them can help the respondents to improve in their study.

4.4.2. Types of Peer Informal Social Interaction Engaged in by the Students

This section sought to find out the types of peer informal social interaction engaged in by the above students. Table 4.5 presented the data collected and analysed with regards to types of peer informal social interaction the respondents engaged in.

Table 4.5: Types of Peer Informal Social Interaction Engaged in by the Students

Types of Peer Informal Social Interaction	Academic Sessions										Total	
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015			
	F	%	F	%	F	%	F	%	F	%	F	%
Peer tutoring	3	13.6	0	0.0	5	22.7	3	13.6	2	9.0	13	58.9
Small group discussion	0	0.0	2	9.0	4	18.1	1	4.5	0	0.0	7	31.6
Discussion between two individuals	1	4.5	1	4.5	0	0.0	0	0.0	0	0.0	2	9.0
Peer debating	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Peer mentoring	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.5 presented the types of peer informal social interaction engaged in by theMasters students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria. From the Table, it was discovered that majority of the respondents13 (58.9%) engaged in peer tutoring. This is in line with the finding of Jibrin and Zayum(2012) andOkoye(2013) who reported that students who engage in peer tutoring recorded high academic performance than those who did not engage in it. This may be the reason why majority of the respondents engaged in peer informal social interaction. The implication of this finding is that if students engage in peer tutoring as information sharing avenue, their understanding of a particular topic on which peer tutoring is carried out can improve. This could lead to the improvement in performance in their field of study.However, only 2 (9.0%) of the respondents engaged in discussion between two individuals. This implies that the students prefer peer tutoring to peer debating and peer mentoring.

4.4.3 Methods Through which the Students Engaged in Peer Informal Social Interaction

This section sought to find out the methods through which the respondents engaged in peer informal social interaction. Table 4.6 presented the data collected and analysed with regards to the methods through which peer informal social interaction took place.

Table 4.6 Methods Through which theStudents Engaged in Peer Informal Social Interaction

Types of Methods Through which Peer Informal Social Interaction Takes Place	Academic Sessions										Total	
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015			
	F	%	F	%	F	%	F	%	F	%	F	%
Through peer tutoring	3	13.6	3	13.6	6	22.7	4	18.1	2	9.0	18	77
Through small group discussion	1	4.5	0	0.0	2	9.0	0	0.0	0	0.0	3	13.5
Through discussion between two individuals	0	0.0	0	0.0	1	4.5	0	0.0	0	0.0	1	4.5
Through peer debating	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Through peer mentoring	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Through students group assignment	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.6 revealed that majority of the respondents engaged in peer informal social interaction through peer tutoring represented by 18 (77%) response scores. This finding conformed with that of Green et al. (2015) who discovered that many students want to engage in peer tutoring because those who missed the formal classroom will know what has been taught in that class. The implication of this finding is that peer tutoring helps the respondents to understand their field of study. The Table also indicated that 1 (4.5%) of the respondents engaged in peer informal social interaction through discussion between two individuals. This implies that the students prefer peer tutoring to small group discussion.

4.4.4 Influence of Peer Informal Social Interaction on Information Sharing Among the Students

This section was set to find out how peer informal social interaction influences information sharing among the respondents. Table 4.7 presented the data collected and analysed with regards to influence of peer informal social interaction on information sharing.

Table 4.7: Influences of Peer Informal Social Interaction on Information Sharing Among the Students

Influence of Peer Informal Social Interaction on Information Sharing	Levels of Response										Total	
	SA		A		SA		NA		U			
	F	%	F	%	F	%	F	%	F	%	F	%
Through peer tutoring, an individual who has a particular information shares it with other members of the same group who do not have that information	12	54.5	10	45.4	0	0.0	0	0.0	0	0.0	22	100
Through small group discussion, every member of the discussion group shares information with other members of the same group	7	31.8	12	54.5	2	9.0	0	0.0	1	4.5	22	100
Through discussion between two individuals, information is shared between the two individuals	3	13.6	12	54.5	4	18.1	1	4.5	2	9.0	22	100
Through peer debating, some members of the debating group acquire new information shared by their colleagues during the debate	3	13.6	9	40.9	5	22.7	1	4.5	4	18.1	22	100
Through peer mentoring, information is shared between or among the students	3	13.6	10	45.4	3	13.6	1	4.5	5	22.7	22	100

KEY: SA=STRONGLY AGREED, A=AGREED, SA=SLIGHTLY AGREED, NA=NOT AGREED, U=UNDECIDED

Table 4.7 revealed that majority of the respondents 12 (54.5%) agreed that peer informal social interaction influences information sharing especially through peer tutoring, small group discussion as well as discussion between two individuals. This finding is in line with those of Todd(2013) and Senior and Howard(2014) who discovered that through peer tutoring, small group discussion and discussion between two individuals, learners feel free to participate in the learning process thereby sharing information among themselves. The implication of this finding is that students who depend only on what they have been taught in the formal classroom will not benefit from the information being shared among their colleagues on what they have been taught in the formal classroom which may lead to better understanding of their field of study. However, only 1 (4.5%) of the respondents did not agree that peer informal social interaction has an influence on information sharing through discussion between two individuals, peer debating and peer mentoring.

4.4.5 Level of Satisfaction Derived from Peer Informal Social Interaction by the Students

This section was set to find out the satisfaction derived from the peer informal social interaction by the respondents. Table 4.8 presented the data collected and analysed with regards to the satisfaction derived from the peer informal social interaction by the respondents.

Table 4.8: Level of Satisfaction Derived From Peer Informal Social Interaction by the Students

Peer Informal Social Interaction	Levels of Satisfaction										Total	
	SS		S		SS		NS		U			
	F	%	F	%	F	%	F	%	F	%		
Peer tutoring	10	45.4	8	36.3	2	9.0	0	0.0	2	9.0	22	100
Small group discussion	12	54.5	10	45.4	0	0.0	0	0.0	0	0.0	22	100
Discussion between two individuals	4	8.1	13	59.0	2	9.0	0	0.0	3	13.6	22	100
Peer debating	3	13.6	6	27.2	6	27.2	1	4.5	6	27.2	22	100
Peer mentoring	2	9.0	8	36.3	4	8.1	0	0.0	8	36.3	22	100
Students group assignment	4	8.1	11	50.0	3	13.6	0	0.0	4	8.1	22	100

KEY: HS=STRONGLY SATISFIED, S=SATISFIED, SS=SLIGHTLY SATISFIED, NS=NOT SATISFIED, U=UNDECIDED

Table 4.8 showed that majority of the respondents 13 (59.0%) were satisfied with discussion between two individuals as information sharing method. This finding conformed with those of Jibrin and Zayum(2012), Ghanie(2013), Okoye(2013), Burgess et al., (2014) andDilsad (2014) who discovered that many students recorded good achievements in their academic processes as they engaged in discussion between two individuals. The implication of this finding is that respondents tend to understand what has been taught to them in the formal classroom more when it is further explained through peer tutoring and small group discussion. However, the Table presented that 1 (4.5%) of the respondents not satisfied with peer debating as information sharing avenue.

4.4.6 Challenges Encountered During Peer Informal Social Interaction by the Students

This section was set to find out the challenges encountered by the respondents during peer informal social interaction. Table 4.9 presented the data collected and analysed with regards to the challenges the respondents encountered during peer informal social interaction.

Table 4.9: Challenges Encountered During Peer Informal Social Interaction by the Students

Challenges Encountered During Peer Informal Social Interaction	Academic Sessions										Total	
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015			
	F	%	F	%	F	%	F	%	F	%	F	%
Students are hardly controlled by one person	1	4.5	1	4.5	6	27.2	1	4.5	1	4.5	10	45.2
Frequent argument among members of the group	2	9.0	0	0.0	0	0.0	3	13.6	1	4.5	6	27.1
Interruptions by external bodies such as friend, teachers, senior colleagues among others	0	0.0	2	9.0	1	4.5	0	0.0	0	0.0	3	13.5
Unequal participation in the interaction between or among the students	1	4.5	0	0.0	2	9.0	0	0.0	0	0.0	3	13.5
The interaction can stop at its beginning or middle before the expected time it supposed to end	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.9 indicated that majority of the respondents 10 (45.2%) indicated that the challenge they encountered during peer informal social interaction was that students are hardly controlled by one person. This finding corresponds with that of Chireshe (2013) who discovered that there was little control over the audience during peer informal social interaction. The implication of this finding is that peer informal social interaction is difficult to manage. This is because the participants are mostly within the same age bracket. The Table also revealed that 3 (13.5%) of the respondents indicated that the challenges they encountered during peer informal social interaction were interruptions by external bodies such as friends, teachers, senior colleagues among others as well as unequal participation in the interaction between or among the students.

4.5 Inferential Statistical Analysis

Six null hypotheses were formulated and tested in the study. Hypotheses one, three and six were tested using Kruskal Wallis H Test, as none of them met the assumptions for testing one-way ANOVA as the expected test.These hypotheses met the assumptions of Kruskal Wallis that: the dependent variable should be measured at continuous or ordinal level; the independent variable should contain two or more categorically unrelated groups; there should be independence of observation; and the data does not need to be normally distributed (Kruskal-Wallis H Test, 2015).

However, hypothesis two was tested using one-way ANOVA. It met the assumptions of one-way ANOVA which include: the dependent variable should be measured at continuous level; the independent variable should contain two or more categorically unrelated groups; there should be independence of observation; the dependent variable should be approximately

normally distributed for each category of independent variables; and there should be homogeneity of variance of the distribution (One-way ANOVA, 2015). Hypotheses four and five were tested using Chi-square independence. The two hypotheses were concerned with significant influence between independent variable (master in archives and records management students of different years of admission) and dependent variable (responses of the students under study). The hypotheses met the assumptions of Chi-square independence which are: one categorical variable measured at nominal or ordinal level; having two or more categorically unrelated groups; independence of observation; the groups of the categorical variable should be mutually exclusive; and there should be at least five expected frequencies in each group of the categorical variable. That is, the total score of all the respondents on the hypothesis to be tested from each group as established by (Zaiontz, 2016; Stat Trek, 2016). All the hypotheses formulated were tested using α (0.05) level of significance. Umar (2014) had the view that Behavioural Sciences research that involves human being like this one, 0.05 level of significance is generally acceptable. The findings from these hypotheses were presented as follow:

Null Hypothesis One

HO_1:*There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria on their reasons for engaging in peer informal social interaction.*

Kruskal Wallis H Test was used to test this hypothesis. This is because, the hypothesis could not meet the assumptions of the expected one-way ANOVA. But it met all the assumptions of Kruskal Wallis which showed that the dependent variable should be measured at continuous or ordinal level; the independent variable should contain two or more categorically unrelated

groups; there should be independence of observation; and the data does not need to be normally distributed (Kruskal-Wallis H Test, 2015). The analysis of the data collected was presented in Tables 4.10(a) and (b).

Table 4.10 (a) Difference Among Students on their Reasons for Engaging in Peer Informal Social Interaction

VAR00001	N	Mean Rank
1.00	4	15.00
2.00	3	5.83
3.00	9	9.89
4.00	4	17.13
5.00	2	9.00
Total	**22**	

Key: VAR0001=Independence Variable (Year of Admission)

1.00=2010/2011, 2.00=2011/2012, 3.00=2012/2013, 4.00=2013/2014, 5.00=2014/2015

From Table 4.10 (a), it was discovered that 17.13 was the highest mean rank of the responses of the students under investigation. This is because most of the respondents in that group recorded highest scores such as strongly agreed and agreed compared to the other members of the other groups in relation to null hypothesis one. Also, 5.83 was found to be the

lowest mean rank of the respondents. This is because the members of that group had the lowest scores compared to the members of the other groups in relation to null hypothesis one.From this Table, it can be deduced that the respondents from each academic year had similar views on the reasons why they engaged in peer informal social interaction. These were: to share information about their understanding on a particular course in their field of study; to share information about their research problem among others. This finding is in line with those of Rubin(2012) andBrenkert*et al.*, (2013) who reported that students engage in peer informal social interaction to share their understanding on a particular concept in their field of study. This shows that the respondents derived significant benefit through peer informal social interaction.

Table 4.10 (b) Test Statistics for Difference Among Students on their Reasons for Engaging in Peer Informal Social Interaction

	VAR00002
Chi-Square	7.493
Df	4
Asymp. Sig.	0.112

Key: VAR00002= Dependent Variable.

Table 4.10 (b) showed that 0.112 was obtained as P value. The degree of freedom was 4 and 7.493 was the calculated Kruskal Wallis represented by chi-square. Since all the hypotheses in this study were tested using α as 0.05, then the null hypothesis one is retained because 0.112

obtained from the Table was greater than α (0.05). It was concluded that most of the responses of the students on their reasons for engaging in peer informal social interaction were the same. Hence, the null hypothesis one was retained. This finding is in line with those of Rubin(2012) andBrenkert*et al.*, (2013) who reported that students engage in peer informal social interaction to share their understanding on a particular concept in their field of study. This shows that peer informal social interaction is an important avenue of information sharing among the respondents.

Null Hypothesis Two

HO_2: *There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria on the types of peer informal social interaction they engage in.*

One-way ANOVA was used to test this hypothesis. This is because, the hypothesis met all the assumptions of the test. Table 4.11 presented the data collected and analysed on this hypothesis.

Table 4.11 Difference Among Students on the Types of Peer Informal Social Interaction They Engaged in

ANOVA

Responses	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	72.967	4	18.242	1.229	.335
Within Groups	252.306	17	14.842		
Total	**325.273**	**21**			

Table 4.11 revealed that the P value was represented by 0.335.Since α (0.05) was used for this hypothesis, the null hypothesis two is retained because the P value (0.335) was greater than α (0.05). It was concluded that most of the responses of the students on the types of peer informal social interaction they engage in were the same, meaning that there is no significant difference in the responses of the students under study on the types of peer informal social interaction they engage in. This finding is related to those of Senior and Howard(2014) and Green et al., (2015) who reported that peer tutoring, small group discussion, discussion between two individuals etc. were among the types of peer informal social interaction engaged in by students. From this finding, it can be interpreted that students get relevant information through these types of peer informal social interaction.

Null Hypothesis Three

$HO_{3:}$*There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria in the methods they adopt for peer informal social interaction.*

Kruskal Wallis H Test was used to test this hypothesis. This is because, the hypothesis could not meet the assumptions of the expected one-way ANOVA. However, it met all the assumptions of kruskal Wallis H Test. Tables 4.12 (a) and (b) presented the data collected and analysed on this hypothesis.

Table 4.12 (a) Difference Among the Students in the Methods They Adopted for Peer Informal Social Interaction

VAR00001	N	Mean Rank

1.00	4	16.88
2.00	3	5.33
3.00	9	10.28
4.00	4	14.88
5.00	2	8.75
Total	**22**	

Key: VAR0001= Independent variable (Year of Admission)

1.00= 2010/2011, 2.00=2011/2012, 3.00=2012/2013, 4.00=2013/2014, 5.00=2014/2015.

From Table 4.12 (a), it was found out that 16.88 was the highest mean rank of the responses of the students. This is because the members of the group were two and recorded high scores in their responses. Also, 5.33 was found to be the lowest mean rank. This is because the members of that group recorded low scores in their responses. From this Table, it can be deduced that the respondents from each academic year had similar views on the methods they engaged in peer informal social interaction. These were: through peer tutoring, small group discussion, discussion between two individuals among others. This finding is in line with those of Todd(2013) and Green et al., (2015) who reported that students engage in peer informal social interaction methods such as peer tutoring, small group discussion, discussion between two individuals among others to share their understanding on a particular concept in their field of

study. This shows that the respondents derived significant benefit through these peer informal social interaction methods.

Table 4.12 (b) Test Statistics for Difference Among the Students in the Methods They Adopted for Peer Informal Social Interaction

	VAR00002
Chi-Square	7.324
Df	4
Asymp.Sig.	0.120

Key: VAR00002= Dependent variable.

Table 4.12 (b) showed that 0.120 was obtained as P value. The degree of freedom was 4, and 7.324 was the calculated Kruskal Wallis represented by Chi-square. Since all the hypotheses in this study were tested using α(0.05), the null hypothesis three is retained because 0.120 obtained from the Table 4.12 (b) was greater than α (0.05). It was concluded that most of the responses of the students under study on the methods they adopted for peer informal social interaction were similar. This shows that peer informal social interaction is an important avenue of information sharing among the respondents.

Null Hypothesis Four

HO_4: *Peer informal social interaction among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria has no significant influence on the information they share among themselves.*

Chi-square independence was used to test this hypothesis. The expected counts were presented below the observed counts. Tables 4.13 presented the data collected and analysed on this hypothesis.

Table 4.13 Influence of Peer Informal Social Interaction on Information Sharing Among theStudents

Dependent Variable		Responses					Total
		Highly Agreed	Agreed	Rarely Agreed	Not Agreed	Undecided	
A	Count	12	10	0	0	0	22
	Expected Count	(5.6)	(10.6)	(2.8)	(0.6)	(2.4)	22.0
B	Count	7	12	2	0	1	22
	Expected Count	(5.6)	(10.6)	(2.8)	(0.6)	(2.4)	22.0
C	Count	3	12	4	1	2	22

		Expected Count	(5.6)	(10.6)	(2.8)	(0.6)	(2.4)	22.0
	D	Count	3	9	5	1	4	22
		Expected Count	(5.6)	(10.6)	(2.8)	(0.6)	(2.4)	22.0
	E	Count	3	10	3	1	5	22
		Expected Count	(5.6)	(10.6)	(2.8)	(0.6)	(2.4)	22.0
Total		**Count**	**(28)**	**53**	**14**	**3**	**12**	**110**
		Expected Count	**(28.0)**	**(53.0)**	**(14.0)**	**(3.0)**	**(12.0)**	**110.0**

Chi-square calculated = 26.417;Df = 16, p- value = 0.048

Note: count =observed count, the figures in the bracket are the expected counts.

A,B,C,D andE represented the items in the questionnaire.

From Table 4.13, the P value obtained was 0.048. This is less than the$\alpha = 0.05$. Hence, the null hypothesis four which stated that 'peer informal social interaction among the Masters students ofArchives and Records Management in the Department of Library and Information Science, ABU, Zaria has no significant influence on the information they shared among themselves' is rejected. This means that peer informal social interaction influences information sharing between or among the respondents.This discovery conformed to that of Rubin(2012) who reported that students engaged in peer informal social interaction to share information between or among themselves. This implies that the respondents derived benefit from the information shared during peer informal social interaction.

Null Hypothesis Five

HO_5:*Peer informal social interaction among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria has no significant influence on the satisfaction they derive from their learning process.*

Chi-square independence was used to test this hypothesis. The expected counts were presented below the observed counts. Tables 4.14 presented the data collected and analysed on this hypothesis.

Table 4.14 The Influence of Peer Informal Social Interaction on the Satisfaction with Learning Process Derived by theStudents

Dependent Variable		Responses					Total
		Highly Satisfied	Satisfied	Rarely Satisfied	Not Satisfied	Undecided	
A	Count	10	8	2	0	2	22
	Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0

	B	Count	12	10	0	0	0	22
		Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0
	C	Count	4	13	2	0	3	22
		Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0
	D	Count	3	6	6	1	6	22
		Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0
	E	Count	2	8	4	0	8	22
		Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0
	F	Count	4	11	3	0	4	22
		Expected Count	(5.8)	(9.3)	(2.8)	(0.2)	(3.8)	22.0
Total		**Count**	**35**	**56**	**17**	**1**	**23**	**132**
		Expected Count	**(35.0)**	**(56.0)**	**(17.0)**	**(1.0)**	**(23.00**	**132.0**

Chi-square calculated= 40.905; Df = 20, p- value 0.004

Note: count =observed count, the figures in the bracket are the expected counts. A, B, C, D and E represented the items in the question on hypothesis four in order of arrangement from top to bottom.

From Table 4.14,theP value obtained was 0.004. This is less than the $\alpha = 0.05$. Hence, the null hypothesis five which stated that 'peer informal social interaction among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria has no significant influence on the satisfaction they derived from their learning process' is rejected, meaning that peer informal social interaction influences the satisfaction the respondents derived from learning process. This finding agreed with that of Rubin(2012) who reported that students' engagement in peer informal social interaction led to the understanding of the concept they discussion through sharing information between or among themselves. This implies that the respondents derived benefit from the information shared during peer informal social interaction.

Null Hypothesis Six

HO_6: *There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria in the challenges faced in peer informal social interaction.*

Kruskal Wallis H Test was used to test this hypothesis. This is because the hypothesis could not meet the assumptions of the expected one-way ANOVA, but it met all the assumptions of Kruskal Wallis H Test. Tables 4.15 (a) and (b) presented the data collected and analysed on this hypothesis.

Table 4.15 (a) Difference Among the Students on the Challenges They Encountered During Peer Informal Social Interaction

VAR00001	N	Mean Rank
1.00	4	13.38
2.00	3	7.17
3.00	9	9.22
4.00	4	13.88
5.00	2	19.75
Total	**22**	

Key: VAR00001 = Independent variable (Year of Admission).

1.00=2010/2011, 2.00=2011/2012, 3.00=2012/2013, 4.00=2013/2014, 5.00=2014/2015.

From Table 4.15 (a), it was discovered that 19.75 was the highest mean rank.This is because, the members of the group were two and they recorded high scores in their responses. Also, 7.17 was found to be the lowest mean rank. This is because, the members of that group recorded low scores in their responses. From this Table, it can be deduced that the respondents from each academic year had similar views on the challenges they encountered during peer informal social interaction. This finding corresponds to that of Chireshe (2013) who discovered that there was little control over the audience during peer informal social interaction. The implication of this finding is that peer informal social interaction is difficult to manage.

Table 4.15 (b) Test Statistics for Difference Among the Students on the Challenges They Encountered During Peer Informal Social Interaction

	VAR00002
Chi-square	6.649
Df	4
Asymp. Sig.	0.156

Key: VAR00002=Dependent variable.

Table 4.15 (b) revealed that 0.156 was obtained as P value. The degree of freedom was 4,then 6.649 was the calculated Kruskal Wallis represented by Chi-square. This hypothesis was tested using α (0.05). From this Table, it was seen that P value was greater than α. This means

that the null hypothesis six is retained, leading to the conclusion that there is no significant difference in the challenges encountered by the respondents during peer informal social interaction. This shows that the respondents found it difficult to derive more benefits from the information shared during peer informal social interaction due to difficulty in controlling the students by one person, frequent argument among members of the interaction group, etc.

References

Brenkert, H.S., Dickinson, K.L., Champ, P.A. and Flores, N. (2013). Social Amplification of Wildfire Risk: The Role of Social Interactions and Information Sources: *Risk Analysis*, 33(5), 800. Doi:10.1111/j.15396924.2012.01917.x. Accessed on 3/1/2015.

Burgess, A., McGregor, D. and Mellis, C. (2014). Medical Students As Peer Tutors: A Systematic Review. BMC *Medical Education,* 14(115), 1.doi: 10.1186/1472-6920-14-115. Accessed on 26/4/2015.

Chireshe, R. (2013). Peer Counselling in Zimbabwean Secondary Schools.*International Journal of Education and Science*, 5(4), 1.Retrieved from http:www.krepublishers.com/02-journals/IJES/IJES/05-0-000-13-Web/IJES-05-4-000-13-ABST-PDF/IJES/05-4-349-13-284.Accessed on 26/4/2015.

Dilsad, A.M. (2014). The Effects of Peer Teaching on the University Students' Achievement in Cognitive, Affective, Psychomotor Domains and Game Performances in VolleyBallCourses.*Educational Research and Reviews*, 9(9), 262. doi:10.5897/ERR2013.1690. Accessed on 13/4/2015.

Ghanie, S. (2013). The Impact of a Same-Year Small-Group Non-Reciprocal Peer Tutoring Program on Mathematics Performance of First-Year University Science Students. *Comprehensive Journal of Educational Research*, 1(3), 30.Retrieved from http://www.knowledgebasepublishers.org/allpdffiles/shafeakGhanie.pdf.Accessed on 12/4/2015.

Green, D., Leibowitz, K. and Martensson, K.S. (2015). Social Networks and Informal Learning: Implications for Academic Development. Retrieved fromhttp://www.Academicdev.com.Accessed on 7/1/2015.

Jibrin, A.G. and Zayum, S.D. (2012).Effects of Peer Tutoring Instructional Method on the Academic Achievement in Biology among Secondary School Students in Zaria Metropolis, Nigeria.*Journal of Research in Education and Society*, 3(2), 13.Retrieved

fromhttp://www.icidr.org/jres_vol3no2_august2012/Effectofpeertutoring instructionalmethodontheAcademicAchievement in BiologyamongSecondary.Accessed on 12/4/2015.

Kruskal-Wallis H Test. (2015).Laerd Statistics, Kruskal-Wallis H Test Using SPSS Statistics. Retrieved fromhttp://www.file:///c:/users/USER/video/Kruskal-Wallis H test in SPSS Statistics-Procedure, output and interpretation of the output using a relevant example.html.Accessed on 2/9/2015.

List of Master Students.(2015). A Comprehensive List of Master Students of the Department of Library and Information Science Ahmadu Bello University, Zaria.

Okoye, A.A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics.*Academic Journal of Interdisciplinary Studies,* 2(5), 1.Retrieved fromhttp://www.mcserorg.ervinhatibi.com/journal/index.php/ajis/article/viewfile/610/632.Accessed on 12/4/2015.

One-way ANOVA.(2015). Laerd Statistic, One-way ANOVA Using Stata.Retrieved fromhttp://www.file:///c:/users/USER/Documents/one-way ANOVA in stata-procedure, output and interpretation of the output using a relevant examole.html.Accessed on 1/9/2015.

Rubin, M. (2012). Social Class Differences in Social Integration among Students in Higher Education: A Meta-Analysis and Recommendation for Future Research. *Journal of Diversity in Higher Education,* 5(1), 1.doi:10.1037/90026162.Accessed on 14/4/2015.

Senior, C. and Howard, C. (2014). Learning in Friendship Groups: Developing Students' Conceptual Understanding Through Social Interaction. *Font Psychology*, 5(1), 1.doi: 10.3389/fpsyg.2014.01031. Accessed on 13/4/2015.

Stat Trek.(2016). Chi-Square Test for Independence.Retrieved from http://www.http://stattrek.com/chi-square-test/independence.aspx?Tutorial=AP. Accessed on 7/1/2016.

Todd, R.J. (2013). The Power of in the Impossible Principles of the Possible.Retrieved fromhttp://www.manitobaschoollibraries.ca/wp-content/uploads/2014/01/teacher-lib.pdf.Accessed on 11/3/2015.

Umar, B. D. (2014). Assessment of Information Literacy Curriculum and its Implementation in Library and Information Science Schools of Northern Nigeria (Unpublished Dissertation,Ahmadu Bello University, Zaria).

Zaiontz, C. (2016).Kruskal-Wallis Test. Retrieved from http://www.Kruskal-Wallis Test _ Real Statistics Using Excel.htm.Accessed on 7/1/2016.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarised the entire research, conclusions and recommendations based on the research findings. It also advanced some suggestions for further research.

5.2 Summary of the Study

This study focused on the influence of peer informal social interaction on information sharing among the Masters Students of Archives and Records Management in Ahmadu Bello University, Zaria. In order to carry out this study, six (6) research questions and six (6) null hypotheses were formulated. The research questions sought to find out the reasons for

engagement in peer informal social interaction; methods through which peer informal social interaction is carried out; and types of peer informal social interaction engaged by the students among other research questions. The research method adopted was survey. The population of this study comprised allthe Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria admitted from 2010/2011 to 2014/2015 sessions. The total number of the students was twenty three (23). The data related to the research questions were analysed using frequency and percentage. Null hypotheses one, three and six were tested using Kruskal Wallis H Test. Hypothesis two was tested using one-way ANOVA, while hypotheses, four and five were tested using Chi-square independence.

5.3 Summary of the Major Findings

The following were the major findings of the study based on the data collected and analysed:

1. The major reason for engaging in peer informal social interaction by the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria was to share information about their understanding on a particular course in their field of study.
2. Peer tutoring was the type of peer informal social interaction mostly engaged in by the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria.

3. The method through which the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria mostly engaged in peer informal social interaction was peer tutoring.
4. The major avenues through which peer informal social interaction influenced information sharing among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria were information sharing through peer tutoring, small group discussion and discussion between two individuals.
5. The Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria were mostly satisfied with discussion between two individuals as information sharing avenue.
6. The major challenge encountered during peer informal social interaction as information sharing process by the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria was difficulty in controlling the students by one person.
7. It was found that there is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria on their reasons for engaging in peer informal social interaction.
8. It was found that there is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria in the types of peer informal social interaction they engaged in.
9. There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria in the methods they adopted for peer informal social interaction.

10. It was found that peer informal social interaction among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria has significant influence on the information they shared among themselves.
11. It was found that peer informal social interaction among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria has significant influence on their satisfaction with their learning process.
12. There is no significant difference among the Masters Students of Archives and Records Management in the Department of Library and Information Science, ABU, Zaria on the challenges they encountered during peer informal social interaction.

5.4 Conclusion

From the analysis and summary of the findings of this study, it was concluded that peer informal social interaction has significant influence on information sharing among the Masters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria. The students were found to be engaging in peer informal social interaction to share information among themselves about their understanding on a particular field of study. They mostly shared information among themselves through peer tutoring. They also used discussion between two individuals in sharing information.The major challenge they encountered during peer informal social interaction was difficulty in controlling the students by one person. The reason for this could be attributed to the fact that the students

were mostly in the same age bracket, hence the name peer informal social interaction. This could lead to the lack of acquiring right information by the students during peer informal social interaction.

5.5 Recommendations

In line with the findings of this study, the following recommendations were made:

1. The Masters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria should be encouraged tostick to peer informal social interaction because through such interaction, information that can lead to the better understanding of a particular course in their field of study is acquired.
2. In addition to peer tutoring that the Masters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria mostly engaged in, peer mentoring should also be employed more as peer mentor can share information with a colleague that can lead to the understanding of his or her discipline.
3. The Masters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria should be encouraged to use peer mentoring, peer debating etc. as other information sharing methods where important information needed by the students can be acquired in addition to peer tutoring mostly engaged in by these students.
4. A part from peer tutoring, small group discussion and discussion between two individuals, the Masters Students of Archives and Records Management in the

Department of Library and Information Science,Ahmadu Bello University, Zaria should engage in peer mentoring and peer debatingas these methods have the capacity of influencing the understanding of the students on a particular concept when information is shared through them.

5. In order to develop the habit of learning from many avenues, theMasters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University Zaria should commit themselves and pay more attention to group assignment carried outside the formal classroom as well as ask their peers when seeking for more information about a particular concept. The methods have the capacity of influencing the satisfaction of their information need in addition to discussion between two individuals they mostly get satisfied with as information sharing process.
6. The major challenge encountered by the Masters Students of Archives and Records Management in the Department of Library and Information Science,Ahmadu Bello University, Zaria which is, difficulty in controlling the students during the interaction, should be addressed through engaging in the interaction with students who have full interest and are ready to participate gently in the interaction.

5.6 Suggestion for Further Research

Based on the findings and conclusion of this study, the following areas were suggested for further researches:

1. Influence of Social Interaction on Information Sharing among Postgraduate Students in the Department of Library and Information Science in AhmaduBello University, Zaria.

2. Influence of Formal and Informal Interaction on Information Sharing among Academic Staff in Ahmadu Bello University, Zaria.

Bibliography

Aga, F. (2015). What Do We Mean by Structured, Semi-structured and Unstructured Questionnaires?Retrievedfromhttp://www.researchgate.net/post/what_do_mean_by_structured_semi-structured_and_unstructured_questionnaires. Accessed on 11/6/2015.

Al-Shammari, M., Ashankyty, A., Al-Mowina, N., Al-Mutairy, L.A., Al-Qrnas, A. and Amin, S. (2014).Social-Emotional Perceptions of Deaf Students in Hail, Saudi Arabia.*American Journal of Educational Research*, 2(5), 304.doi: 10.12691/education-2-5-11. Accessed on 16/4/2015.

Amata, S. (2015). Information Sharing As a Panacea to Crime: An Over View. A Seminar Paper Presented in the Department of Library and Information Science, Ahmadu Bello University, Zaria on 14/9/2014.

Ann, M. J. (2014). Library Learning: Undergraduate Students Informal Self-directed and Information Sharing Strategies.*Partnership the Canadian Journal of Library and Information Practice and Research*, 9(1), 1.Retrieved from http://www.questia.com/library/journal/ip3-3308410541/library-learning-undergraduate-students-informal.....Accessed on 8/6/2015.

Ayuba, B. (2011) *Impact of Peer Tutoring on the Academic Achievement in Sciences among Secondary School Students within Bauchi Metropolis* .Unpublished B. Tech (Ed) Project, AbubakarTafawaBalewa University Bauchi.

Bahrani, T. and Shu, T. S. (2013). Informal Language Learning Setting: Technology for Social Interaction. *The Turkish OnlineJournal of Education Technology*, 11(2),1. Retrieved fromhttp://www.tojet.net/articles/vii12/11215.pdf.Accessed on 1/8/2014.

Bernard, J. (2012). Perfecting Your Research Work. London: Unique Press.

Bjork, T. and Fellenius, K. (2015). Interactions Between Students with Severe Visual Impairment, Sighted Peers and Adults in Swedish Public Schools. Retrieved from http://www.access.uoa.gr/ICEAPVI-2015/proceedingsFiles/45-51.pdf.Accessed on 26/4/2015.

Brenkert, H.S., Dickinson, K.L., Champ, P.A. and Flores, N. (2013). Social Amplification of Wildfire Risk: The Role of Social Interactions and Information Sources: *Risk Analysis*, 33(5), 800. Doi:10.1111/j.15396924.2012.01917.x. Accessed on 3/1/2015.

Brewer, E.W., Steele, G.T. and Wang, V.X. (2015). Survey Research: Methods, Issues and the Future. Retrieved from http://www.igi-global.com/ch. Accessed on 19/3/2015.

Briggs, S. (2013). How Peer Teaching Improves Students Learning and Ten Ways to Encourage it. Retrieved from http:/www.file:///c:users/USER/Desktop/advderivedfrompeer infococint1.html.Accessed on 17/4/2015.

Burgess, A., McGregor, D. and Mellis, C. (2014). Medical Students As Peer Tutors: A Systematic Review. BMC *Medical Education,* 14(115), 1.doi: 10.1186/1472-6920-14-115. Accessed on 26/4/2015.

Carter, E.W. (2014). Promoting Social Competence and Peer Relationships for Adolescents with Autism Spectrum Disorders.Retrieved from http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG-snapshot75_2014.pdf.Accessed on 26/4/2015.

Cherry, K. (2015). What is Survey? Retrieved from http://phychology.about.com/.Accessed on 19/3/2015.

Chireshe, R. (2013). Peer Counselling in Zimbabwean Secondary Schools.*International Journal of Education and Science*, 5(4), 1.Retrieved from http:www.krepublishers.com/02-journals/IJES/IJES/05-0-000-13-Web/IJES-05-4-000-13-ABST-PDF/IJES/05-4-349-13-284.Accessed on 26/4/2015.

Corbett, S.J. (2014). Great Debating: Combining Ancient and Contemporary Methods of Peer Critique.Retrieved from http://www.praxis.technorheteric.net/tike-index.php?page=praxisWIKI%3AGreatDebating. Accessed on 12/4/2015.

Curwin, R. (2013). Five Ways to Make Class Discussion More Exciting.Retrieved from http://www.edutopia.org/blog/make-class-discussion-more-exciting-richard-curwin.Accessed on 12/4/2015.

Daniels, E. (2014). Effects of Meaningful Peer Interactions for Non-native English Speaking Students.Retrieved from http://www.phys.org/news/2014-04-effects-meaningful-peer-interaction-no-native.html.Accessed on 26/4/2015.

Danjuma, M. (2012). Ensuring Leadership Through Positive Student-Teacher Relationship in Schools: A sociological View: *Nigerian Journal of Sociology of Education*, 6(1), 215.

Dilsad, A.M. (2014). The Effects of Peer Teaching on the University Students' Achievement in Cognitive, Affective, Psychomotor Domains and Game Performances in VolleyBallCourses.*Educational Research and Reviews*, 9(9), 262. doi:10.5897/ERR2013.1690. Accessed on 13/4/2015..

Duff, P. (2015).Academic Language and Literacy Socialization for Second-Language Students.Retrieved from http://www.academia.edu/9682010/Academic-Language-and-Literacy-Socialization-for-second_Language_Students-2015.Accessed on 16/4/2015.

Encyclopedia of Children's Health.(2016). Peer Acceptance.Retrieved from http://www.healthofchildren.com/P/Peer-Acceptance.html.Accessed on 4/1/2016.

Genius, S.K. (2015). The Transfer of Information Through Word of Mouth is Powerful: Interpersonal Information Interactions. *Information Research*, 20(1), 1.Retrieved from http://www.information.net/ir/20-1/isicc29.html#.vsw-OIL8g7u.Accessed on 13/4/2015.

Ghanie, S. (2013). The Impact of a Same-Year Small-Group Non-Reciprocal Peer Tutoring Program on Mathematics Performance of First-Year University Science Students. *Comprehensive Journal of Educational Research*, 1(3), 30.Retrieved from http://www.knowledgebasepublishers.org/allpdffiles/shafeakGhanie.pdf.Accessed on 12/4/2015.

Gordon, P.B. (2015). Formal Learning Empowers the Teacher Informal Learning Empowers the Students. Retrieved from http://www.paulgordononbrown.com/2015/03/19/formal-learning-empowers-the-teacher-informal-learning-empowers-the-students.Accessed on 16/4/2015.

Green, D., Leibowitz, K. and Martensson, K.S. (2015). Social Networks and Informal Learning: Implications for Academic Development. Retrieved fromhttp://www.academicdev.com.Accessed on 7/1/2015.

Hartzell, S. (2016). Characteristics of Informal Organizations: The Grapevine and Informal Groups. Retrieved fromhttp://study.com/academy/lesson/characteristics-of-informal-organizations-the-grapevine-informal-groups.html.Accessed on 6/1/2016.

Holtt, B. and Walker, J. (2012). What is Peer Tutoring? Retrieved fromhttp://www.council-for-learning-disabilities.org/publications/infosheets/peer-tutoring.Accessed on 19/4/2015.

Ibrahim, U. (2013). Techniques for Writing and Presentation of Thesis/Dissertation: A Companion Guide for Postgraduate Students in Nigerian University System. Zaria: Ahmadu Bello University Press.

Jain, .and Kapoor, M. (2012). The Impact of Formal and Informal Peers on Academic Performance.Retrieved fromhttp://www.sole-jole.org/13488.pdf.Accessed on 8/4/2015.

Jibrin, A.G. and Zayum, S.D. (2012).Effects of Peer Tutoring Instructional Method on the Academic Achievement in Biology among Secondary School Students in Zaria

Metropolis, Nigeria.*Journal of Research in Education and Society*, 3(2), 13.Retrieved fromhttp://www.icidr.org/jres_vol3no2_august2012/EffectofpeertutorinstructionalmethodontheAcademicAchievementinBiologyamongSecondary.Accessed on 12/4/2015.

Kalpana, T. (2014). A Constructivist Perspective on Teaching and Learning: A Conceptual Framework. *International Research Journal of Social Science*, 3 (1), 27.Retrieved from http://www.isca.in?IJSS/archives/v3/il/6 ISCA-IRJSS-2013-186.pdf.Accessed on 4/3/2015.

Keenan, C. (2014). Mapping Student-Led Peer Learning in the United Kingdom.Retrieved from http://www.heacademy.ac.uk/sites/defaults/files/resources/peer-led-learning-keenan-Nov-14-final.pdf.Accessed on 14/4/2015.

Kingsbury, D. (2016). How to Validate a Research Instrument.Retrieved from http://www.ehow.com/how_2277596_validate-research-instrument.html. Accessed on 7/1/2016.

Krug, R. (2015). How to Decide What Types of Questions to Use in Your Surveys.Retrieved from http://www.blogs.constantontact.com/survey-questions.Accessed on 20/2/2015.

Kruskal-Wallis H Test. (2015).Laerd Statistics, Kruskal-Wallis H Test Using SPSS Statistics. Retrieved fromhttp://www.file:///c:/users/USER/video/Kruskal-Wallis H test in SPSS Statistics-Procedure, output and interpretation of the output using a relevant example.html.Accessed on 2/9/2015.

Lee, E. J. (2016). International and American Students' Perception of Informal English Conversation.*Journal of International Students*, 6 (1). 1. Retrieved from http://www.books.google.com.ng/book?id=Le1CCWAAQBAJandpg=PA16and1pg=PA16anddg=social+interaction+in+the+informal+setting/2016. Accessed on 4/1/2016.

Legg, H.B. and McCaslin, M. (2015).Peer Relations and Learning – Peer Relationships, ClassroomDynamics.Retrievedfromhttp://www.education.stateuniversity.com/pages/2315 / peer-relations-learning.html.Accessed on 11/4/2015.

Levy, A. (2015).Peer-to-Peer Learning and Student-Leadership.Retrieved from http://www.urganarts.org/peer-to-peer-lerning-and-student-leadership.Accessed on 16/4/2015.

List of Masters Students.(2015). A Comprehensive List of Masters Students of the Department of Library and Information Science,Ahmadu Bello University, Zaria.

Ma'aruf, O. I. (2013). EDUC 801 *Educational Statistics 1: Course Note.* Zaria: Ahmadu Bello University, Zaria.

McDonald, D. (2013). Doing More with Less: Five Trends Higher Education Design.*Planning for Higher Education*, 42(1), 1.Retrieved from http://www.scup.org/phe.Accessed on 14/4/2015.

McFaul, S. (2016). International Students' Social Network: Network Mapping to Gate Friendship Formation and Students Engagement on Campus. JOURNAL OF INTERNATIONAL students, 6 (1). 6. Retrieved from http://www.books.google.com.ng/books?id=Le1CCWAAQBAJandpg=PA16and1pgdg=students+informal+interaction/2016andsource=blandots. Accessed on 3/1/2016.

McLeod, S. (2013). What is Validity? Retrieved from http:www.simplypsychology.org/validity.html.Accessed on 6/4/2015.

Mohammed, Z. (2015). Information Dissemination, Access and Utilisation. A Paper Presented at the Lecture on Intelligent Information Systems, Resources and Services. Presented to the Postgraduate Diploma in Information Management Students, Department of Library and Information Science, Ahmadu Bello University, Zaria on January, 2015.

Nick, J. and Harwood, J. (2014). Improving Inter-Group Attitudes Through Televised Vicarious Intergroup Contact: Social Cognitive Processing of In-Group and Out-Group Information. *Communication Research Journal*, 41 (5), 638.doi: 10.1177/00936502124479944.

Nuffield foundation.(2016). Small group discussion.Retrieved from http://www.nuffieldfoundation.org/science-society/small-group-discussion.Accessed on 3/1/2016.

Okoye, A.A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics.*Academic Journal of Interdisciplinary Studies,* 2(5), 1.Retrieved fromhttp://www.mcserorg.ervinhatibi.com/journal/index.php/ajis/article/viewfile/610/632.Accessed on 12/4/2015.

One-way ANOVA.(2015). Laerd Statistic, One-way ANOVA Using Stata.Retrieved fromhttp://www.file:///c:/users/USER/Documents/one-wayANOVA in stata-procedure, output and interpretation of the output using a relevant examole.html.Accessed on 1/9/2015.

Ozioko, R.E., Echezona, R.I. and Osadebe, N. (2012).Mentoring As a Strategy for Continuing Professional Development for Librarians in Academic Libraries in Nigeria.*Journal of Nigerian Library Association*, 45(1), 15.

Palmer, G., Peters, R. and Streetman, R. (2014).Cooperative Learning.Retrieved from http://www.epltt.coe.uga.edu/index.phptitle=cooperative_leanring.Accessed on 26/4/2015.

Penwarden, R. (2013). Comparing Closed-Ended and Open-Ended Questions.Retrieved from http://www.fluidsurveys.com/university/comparing-closed-ended-and-open-ended-questions.Accessed on 20/3/2015.

Pew Research Centre.(2016). Open and Closed-ended Questions.Retrieved fromhttp://www.people-press.org/methodology/questionnaire-design/open-and-closed-ended-questions/ .Accessed on 7/1/2016.

Pfeil, M. (2014). Does Peer-Assisted Learning Work with Post-Graduate Research Students? Retrieved from http://www.researchgate.net/post/does_peerassisted_learning_work_with_post_grad-research-students.Accessed on 14/4/2015.

Reza, M.D., Amini, M.J. and Kojuri, P.N. (2014).Evaluation of the Efficacy of Peer Learning Method in Nutrition Students of Shiraz University of Medical Science.*Journal of Advanced Medical Education*, 2(2), 71.Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4235552.Accessed on 16/4/2015.

Rehm, M. and Kerres, M. (2016).Professional Development and Social Learning in Formal and informal Learning Contexts.Retrieved from http://www.Springer_CfA.pdf.Accessed on 3/1/2016.

Rubin, M. (2012). Social Class Differences in Social Integration among Students in Higher Education: A Meta-Analysis and Recommendation for Future Research. *Journal of Diversity in Higher Education,* 5(1), 1.doi:10.1037/90026162.Accessed on 14/4/2015.

Rudland, J.R. and Rennie, S.C. (2014).Medical Faculty Opinions of Peer Tutoring.*Journal of Education Health*, 27(1), 4. Doi:10.4103/1359-6283.134290. Accessed on 13/4/2015.

Senior, C. and Howard, C. (2014). Learning in Friendship Groups: Developing Students' Conceptual Understanding Through Social Interaction. *Font Psychology*, 5(1), 1.doi: 10.3389/fpsyg.2014.01031. Accessed on 13/4/2015.

Shaw, J.A. (2012). Using Small Group Debates to Actively Engage Students in an Introductory Microbiology Course.*JMBE Journal of Microbiology and Biology Education*, 13(2), 1.Retrieved from jmbe.asm.org/indes.php/jmbe/article/view/420/html.Accessed on 12/4/2015.

Shirley, C. (2014). The Benefits of Peer Learning.Retrieved from http://www.cinaglobal.com/stuents/students-e-magazine/velocity-October-2014/the-benefits-of-Peer-Lerning.Accessed on 16/4/2015.

Simeon, B. (2015). Using Assignments and Group Writing as Means of Assessments in EFL Writing Instructions: Bahir Dar University in Focus. *International Journal of English and Literature*, 6(1), 4.doi: 10.5897/IJEL2014.0672. Accessed on 12/4/2015.

Skills You Need. (2016). What is Interpersonal Communication? Retrieved from http://www.skillsyouneed.com/ips/interpersonal-communication.html. Accessed on 7/1/2016.

Sloan, M. and McPhee, K. (2013). Information Seeking in Context: Results of Graduate Student Interview. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 8(1), 4. Retrieved from http://www.ir.lib.uwo.ca/wlpub/41.Accessed on 21/4/2015.

Stat Trek.(2016). Bias in Survey Sampling.Retrieved from http://www.stattrek.com/survey-research/sampling-methods.aspx?Tutorial=AP. Accessed on 7/1/2016.

Stat Trek.(2016). Chi-Square Test for Independence.Retrieved from http://www.http://stattrek.com/chi-square-test/independence.aspx?Tutorial=AP. Accessed on 7/1/2016.

Steedly, K.M., Schwartz, A., Levin, M. and Luke, S.D. (2011).Social Skills and Academic Achievement.*Evidence for Education, 3(2), 2.*Retrieved from http://www.parentcenterhub.org/repository/social-skills.Accessed on 26/4/2015.

Sullivan, G.M. (2011). A Primer on the Validity of Assessment Instruments.*Journal of Graduate Medical Education*, 3(2), 119.doi: 10.4300/JGME-D-11-00015.1. Accessed on 6/4/2015.

Tasmajian, D. (2015). Socialization Skills Acquired by Elementary School Children.Retrieved from http://www.kon.org/urc/tasmajian.html.Accessed on 25/4/2015.

Thompson, R. (2016). Social and Personality Development in Childhood.Retrieved from http://www.nobaproject.com/modules/social-and-personality-development-in-childhood.Accessed on 3/1/2016.

Todd, R.J. (2013). The Power of in the Impossible Principles of the Possible.Retrieved fromhttp://www.manitobaschoollibraries.ca/wp-content/uploads/2014/01/teacher-lib.pdf.Accessed on 11/3/2015.

Tucker, C. (2015). Get Common Core Ready: Achieve Dynamic Student-Led Discussion. Retrieved from http://www.file:///c:/users/USER/Desktop/Smallgroupdis/.html.Accessed on 16/4/2015.

Umar, B. D. (2014). Assessment of Information Literacy Curriculum and its Implementation in Library and Information Science Schools of Northern Nigeria (Unpublished Dissertation,Ahmadu Bello University, Zaria).

University, Zaria, on April, 2015.

University of Calgary.(2016). Student Success Centre International Student Conversation Groups.Retrieved from http://www.ssc-peer-helper-position-description-conv-group-.pdf.Accessed on 3/1/2016.

University of Queensland Australia. (2016). Peer Learning. Retrieved from http://www.uq.edu.au/teach/flipped-classroom/peer-learning.html.Accessed on 6/1/2016.

Wasit, H. (2012). Teaching Strategies for Enhancing Peer Interaction among Diverse Learners.*Higher Education Studies,* 2(4), 7.doi: 10.5539/hes.v2n4p31. Accessed on 26/4/2015.

Weimer, M. (2015). Use Team Charters to Improve Group Assignments. Retrieved from http://www.facultyfocus.com/article/instructional-design/use-team-charters-improve-group-assignments.Accessed on 12/4/2015.

Wolfberg, P., Bottema, K.B. and Dewitt, M. (2012).Including Children with Autism in Social and Imaginary Play with Typical Peers.*American Journal of Play,* 5 (1), 55.Retrieved from http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-1-articles-including-children-with-autism.pdf.Accessed on 26/4/2015.

Yusuf, B. (2012). *Determinants of Interpersonal Relationship Among Students of Secondary Schools in the Federal Capital Territory, Abuja: Implication for Counselling* (Unpublished Thesis) Ahmadu Bello University, Zaria.

Zaiontz, C. (2016).Kruskal-Wallis Test. Retrieved from http://www.Kruskal-Wallis Test _ Real Statistics Using Excel.htm.Accessed on 7/1/2016.

APPENDIX

QUESTIONNAIRE

Department of Library
and Information Science,
Ahmadu Bello University,
Zaria.

9th August, 2015.

Dear Respondent,

I am a Masters student of Archives and Records Management carrying out a research titled Influence of Peer Informal Social Interaction on Information Sharing AmongMasters Students of Archives and Records Management in theDepartment of Library and Information Science,Ahmadu Bello University, Zaria. I need information from you to be able to carry out this research. This information will be used purposely for this research.

Thank you.

Yours faithfully,



AbdulkarimAliyuBube
MARM/EDUC/20766/2012-2013
08153102384

Instruction

Please tick the option you feel is appropriate

SECTION A: Demographic Information

1. **Gender:** Male [ ] Female [ ]

2. **Year of Admission:** a. 2010/2011 [ ] b. 2011/2012 [ ] c. 2012/2013 [ ] d. 2013/2014 [ ] e. 2014/2015 [ ]

SECTION B: Reasons for Engagement in Peer Informal Social Interaction by the Masters Students of Archives and Records Management in the DLIS, ABU, Zaria

3. Why do MastersStudents of Archives and Records Management in the DLIS, ABU, Zariaengage in peer informal social interaction?

   a. To share information about their understandings on a particular course in their field of Study [ ]

   b. To share information about an issue outside their academic discipline [ ]

   c. To share information about their research problem [ ]

   d. To share information about a particular course in their field of study when examination draws nearer.

   e. To share information that will help the weak students among them to improve their Understandings on a particular course [ ]

Options	**Reasons for Engagement in Peer Informal Social Interaction by the Masters Students of Archives and Records Management**	**Strongly Agreed**	**Agreed**	**Slightly Agreed**	**Not Agreed**	**Undecided**
a.	To share information about their understandings on a particular course in their fields of Study					
b.	To share information about an issue outside their academic discipline					
c.	To share information about their research problem					
d.	To share information about a particular course in their field of study when examination draws nearer.					
e.	To share information that will help the weak students among them to improve their Understandings on a particular course					

SECTION C: Types of Peer Informal Social Interaction Engage in by the Masters Students of Archives and Records Management in the DLIS, ABU, Zaria

4. What types of peer informal social interaction do MastersStudents of Archives and Records Managementin the DLIS, ABU, Zaria engage in?

a. Peer tutoring [ ]

b. Small group discussion [ ]

c. Discussion between two individuals [ ]

d. Peer debating [ ]

e. Peer mentoring [ ]

f. Students group assignment [ ]

Options	**Types of Peer Informal Social Interaction the Masters Students of Archives and Records ManagementEngage In**	**Strongly Agreed**	**Agreed**	**Slightly Agreed**	**Not Agreed**	**Undecided**
a.	Peer tutoring					
b.	Small group discussion					
c.	Discussion between two individuals					
d.	Peer debating					
e.	Peer mentoring					
f.	Students group assignment					

Section D: MethodsThrough which theMasters Students of Archives and Records Management in the DLIS, ABU, Zaria Engage in Peer Informal Social Interaction

5. How do MastersStudents of Archives and Records Management in the DLIS, ABU, Zaria engage in peer informal social interaction?

a. Through peer tutoring [ ]

b. Through small group discussion [ ]

c. Through discussion between two individuals [ ]

d. Through peer debating [ ]

e. Through peer mentoring [ ]

f. Through students group assignment [ ]

Options	**Methods Through which the Masters Students of Archives and Records ManagementEngage in Peer Informal Social Interaction**	**Strongly Agreed**	**Agreed**	**Slightly Agreed**	**Not Agreed**	**Undecided**
a.	Through peer tutoring					
b.	Through small group discussion					
c.	Through discussion between two individuals					
d.	Through peer debating					

e.	Through peer mentoring					
f.	Through students group assignment					

Section E: Influence of Peer Informal Social Interaction on Information Sharing Among Masters Students of Archives and Records Managementin the DLIS, ABU, Zaria

6. How Does Peer Informal Social Interaction influence Information Sharing AmongMasters Students of Archives and Records Managementin the DLIS, ABU, Zaria?

a. Through Peer tutoring, an individual who has a particular information shares it with other members of the same group who do not have that information [ ]

b. Through small group discussion, each member of the discussion group shares information with other members of the same group [ ]

c. Through discussion between two individuals, information is shared between the two individuals [ ]

d. Through peer debating, some members of the debating group acquire new information shared by their colleagues during the debate [ ]

e. Through peer mentoring information is shared between or among the students [ ]

Options	**Influence of Peer Informal Social Interaction on Information Sharing**	**Strongly Agreed**	**Agreed**	**Slightly Agreed**	**Not Agreed**	**Undecided**

	AmongMasters Students of Archives and Records Management					
a.	Through Peer tutoring, an individual who has a particular information shares it with other members of the same group who do not have that information					
b.	Through small group discussion, each member of the discussion group shares information with other members of the same group					
c.	Through discussion between two individuals, information is shared between the two individuals					
d.	Through peer debating, some members of the debating group acquire new information shared by their colleagues during the debate					
e.	Through peer mentoring information is shared between or among the students					

Section F: Level of Satisfaction Derive by the Masters Students of Archives and Records Management in the DLIS, ABU, Zaria from Peer Informal Social Interaction

7. What Level of Satisfaction do the Masters Students of Archives and Records Managementin the DLIS, ABU, Zaria Derive from Peer Informal Social Interaction?

Options	**Level of Satisfaction Derive by the Masters Students of Archives and Records Managementfrom Peer Informal Social Interaction**	**Strongly Satisfy**	**Satisfy**	**Slightly Satisfy**	**Not Satisfy**	**Undecided**
a.	Peer tutoring					
b.	Small group discussion					
c.	Discussion between two individuals					
d.	Peer debating					
e.	Peer mentoring					
f.	Students group assignment					

Section G: Challenges Encountered by the Masters Students of Archives and Records Management in the DLIS, ABU, ZariaDuring Peer Informal Social Interaction

8. What challenges do the Masters Students of Archives and Records Management in the DLIS, ABU, Zaria encountered during peer informal social interaction?

a. Students are hardly controlled by one person [ ]

``````````````````````````````````````````````````````b. Frequent argument among members of the group [ ]

c. Interruption by external bodies such as friends, teachers, senior colleagues etc. [ ]

d. Unequal participation in the interaction between or among the students [ ]

e. The interaction can stop at its beginning or middle before the expected time the interaction suppose to end [ ]

| Options | **Challenges Encountered by the Masters Students of Archives and Records ManagementDuring Peer Informal Social Interaction** | **Strongly Agreed** | **Agreed** | **Slightly Agreed** | **Not Agreed** | **Undecided** |
|---|---|---|---|---|---|---|
| a. | Students are hardly controlled by one person | | | | | |
| b. | Frequent argument among members of the group | | | | | |
| c. | Interruption by external bodies such as friends, teachers, senior colleagues etc. | | | | | |
| d. | Unequal participation in the interaction between or among the students | | | | | |
| e. | The interaction can stop at its | | | | | |
``````````````````````````````````````````````````````

	beginning or middle before the expected time the interaction suppose to end					