

## Empowering Minds: Exploring the Library's Influence on Peer Pressure among Nigerian Undergraduates

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### ABSTRACT

*This study explores the role of academic libraries in shaping peer pressure among Nigerian undergraduate students. Using a cross-sectional research design, data were collected using a structured questionnaire. Descriptive and inferential statistics were used to analyze the data. Of the 537 students surveyed, the findings reveal that male students are more likely than female students to feel pressured to engage in negative behaviors like dressing inappropriately, engaging in sexual activity, and gambling. However, libraries can mitigate this by providing online books, while physical books and library personnel can influence positive peer pressure. Close friends were found to exert greater negative peer pressure than classmates or random students. The study concludes that academic libraries play significant role in shaping peer pressure among undergraduate students in Nigeria. Therefore, it is recommended that academic libraries should focus on providing a diverse range of reading materials, fostering a supportive environment for literacy and reading conversations, and empowering students to select their reading material.*

**KEYWORDS:** Academic libraries, Peer pressure, Undergraduate students, Nigeria, Physical books, Online resources, librarians

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### INTRODUCTION

Nigeria has one of the largest populations of young people in the world, with a significant portion enrolled in universities. Accorded to national university commission, there are 2.1 million students enrolled in Nigerian

universities (Tolu-Kolawole, 2022). However, Nigerian undergraduate students face various challenges that can impact their academic performance and overall well-being, including financial difficulties, inadequate infrastructure, and a lack of support from their families and communities (Aihie & Ohanaka, 2019; Amina,

2020; Ukonu et al., 2012). These challenges are compounded by the rise of peer pressure among students.

Peer pressure refers to the social influence that individuals in a group have on each other to conform to certain behaviors, attitudes, and values. It is a common challenge faced by Nigerian undergraduate students (Omowaye et al., 2015; Oyeboade, 2017). Peer pressure can be positive or negative. Positive peer pressure can lead to constructive behavior, such as academic excellence and community service. However, negative peer pressure can lead to risky or harmful behaviors, such as substance abuse, sexual promiscuity, and academic dishonesty (Devitt, 2022; Hartney, 2022; Medical News Today, 2022).

Nigerian undergraduate students face negative peer pressure on various fronts. For instance, substance abuse is a significant problem among Nigerian students, and peer pressure plays a vital role in this phenomenon (Yusuf, 2011). Nigerian students are often pressured by their peers to experiment with drugs, such as cannabis and alcohol. The use of these substances has been linked to various negative consequence, such as impaired academic performance (Poliakoff, n.d.). Similarly, sexual promiscuity is occurs among Nigerian undergraduate students, and peer pressure is a key factor contributing to this behavior. Peer pressure can influence students to engage in sexual activities without adequate protection, leading to unwanted pregnancies, sexually transmitted infections, and HIV/AIDS (Ajidahun, 2017; Ebong, 1994).

Academic dishonesty is another problem among Nigerian undergraduate students (Kakwagh, 2018), and peer pressure is one of the significant factors driving this phenomenon. Students are often under pressure to achieve academic success at all costs, including cheating on exams, plagiarizing, and falsifying data in research projects. These behaviors undermine the integrity of academic institutions and devalue academic qualifications. Additionally, they can lead to disciplinary actions, such as suspension, expulsion, and legal sanctions. To address these challenges, academic libraries can play a critical

role in shaping peer pressure among undergraduate students. Libraries provide access to resources that can help students develop critical thinking skills, make informed decisions and potentially resist negative peer pressure. Libraries can also create a supportive and inclusive environment that fosters positive social interactions and encourages students to engage in healthy behaviors.

However, there is a gap in the literature on the role of academic libraries in shaping peer pressure among undergraduate students, particularly in the Nigerian context. Therefore, the purpose of this study is to explore the role of academic libraries in shaping peer pressure among Nigerian undergraduate students. By examining the role of academic libraries in resisting negative peer pressure and generating recommendations and implications for library policy and practice, this study can contribute to the development of best practices for peer pressure management in academic libraries. Ultimately, this can help promote the academic success and overall well-being of Nigerian undergraduate students.

### OBJECTIVES OF THE STUDY

The broad objective is to explore the role of academic libraries in shaping peer pressure among Nigerian undergraduate students. Specifically, the study intend

1. To identify the different forms of negative peer pressure experienced by students.
2. To determine the levels of negative peer pressure experienced by students across various groups in the university community.
3. To explore the library sources that students use to resist negative peer pressure.
4. To examine the positive peer pressure adopted by students who visit the library.
5. To investigate whether there is a significant relationship between the use of library resources and the levels of peer pressure experienced by students.
6. To determine if there is a relationship between gender and the negative peer pressure experienced by students.

## LITERATURE REVIEW

### **Peer Pressure among Nigerian Undergraduate Students**

Peer pressure is a phenomenon that has gained attention from researchers and educators in recent years. Peer pressure is defined as the influence that peers have on an individual's behavior, thoughts, and attitudes. Nigerian undergraduate students, like other students worldwide, are often exposed to peer pressure, which can have both positive and negative effects on their academic performance, mental health, and overall wellbeing.

Several factors contribute to peer pressure among Nigerian undergraduate students. One of the major causes is the desire to fit in with peer groups. This desire to fit in can sometimes lead to students engaging in behaviors that are not aligned with their values or goals (Hartney, 2022). Another contributing factor to peer pressure among Nigerian undergraduate students is the influence of social media. Social media platforms such as Instagram, Twitter, and Snapchat have become essential tools for socializing and staying connected among undergraduate students. Social media can also be a source of pressure for students who constantly compare themselves with others (Keles et al., 2019). The desire to be seen as popular or successful on social media can lead students to engage in risky behaviors to gain more followers or likes.

Peer pressure can take different forms and manifest in different ways among Nigerian undergraduate students. Some of the common types of peer pressure include conformity, coercion, and persuasion. Conformity occurs when a student engages in a behavior to fit in with their peer group. Coercion, on the other hand, happens when a student is forced to engage in a behavior by their peers. Persuasion involves the use of convincing arguments to influence a student's behavior.

Peer pressure can manifest in different ways,, and its influence can extend to multiple areas of an individual's life, including academics, substance abuse, sexual behavior, and risk-taking behaviors. Nigerian undergraduate

students, for instance, often experience academic pressure, which can lead to unethical practices such as cheating to attain academic success (Kakwagh, 2018). Substance abuse, mainly involving drugs and alcohol, is another common form of peer pressure among Nigerian undergraduate students (Yusuf, 2011). Furthermore, peer pressure can push individuals towards engaging in risky sexual behavior, including unprotected sex, or engaging in activities such as reckless driving or bungee jumping.

While peer pressure can sometimes have a positive impact, such as the development of social skills and positive relationships, its negative effects are more severe. The adverse effects of peer pressure among Nigerian undergraduate students can include poor academic performance, substance abuse, mental health problems, and even criminal behavior (Devitt, 2022; Hartney, 2022; Medical News Today, 2022).. Therefore, it is crucial to recognize the dangers of peer pressure and encourage individuals to resist negative influences and make informed decisions.

### **Role of Academic Libraries in Nigerian Universities**

Academic libraries in Nigerian universities play a vital role in supporting student learning and success. They provide a range of services and resources, including access to books, journals, databases, and other electronic resources (Adetayo, 2022). Academic libraries also offer research support, including reference and information services, interlibrary loan services, and citation management tools. In addition, academic libraries in Nigerian universities provide space for individual and group study, with access to technology and other equipment such as laptops, printers, and scanners (Fagbe et al., 2015). Libraries also offer training and workshops on information literacy and research skills to help students become more effective researchers and critical thinkers.

The role of academic libraries in Nigerian universities extends beyond providing access to resources and services. Research has shown that academic libraries have a significant impact on student learning and success (ALA, 2017). For

instance, academic libraries provide a conducive learning environment that fosters concentration, which is essential for effective learning. Moreover, academic libraries in Nigerian universities support students' academic performance by providing resources that support research and learning (Adetayo, 2022). Libraries also provide opportunities for students to engage in collaborative learning and group work, which can enhance their understanding and retention of course materials.

Academic libraries in Nigerian universities also play a crucial role in fostering positive social norms among students. Libraries provide a space for students to engage in constructive social interaction, which can promote positive social norms and values (Bennett et al., 2005; Ismail & Chi, 2018). Libraries also promote diversity and inclusion by providing resources and services that cater to the needs of students from diverse backgrounds. Furthermore, academic libraries in Nigerian universities can also contribute to the development of critical thinking and analytical skills among students. By providing access to a wide range of resources and encouraging students to engage in research and inquiry, libraries help students develop skills that are essential for success in both academic and professional settings.

#### **Gap in literatures on Academic Libraries and Peer Pressure in Nigeria**

Although there have been studies conducted on peer pressure in Nigeria (Omowaye et al., 2015; Oyeboade, 2017), there is still a gap in the literature regarding the relationship between academic libraries and peer pressure, especially among undergraduate students in Nigeria. Previous research on academic libraries has primarily concentrated on examining the services and resources provided by these institutions, without exploring their potential role in addressing the negative effects of peer pressure on students.

Peer pressure is a significant concern among undergraduate students in Nigeria, as it can lead to poor academic performance, drug abuse, and other negative behaviors. Academic libraries have the potential to play a crucial role in mitigating the harmful effects of peer pressure

on students. Libraries can provide a safe and quiet study environment, access to educational resources and materials, and opportunities for students to connect with academic peers who share similar academic interests.

Despite the potential benefits of academic libraries in addressing peer pressure, none or very few studies have explored this relationship. This knowledge gap highlights the need for further research to investigate the role of academic libraries in mitigating peer pressure among undergraduate students in Nigeria. Understanding the relationship between academic libraries and peer pressure can inform library practice, leading to the development of programs and services that can better support students in their academic pursuits and personal development.

#### **METHODOLOGY**

##### **Settings:**

The study was conducted at Adeleke University, a private university located in Nigeria. Adeleke University is a faith-based institution that adheres to the principles of the Seventh-day Adventist philosophy of education. The university maintains strict policies regarding student behavior, which include the prohibition of alcohol consumption and engaging in sexual activity between unmarried students. Additionally, the university has guidelines on appropriate dressing, prohibits bullying others, physically fighting, and engaging in gambling activities. These policies are aimed at fostering a conducive learning environment and promoting moral values among the undergraduate student population.

Adeleke University, situated in a serene environment, provides a suitable setting for investigating the role of academic libraries in shaping peer pressure among Nigerian undergraduate students. The university library serves as a central hub for students, offering a wide range of resources, including books, journals, electronic databases, and other academic materials. Additionally, the library provides various spaces for individual and group study, facilitating collaborative learning and interaction among students. By conducting

the study in Adeleke University, the researchers aimed to explore the specific dynamics of peer pressure within the context of a faith-based institution that upholds certain moral standards. The university's emphasis on fostering academic excellence and character development, combined with its unique policies and regulations, provides an interesting backdrop for investigating the influence of academic libraries on peer pressure among Nigerian undergraduate students.

#### **Research Design:**

The research design employed in this study was a cross-sectional design. Cross-sectional research designs are commonly utilized to gather data at a specific point in time, offering a snapshot of the variables under investigation and their interrelationships. This design was considered appropriate for examining the association between academic libraries and peer pressure among undergraduate students within a limited timeframe. By capturing data at a single time point, the researchers could gain insights into the current state of affairs and explore the potential connections between these two variables.

#### **Sample Technique and Sample Size:**

To ensure the selection of a representative sample, a multi-stage sampling technique was employed. This technique involved multiple stages to enhance the likelihood of obtaining a sample that accurately reflects the population of interest. In the initial stage, the researchers obtained a comprehensive list of all undergraduate students from the student database at Adeleke University, which served as the population for this study. The total number of undergraduate students enrolled at the university was determined to be 3457, constituting the target population.

For the second stage, a random sample of participants was selected from the aforementioned list. This selection process was accomplished using a computer-generated random number sequence, which facilitated an unbiased and impartial selection. The researchers aimed to include a sample size that would yield statistically significant results while remaining practical and feasible within the

limitations of the study. Thus, based on the existing literature, particularly the findings by Omniconvert (2023), it was determined that a sample size equivalent to 20% of the population would be sufficient for exploring the association between academic libraries and peer pressure among undergraduate students. Consequently, a sample size of 691 participants was deemed appropriate for this investigation. The proportion of 20% was chosen based on its alignment with the relevant research findings, ensuring an adequate representation of the population while considering practical constraints.

#### **Data Collection Methods:**

The data collection instrument employed in this study was a self-administered questionnaire. To enhance the validity and reliability of the questionnaire, a thorough review of existing literature and consultation with experts in the field were conducted during the construction process. The questionnaire was designed to address the research questions and included a combination of open-ended and closed-ended questions, including Likert scale items. To evaluate the questionnaire's validity, a pilot test was conducted with a small group of participants who were not included in the final sample. Based on their feedback, the questionnaire underwent revisions to enhance clarity, coherence, and content validity.

#### **Data Collection Procedure:**

After obtaining ethical approval from the appropriate university committee, potential participants were contacted via whatsapp and email and provided with detailed information about the study's purpose, procedures, and their rights as participants. Informed consent was obtained from all participants before they were given access to the online questionnaire. Participants were assured of the confidentiality and anonymity of their responses. They were given a two-week window to complete the questionnaire, and reminder emails were sent periodically to encourage participation and improve response rates. Participation in the study was voluntary, and participants had the option to withdraw at any stage without facing any consequences. 537 students responded to the questionnaires which is 77.7% response rate.

### Data Analysis Techniques:

The data collected through the questionnaire were entered into a secure electronic database. Statistical Package for Social Sciences (SPSS) software was used for data analysis. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were calculated to summarize the data. Inferential statistics, including chi-square tests and regression analysis, were performed to examine relationships and test the research hypotheses. The level of statistical significance was set at  $p < 0.05$ . To minimize bias, data analysis was conducted by researchers who were blinded to the participants' identities. Inter-rater reliability checks were performed on a subset of data to ensure consistency in coding and interpretation.

### Ethical Considerations:

The ethical considerations of this study were meticulously addressed. Informed consent was obtained from all participants, and they were provided with clear information about the study's purpose, procedures, and potential risks and benefits. Participants' confidentiality and anonymity were strictly maintained throughout the study. Data were securely stored and accessible only to authorized researchers. The study adhered to the ethical principles outlined in the Helsinki Declaration and followed all relevant guidelines for research involving human subjects.

### FINDINGS

This section presents the findings of the study using descriptive and inferential statistics. The details are illustrated in Tables 1-6.

**Table 1:- Socio-Demographic Characteristics of the Respondents**

Socio-Demographic Characteristics		Frequency (537)	Percent
Gender	Female	268	49.9
	Male	269	50.1
Age group	Below 21	497	92.6
	21 to 25	34	6.3
	26 to 30	4	.7
	31 & Above	2	.4

The respondents were composed of 268 females and 269 males, indicating an almost equal distribution between genders. The majority of the respondents belonged to the age group below 21 years old, comprising 92.6% of the

total sample. The age group of 21 to 25 years old comprised 6.3% of the respondents, while those aged 26 to 30 and 31 and above comprised only 0.7% and 0.4%, respectively.

**Table 2: Chi-square Analysis of Negative Peer Pressure among Students**

S.N.	Negative Peer Pressure	Gender	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std Dev
i.	Dressing in a way not allowed by the school	Male	32	52	92	93	2.09	1.006
		Female	9	43	115	101	1.85	0.807
ii.	Pressured to only socialize with a certain group	Male	23	76	98	72	2.19	0.928
		Female	19	68	117	64	2.16	0.869
iii.	Drinking alcohol	Male	13	13	79	164	1.54	0.799
		Female	5	8	79	176	1.41	0.644
iv.	Bullying others	Male	12	12	84	161	1.54	0.780
		Female	7	7	75	179	1.41	0.673
v.	Physically fighting	Male	15	13	83	158	1.57	0.824
		Female	7	12	77	172	1.46	0.704

vi.	Engaging in Sexual Activity	Male	15	22	95	137	1.68	0.847
		Female	7	11	68	182	1.41	0.695
vii.	Gambling	Male	17	26	87	139	1.71	0.885
		Female	5	8	73	182	1.39	0.641
S.N.	<b>Negative Peer Pressure</b>				Value	df	Asymp. Sig. (2-sided)	
i.	Dressing in a way not allowed by the school				16.639 <sup>a</sup>	3	.001	
ii.	Pressured to only socialize with a certain group				2.973 <sup>a</sup>	3	.396	
iii.	Drinking Alcohol				5.168 <sup>a</sup>	3	.160	
iv.	Bullying Others				4.092 <sup>a</sup>	3	.252	
v.	Physically Fighting				3.766 <sup>a</sup>	3	.288	
vi.	Engaging in Sexual Activity				17.394 <sup>a</sup>	3	.001	
vii.	Gambling				23.058 <sup>a</sup>	3	.000	

The study's results indicate that negative peer pressure plays a significant role in prompting students to participate in harmful behaviors. The Chi-square analysis revealed a significant correlation between gender and negative peer pressure for three specific behaviors: "Dressing in a way not allowed by the school," "Engaging in Sexual Activity," and "Gambling." The p-value was 0.001, 0.001, and 0.000, respectively. Moreover, the research demonstrated that male students are more likely than female students to

feel compelled to engage in negative behaviors like dressing inappropriately, Engaging in Sexual Activity, and gambling due to negative peer pressure. Additionally, the study found that the responses given by the students were consistent across all behaviors, indicating the reliability of the results. These findings suggest that negative peer pressure is a critical issue in schools, and it is crucial to address it to create a positive school environment and prevent negative behaviors among students.

**Table 3:** Level of Negative Peer Pressure among Student Groups

S.N.	Student Groups	Very High	High	Low	Very Low	Mean	Std. Dev.
i.	Close Friends	64 (11.9%)	111 (20.7%)	208 (38.7%)	149 (27.7%)	2.17	0.97
ii.	Classmate	32 (6.0%)	106 (19.7%)	241 (44.9%)	158 (29.4%)	2.02	0.855
iii.	Random students	47 (8.8%)	74 (13.8%)	193 (35.9%)	223 (41.5%)	1.90	0.946

The findings reveal that there is variation in the level of negative peer pressure experienced by students across different groups, including close friends, classmates, and random students. The mean level of negative peer pressure for close friends was 2.17, with a standard deviation of 0.97. For classmates, the mean level was 2.02, with a standard deviation of 0.855, while for

random students, the mean level was 1.90, with a standard deviation of 0.946. These results indicate that close friends have a higher level of negative peer pressure compared to classmates and random students. Additionally, students are more likely to experience low to very low negative peer pressure from random students.

**Table 4:** library sources for resisting negative peer pressure by students

S.N.	Library Sources	SA	A	D	SD	Mean	Std. Dev.
i.	Library physical books	186 (34.6%)	284 (52.9%)	51 (9.5%)	16 (3.0%)	3.19	0.724
ii.	Library online books	139 (25.9%)	314 (58.5%)	72 (13.4%)	12 (2.2%)	3.08	0.690
iii.	Advice from library personnel	208 (38.7%)	238 (44.3%)	78 (14.5%)	13 (2.4%)	3.19	0.770

The findings presented in Table 4 show the results of the study conducted to identify the

library sources that students use to resist negative peer pressure. The study found that the

majority of students (52.9%) use physical books from the library and advice from library personnel as the source of information for resisting negative peer pressure both with the mean of 3.19. Furthermore, the study found that students also rely library online books to resist negative peer pressure with a mean of 3.08. It is interesting to note that physical books were reported as the most frequently used source of information in conjunction with library personnel advice, followed closely by online

books. This finding suggests that students still value physical books and that online resources have not completely replaced them. Additionally, the finding that students rely on advice from library personnel highlights the importance of libraries as a source of support for students. Overall, these findings suggest that libraries play a crucial role in providing students with the resources they need to resist negative peer pressure.

**Table 5: Positive Peer Pressure by students from Library Visits**

S.N.	Positive Peer Pressure	SA	A	D	SD	Mean	Std. Dev.
i.	Dressing decently	256 (47.7%)	220 (41.0%)	49 (9.1%)	12 (2.2%)	3.34	0.736
ii.	Orderliness	336 (62.6%)	180 (33.5%)	18 (3.4%)	3 (0.6%)	3.58	0.587
iii.	Motivation to read	340 (63.3%)	179 (33.3%)	13 (2.4%)	5 (0.9%)	3.59	0.589
iv.	Discipline	293 (54.6%)	224 (41.7%)	17 (3.2%)	3 (0.6%)	3.50	0.589
v.	Timeliness	253 (47.1%)	249 (46.4%)	27 (5.0%)	8 (1.5%)	3.39	0.655

The table shows the findings of a study on positive peer pressure among students who visited the library. The study explored five dimensions of positive peer pressure: dressing decently, orderliness, motivation to read, discipline, and timeliness. The participants were asked to rate their level of agreement with statements related to each of these dimensions on a five-point scale ranging from strongly agree (SA) to strongly disagree (SD). The results show that the majority of the students reported

positive peer pressure in all five dimensions. Dressing decently had the lowest agreement with a mean of 3.34, followed by timeliness with a mean of 3.39. Motivation to read had the highest agreement with a mean of 3.59, followed closely by orderliness a mean of 3.58. Discipline had a mean of 3.50. These findings suggest that libraries can serve as a positive social space that encourages good behavior and attitudes among students.

**Table 6: Regression Analysis of Library Sources and Peer Pressure among Students**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.497	1.152		10.848	.000
	Library physical books	-.064	.278	-.011	-.231	.818
	Library online books	-.574	.291	-.091	-1.973	.049
	Advice from library personnel	.367	.261	.065	1.404	.161
a. Dependent Variable: Negative Peer Pressure						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.221	.585		20.901	.000
	Library physical books	.774	.141	.236	5.482	.000



	Library online books	.386	.148	.112	2.612	.009
	Advice from library personnel	.478	.133	.155	3.607	.000
a. Dependent Variable: Positive Peer Pressure						

The regression analysis presented in Table 6 examines the relationship between library sources and peer pressure among students. The study used a sample of students, and the dependent variable is negative and positive peer pressure. The regression analysis is performed using three independent variables: library physical books, library online books, and advice from library personnel.

For the negative peer pressure model, the constant value is 12.497, and the results show that the library physical books and library online books have a negative relationship with negative peer pressure. However, the coefficients are not significant for physical books ( $B = -.064$ ,  $p = .818$ ) and slightly significant for online books ( $B = -.574$ ,  $p = .049$ ). Advice from library personnel has a positive relationship with negative peer pressure, but it is not significant ( $B = .367$ ,  $p = .161$ ). This shows that library online books can counteract negative peer pressure among students.

For the positive peer pressure model, the constant value is 12.221. The results show that library physical books, library online books, and advice from library personnel have a positive relationship with positive peer pressure. The coefficients are significant for physical books ( $B = .774$ ,  $p = .000$ ), online books ( $B = .386$ ,  $p = .009$ ), and advice from library personnel ( $B = .478$ ,  $p = .000$ ).

Overall, the results suggest that library sources, both physical and online books, can play a crucial role in shaping positive peer pressure among students. Also, library online books can play a role in mitigating negative peer pressure among students. Furthermore, advice from library personnel can also positively influence positive peer pressure among students.

## DISCUSSIONS

The findings presented in this study suggest that some students are pressure by their peers to

involve in some risky behaviors. This is consistent with previous research that has shown that peer pressure can have a significant impact on adolescent behavior (Devitt, 2022; Hartney, 2022; Medical News Today, 2022). The current study also found a significant association between gender and negative peer pressure for specific behaviors, namely dressing inappropriately, Engaging in Sexual Activity, and gambling. Male students were more likely than their female counterparts to feel pressured to engage in these behaviors. This finding is consistent with research that has shown that males are more susceptible to peer influence and are more likely to engage in risky behaviors (McCoy et al., 2019).

The study's findings have important implications for school-based prevention programs aimed at reducing adolescent risk behavior. By targeting negative peer pressure and providing students with the skills to resist it, prevention programs may be able to reduce the prevalence of harmful behaviors in schools. Moreover, given the gender differences observed in the study, interventions may need to be tailored to address the unique risk factors faced by male and female students.

The finding that close friends have a stronger influence on students compared to other peers is consistent with previous research in this area. One study by Mason et al (2017) found that adolescents are more likely to engage in risky drug behaviors when they are with their friends, particularly those who are considered their "best" or "closest" friends. This is because adolescents place a higher value on their relationships with their peers and are more likely to conform to their peers' expectations in order to maintain those relationships. Another interesting study by Maxwell (2002) found that a same-sex peer, randomly selected, can predict the initiation of risk behavior in teenagers. Specifically, the influence of peer pressure was observed only in the initiation of cigarette and

marijuana use. However, for alcohol and chewing tobacco use, the study found that peers could influence both initiation and cessation. This suggests that friends can play a protective role in adolescents' lives by either preventing or stopping risky behaviors. Overall, the finding that close friends have a stronger influence on students than other peers is consistent with previous research on peer influence in adolescence. This highlights the importance of helping students develop healthy friendships and providing them with tools to resist negative peer pressure.

The finding that physical books and advice from library personnel are the main sources of information for students to resist negative peer pressure is consistent with the notion that libraries play a vital role in providing resources and support for students.

One study by Adetayo (2021) examined library reference services in Nigeria through the application of mobile services. The author expatiated on the importance of library as a source of information and support, particularly in terms of seeking assistance from librarians. Another study by Yvelson-Shorsher and Bronstein(2018) explored three perspectives on the subject of information literacy skills in academia by examining the perceptions of students, teaching faculty and librarians. The authors findings indicate that students experienced a shortage of information literacy skills and perceived insufficient support from their faculty. However, the library staff was cognizant of the students' challenges in attaining these essential competencies and have taken the initiative to create programs aimed at addressing this issue. These skills are particularly important when it comes to resisting negative peer pressure, as they enable students to critically evaluate the information and advice they receive from their peers.

In terms of online resources, a study by Adetayo (2022) found that students are prioritizing online sources more for their research needs. These resources can be particularly useful for students who may not have access to physical books or who prefer to access information online. The finding

highlights the importance of libraries as a source of support for students. Libraries can provide students with the resources and skills they need to make informed decisions and resist negative peer pressure.

The findings of this study on positive peer pressure among students who visited the library suggest that libraries can serve as a positive influence on students' behavior and attitudes. The dimension of motivation to read had the highest agreement among the five dimensions, indicating that students are more likely to be positively influenced by their peers' enthusiasm for reading when they visit the library. Research has shown that libraries can play an important role in promoting reading motivation and engagement among students. For example, a study by Adkins and Brendler (2015) suggest that libraries should ideally play a crucial role in promoting students' motivation to read by offering a diverse range of reading materials, fostering a supportive environment for literacy and reading conversations, and empowering students to exercise their autonomy when it comes to selecting their reading material. The dimension of dressing decently had the lowest agreement, indicating that this may be an area where libraries could focus on promoting positive peer pressure among students. However, it is worth noting that even though the agreement was lowest among the dimensions, it was still considered a positive pressure that students receive from visiting the library. The dimensions of orderliness, discipline, and timeliness had relatively high agreement, indicating that students may be positively influenced by their peers' behaviors in these areas when they visit the library. These findings are consistent with research that has shown that libraries can promote a sense of self-control, orderliness and efficiency among students, as well as support their academic success (ALA, 2017; Patil & Pradhan, 2014).

The regression analysis conducted in the study examined the impact of three independent variables - library physical books, library online books, and advice from library personnel - on both negative and positive peer pressure among students. The results showed that only library online books had a significant impact in

countering negative peer pressure, while all three variables had a positive relationship with positive peer pressure.

The finding that library online books can counteract negative peer pressure among students is a significant finding from this study. It suggests that online resources may be particularly effective in supporting students in resisting negative peer pressure. These findings support the idea that online resources can play an important role in supporting students in resisting negative peer pressure. By providing students with immediate access to information and support, online resources may help students make informed decisions and resist negative peer pressure. Additionally, online resources may help students build confidence in their ability to resist negative peer pressure by providing them with the tools they need to make informed decisions. Furthermore, the finding that online resources are effective in countering negative peer pressure may have important implications for libraries and educators. It suggests that libraries and educators should prioritize the development of online resources and tools to support students in resisting negative peer pressure. This may include developing online books, databases, and other resources that are easily accessible to students, as well as providing students with training and support in using these resources effectively.

The positive relationship between library resources and personnel and positive peer pressure found in this study is noteworthy and consistent with modern libraries' goal of creating spaces for constructive social interaction. Such spaces can promote positive social norms and values (Bennett et al., 2005; Ismail & Chi, 2018). Additionally, the users' perspectives should be integrated into library design, as the user's attachment to a place can significantly impact their attitude towards the perceived spaces (Kim, 2016). A good library design should include three mandatory spaces: a study place, an entertainment place, and a social place, with more emphasis placed on the social space. Libraries are being utilized as social meeting places to varying degrees, including as squares, public spheres, communal spaces,

places for formal and virtual meetings (Aabø et al., 2010). Overall, the study's findings emphasize the vital role that libraries can play in fostering positive attitudes and behaviors among students. Libraries can help students achieve their academic and personal goals by providing access to resources and support, as well as a welcoming and supportive environment.

## **CONCLUSION**

This study provides insights into the role of libraries in shaping peer pressure among Nigerian undergraduate students. The findings suggest that negative peer pressure plays a significant role in prompting students to engage in harmful behaviors. However, library sources such as physical and online books, as well as advice from library personnel, can positively influence positive peer pressure while online library books can mitigate negative peer pressure among students. This study also reveals that students still value physical books and that online resources have not completely replaced them. Furthermore, the study shows that close friends are more likely to have a higher level of negative peer pressure compared to classmates and random students. It is essential to address negative peer pressure to create a positive school environment and prevent negative behaviors among students. Libraries was found to play a crucial role in providing students with the resources they need to resist negative peer pressure and promote positive peer pressure.

Based on the study findings, the study recommends that libraries should continue to provide a variety of physical and online resources that can help students resist negative peer pressure and promote positive behaviors. Librarians can collaborate with faculty to select materials that address topics relevant to students. Librarians should provide information literacy skills training to help students become effective researchers and evaluate information sources critically. This training can equip students with the necessary skills to distinguish between reliable and unreliable sources of information and help them make informed decisions. Libraries can work with school

counselors to provide students with emotional support and counseling services. This collaboration can help address underlying issues that may contribute to negative peer pressure and promote positive behaviors among students. Libraries can create programs that promote positive peer pressure among students, such as book clubs, reading groups, and other extracurricular activities. These programs can help create a culture of learning and positive behavior among students.

### IMPLICATIONS OF THE STUDY

The study has implications to library policy and practice. First, the study highlights the importance of maintaining a diverse collection of online resources in libraries. While physical books have always been popular, online resources remain an important resource for students, particularly in resisting negative peer pressure. Therefore, libraries should continue to invest in online book collections to ensure that students have access to the resources they need to resist negative peer pressure. Second, the finding that advice from library personnel is a significant predictor of positive peer pressure highlights the need for libraries to invest in training programs for personnel to enable them to provide effective support to students. This could involve offering professional development opportunities to enhance the skills and knowledge of library staff on addressing peer pressure and providing students with the necessary resources.

Third, the study emphasizes the potential of physical and online resources in shaping positive peer pressure among students. Libraries should invest in developing and expanding their physical and online collections to ensure that students have access to a wide range of resources that can support positive peer pressure. Fourthly, libraries should create a positive social space that encourages good behavior and attitudes among students. The study found that libraries can serve as a positive social space that encourages good behavior and attitudes among students. Therefore, libraries should continue to create a welcoming and supportive environment that encourages positive behavior and attitudes.

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