

Full Length Research Paper

The impact of peer tutoring on librarians in training at the University of Ibadan, Nigeria

Francisca N. Okoroma

Kenneth Dike Library, University of Ibadan, Nigeria.

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Peer tutoring plays a very significant role in teaching and learning, its gain is not limited to positive academic performance but extends to social life development. This work seeks to identify the impact peer tutoring has on librarians in training at the University of Ibadan, including the motives and strategies of the participants, the benefits derived and the way forward in peer tutoring. Questionnaire instrument was used for data collection. Survey questionnaire was designed to elicit information on what motivates peers to participate in peer tutoring, the benefits of peer tutoring to librarians under training, strategies used by students at University of Ibadan to indulge in peer tutoring, and to seek opinion on measures to facilitate peer tutoring. The findings revealed that peer tutoring has an outstanding positive impact in the life and profession of librarians under training. Group discussion, tutorial classes and one-on-one teaching are among the strategies used by Library school students in peer tutoring. The peer tutor, the tutee and even the lecturers do benefit from peer tutoring as all are impacted in one way or the other. To promote peer tutoring calls for cooperation amongst library school students and university management in the planning and promotion of conducive atmosphere for peer tutoring within the campus. The introduction of E-learning and other appropriate ICTs will be a great aid towards enhancing peer tutoring.

Key words: Peer tutoring, library school, librarians, University of Ibadan, profession.

INTRODUCTION

The concept of peer tutoring is as old as the history of mankind. People of various classes participate in peer tutoring consciously or unconsciously when they do jobs of helping their peers in one way or the other, whether in domestic, classroom, professional or academics. For instance a newly married wife approaching another wife to ask for practical demonstration on how to prepare a particular dish; if the other wife gives a helping hand to her, she is engaging in peer tutoring. Also a classmate that decides to teach another or other classmates who were not around during the teaching/lecture period, or are experiencing difficulties in one or more areas of the subject is engaging in peer tutoring. According to Powell (1997), the goal of peer tutoring includes the following:

1. Improving basic skills in English and math
2. Preventing school drop-out
3. Building self-esteem
4. Improving students attitudes toward school subject matter
5. Increasing attendance
6. Facilitating transition from middle or junior school to high school
7. Improving advanced skill in English and math and
8. Developing employment skills

Ming and Siew (2013) noted some problems associated in peer tutoring, in the areas of communication, time management, group management, interest sustenance

and lack of knowledge. It is therefore expedient to note that for peer tutoring to be effective and beneficial, the information utilization skills and management capacity of the tutee should be put into consideration. This is true due to the fact that there is diversity in the level of information utilization management of peers at various times and environments. For the fact that two people are in a peer group does not mean that they possess the same information utilization skills and management capacity. There is usually variation as a result of some factors like socio-cultural background, environmental factors, demographic factors, religious beliefs, attitude and value system.

Zahn (2010) defined peer tutoring as “one -on –one help in technical program courses, when teaching alone does not meet your academic needs”. It is necessary to seek help from your instructor first, as peer tutoring cannot and is not expected to replace the role of the teacher, but if additional assistance is needed, a peer tutor may help. According to Topping and Hill (1996), peer tutoring can be defined as “people from similar social groups who are not professional teachers, helping each other to learn, and learning themselves by teaching. Riessman (1990) posited that “Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper and the helped role”. According to Beasley (1997) “Peer tutoring (or peer mentoring, proctoring, and supplemental instruction) is a cost-effective means of providing academic support to students through the use of a valuable teaching and learning resource”. This involves training more experienced students to tutor novice students in a collaborative learning experience in which both parties richly benefit in various ways, including improved understanding and performance in the subject area involved, improved confidence and study skills, as well as on-going friendships.

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the hundreds of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983). Furthermore, according to a Stanford University study, peer tutoring is consistently more cost-effective than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps (1989) review, in cooperative learning groups, academic gains have been especially significant in the areas of math, reading, and science—the three crucial areas of learning that have failed to engage an increasingly large number of youth. Johnsons and Johnson (1983) summarized the findings on achievement gains as follows: ‘Currently, there is no type of task on which cooperative efforts are less effective than are competitive

or individualistic efforts, and on most tasks (and especially the more important learning tasks such as concept attainment, verbal problem-solving, categorization, spatial problem-solving, retention and memory, motor, guessing- judging-predicting), co-operative efforts are effective in promoting achievement”.

According to Damon and Phelps (1989), peer learning approaches that focus on peer collaboration (an intense cooperative approach) to solve a problem are especially effective in fostering creativity, experimentation, problem-solving skills and the learning of deep concepts, a ‘discovery learning’ approach especially effective in science education. These are the critical thinking skills that report after report and commission upon commission warn us not being learned in schools and yet are a necessity for meeting our future workforce needs. Looking at these from their two-year study showed, ‘Gains are made with virtually no instruction from adults other than the initial instructions to work together toward correct solutions. Feedback on right and wrong answers was given only by a programmed computer. The children managed their own interactions, invented their own problem-solving procedures, and discovered their own solutions’.

Tutoring was perceived by parents as having an immediate beneficial impact on learners’ attitudes toward school, both in improved academic performance and attachment to school.

Analysis of observations, surveys, and interview data provides some insight into how and why peer tutoring and mentoring may be effective at improving the academic achievement of disadvantaged children. Peer tutoring and mentoring have the potential to alter the low achiever’s self-perception as an incompetent learner. Working with a tutor or mentor affords the learner a non-threatening way by which to learn how to set and accomplish goals, reason through dilemmas, and solve problems. The evaluators reported that, “In this way, peer tutoring and mentoring can break the isolation that characterizes much classroom work and demystify the learning process by making public the effort that accomplishes achievement (but is so often invisible to the low achiever)”. Interviews of learners revealed that disadvantaged students often found their peers more approachable than teachers for extra assistance, perceiving their teachers as too busy.

Powell (1997) remarked that peer tutoring and mentoring was also found to raise the academic achievement of both the peer tutors and peer tutor-mentors as well as increase students’ feelings of belonging to the community when:

- (1) Personal compatibility was used as a factor in matching peer tutors and learners;
- (2) Mentors of peer tutors were matched one-to-one with learners in large schools; and
- (3) Tutoring and mentoring services included counseling

or problem-solving sessions to help learners constructively address their conflicts with teachers, other school staff or fellow students

The literature discussing peer tutoring shows that the gains for tutors often outdistance those of the students receiving help. This is because in order to teach, the tutor must really be knowledgeable. The process of preparation to teach will definitely enrich and add value to the teacher. Even the process of teaching usually adds new knowledge to the teacher. If this is true, it is important that all students should endeavor to be tutors.

First they will learn the subject matter that has been tutored. Second, they will learn how to tutor. Third, they will learn how to listen and communicate effectively. Fourth, and perhaps most important, they will learn about learning. Additionally, they will learn a need for developing a sense of responsibility. Helping another student will more often than not motivate the author to learn as well. It makes sense that a tutor would "feel important" and have a high self-esteem through successful experiences.

Peer tutoring helps students increase their own understanding of the subject matter which boosts confidence and can carry over to their desire to learn other subjects; practice students' communication skills with junior students; give tutors great confidence to talk to the staff members while the line of communication is opened up for both of them, give tutors an opportunity to develop their own leadership skills; help tutees feel at ease, and concentrate better on the subject matter, with a peer tutor rather than a professional teacher or consultant (Fulk and King, 2001).

According to Goolad and Hirst (1989) peer tutoring is also beneficial to teachers who may not have the time to spend with each of their students one-on-one. It helps the subject lecturer break the whole class into small groups so that they can have the chance to learn in a more intimate environment, which allows them to exercise more initiative. For example, students ask more questions at the tutorials which hardly happen in lectures where there are over 80 students in the lecture theatre. He further itemized four benefits for tutees when they seek out peer help:

1. Tutees receive individualized instruction
2. Tutees receive more teaching
3. Tutees (may) respond better to their peers than to their teachers.
4. Tutees can obtain companionship from the students that tutor them

Furthermore introducing peer tutoring is beneficial due to:

1. Students may find difficulties in studying a certain subject,
2. It facilitates better understanding of professional roles to students, acclimatizes students to the demand of the profession and enhances their confidence.

Peer tutoring vs. mentoring

Various terms have been used in literature interchangeably with peer tutoring, such as peer-assisted learning, peer-mediated instruction and interventions, peer teaching, peer education and student team learning (Boudouris, 2005; Henning et al., 2006). The word tutoring and mentoring are also sometimes used interchangeably in the past literature to mean the same thing. However in the real sense of it, 'mentoring' means there is a superior officer (mentor) and a junior officer (mentee) that is learning from the mentor. The two words connote the act of guiding or teaching or counseling. In this context 'peer tutoring' means a situation where your colleague is guiding or teaching you not an experienced or superior person to you. There are instances where 'peer mentoring' is used for peer tutoring (Level and Mach, 2005; Crump et al., 2008; Cirasella and Smale, 2011).

Peer tutoring and mentoring appear to produce positive effects in different ways.

It has been observed that fresh library and information studies (LIS) students working life is a trying period because the transition from school to the real life work in the library is a different environment and experience. This is obvious in the area of research work; Mitchell and Morton (1992) in Cirasella and Smale (2011) noted that fresh academic librarians lack socialization to research. Traditionally, mentoring in the real sense of it would be the solution but it was discovered that peer tutoring is a best alternative in the sense that peer tutoring/mentoring is less formal and more comfortable for librarians of the same level to learn from each other. It is also good because it seems to be a reciprocal relationship as this makes it easier (Cirasella and Smale, 2011). Level and Mach (2005) submitted that peer-mentoring for tenure-track librarians is a standard component of many professional development programs.

Cirasella and Smale (2011) in their paper titled *peers don't let peers perish* submitted that peer mentoring provides junior library faculty member with support and advice along the road to tenure.

Peer tutoring is encouraged among library personnel because it is a very good tool of support and strategy for progress in the work place (Level and Mach, 2005). For successful peer tutoring there is need for proper information management on both sides, that is, the tutor and tutee as the case may be. In a situation where there is free flow of timely and useful information between the peer tutor and peer tutee there are attending benefits to both parties and even the library. In any relationship communication is *sine quo non* and obviously information is what is being communicated. With the emergence of technology, information is sourced through diverse means, and it comes in large volume that care must be taken in its management. Library personnel are information professionals that are known to be custodian of information and knowledge managers (Koina, 2002).

Table 1. Distribution of the respondents by sex.

Sex	Frequency	Percentage
Male	39	43.3
Female	51	56.7
Total	90	100.0

Table 2. Distribution of the respondents by age.

Age	Frequency	Percentage
20-30 years	53	58.9
31-40 years	32	35.6
41-50 years	5	5.6
Total	90	100.0

Table 3. Distribution of the respondents by educational status.

Educational Status	Frequency	Percentage
Undergraduate Student	40	44.4
Master's Degree Student	47	52.2
PhD Student	3	3.3
Total	90	100.0

Powell (1997) posited that peer tutoring and mentoring can positively affect academic achievement as evidenced by improvements in test scores, grade point averages (GPAs) and course pass rates. Peer tutoring and mentoring may be particularly helpful in improving the classroom performance of learners who receive both tutoring and mentoring services that assist them daily in assignments, and help them to develop efficient organizational and study skills.

In the light of the foregoing, this research is necessitated by the fact that there is still gap on the topic 'peer tutoring' as evidenced in literature which tends to focus more on mentoring. Even the bulk of literature on the topic does not aim at librarians. Therefore the general objective of this research is to find out the impact of peer tutoring on librarians in training at the University of Ibadan (UI), Nigeria.

The specific objectives are to:

1. find out what motivates peers to participate in peer tutoring
2. Highlight the benefits of peer tutoring to librarians under training.
3. Identify the various strategies used by students in UI to indulge in peer tutoring.

4. Find out aspects of their careers where they are involved in peer tutoring.
5. Identify who benefits in peer tutoring
6. Enumerate the roles of a peer tutor
7. Enumerate the roles of a tutee
8. Find out the effect of peer tutoring on librarians' career
9. Identify the reasons why some students avoid being a peer tutor.
10. Identify the way forward in peer tutoring.

RESEARCH METHOD

Questionnaire instrument was used for data collection. Survey questionnaire was designed to elicit information on what motivates peers to participate in peer tutoring, the benefits of peer tutoring to librarians under training, strategies used by students in UI to indulge in peer tutoring, and to find out how to facilitate peer tutoring.

The population of the study consists of undergraduate and graduate students at the department of library, archival and information studies, university of Ibadan, Nigeria. 100 copies of the questionnaire were distributed to librarians in training in 2012. The respondents used in the study were selected by random sampling. 90 questionnaire copies were returned and analyzed. Simple frequencies and percentage were used in data analyses.

FINDINGS

Table 1 shows the distribution of the respondents by sex. 39(43.3%) of the respondents are males and 51(56.7%) are their females counterparts. There were more female respondents than male.

Table 2 indicated that the majority 53(58.9%) of the respondents are aged 20-30 years, followed by age 31-40 years 32(35.6%), while the minority 5(5.6%) are aged 41-50 years.

From Table 3, it is obvious that there are mainly Master's Degree and undergraduate Students (52.2% and 44.4% respectively) used in the study, with only 3 persons with PhD.

Table 4 indicated the levels of Agreement on What Motivates Peers to Participate in Peer Tutoring. The respondents were of the opinion that examination purpose, class assignments, Research work, gaining better understanding of topics that were proving difficult to grasp while the lecturer was teaching, discussing lecture topics and capacity building amongst others are what motivate librarians to engage in peer tutoring, as over 80% responded "agree" and "strongly agree" to the questions in Table 4.

It is obvious from Table 5 that group discussion, tutorial classes and one-on-one teaching are the various strategies used by Library School Students (U.I) to indulge in Peer Tutoring.

The ratings are shown below, for:

Group discussion 26(28.9%) of the respondent agreed, 59(65.6%) strongly agreed while the minority 4(4.4%) of

Table 4. Level of agreement on what motivates peers to participate in peer tutoring?

S/N	Statement	SD	D	N	A	SA
1	Examination purpose	2 2.2%	5 5.6%	6 6.7%	30 33.3%	47 52.2%
2	Research work	2 2.2%	1 1.1%	6 6.7%	42 46.7%	39 43.3%
3	Gaining better understanding of topics that were proving difficult to grasp while the lecturer was teaching	6 6.7%	-	5 5.6%	34 37.8%	45 50.0%
4	Discussing lecture topics	4 4.4%	-	7 7.8%	40 44.4%	39 43.3%
5	Capacity building	4 4.4%	2 2.2%	7 7.8%	39 43.3%	38 42.2%
6	Class assignment	4 4.4%	5 5.6%	8 8.9%	37 41.1%	36 40.0%

Table 5. What are the various strategies used by library school students (U.I) to indulge in peer tutoring?

S/N	Statement	SD	D	N	A	SA
1	Group discussion	3 3.3%	1 1.1%	1 1.1%	26 28.9%	59 65.6%
2	Tutorial classes	5 5.6%	3 3.3%	4 4.4%	29 32.2%	49 54.4%
3	One-on-one teaching	8 8.9%	3 3.3%	4 4.4%	27 30.0%	48 53.3%

the respondents disagreed, and one person was neutral. Tutorial classes only 8(8.9%) were at the disagreement side, and 4(4.4%) played neutral, while the majority: 29(32.2%) Agreed, 49(54.4%) strongly agreed, making a total of 87% at the agreement end.

One-on-one teaching, a little fraction of the respondents, that is, 8 persons (8.9%) strongly disagreed, 3(3.3%) disagreed, and 4(4.4%) were neutral, while most of the respondents 75(83.3%) agreed to the statement.

The general ideas on who benefits from peer tutoring have been revealed through the responses in Table 6. The table noted that both the peer tutor, the tutee and even the lecturers do benefit from peer tutoring. This calls for more attention to be given to the efficacy of peer tutoring.

The ratings of the roles played by a good peer tutor are shown as follows (Table 7):

Motivator role: 29 persons (32.2%) agreed and 57(63.3%) strongly agreed to the statement "the roles to be played by a good peer tutor is to motivate students or tutees to learn", while only 2(2.2%) of the respondents

Strongly Disagreed and 2(2.2%) were neutral.

Counselor role: sharing personal experiences with tutees. Only 5 respondents disagreed with the statement, and 5 persons (5.6%) were neutral, while most responses (about 90% (80 persons) agreed with the statement.

Advisor role: provide comments on tutees' effort. Most of the respondents were on the agreement side, 36(40.0%) agreed, while 40(44.4%) strongly agreed.

Middle man role: a peer tutor is the bridge between tutees and subject lecturers. Only a few 4(4.4%) of the respondents strongly disagreed, 5(5.6%) disagreed, 10(11.1%) were Neutral. However 36(40.0%) agreed with the statement, while 35(38.9%) strongly agreed. From the respondents view a peer tutor is not to dominate in the discussion but to combine the role of a motivator, counselor, advisor and middle man. Though the silence/neutral response of a tangible fraction of the respondents has some implications. It can be the respondents did not understand what "middleman role" means.

The roles played by a good Peer Tutee as highlighted in Table 8 are to;

Table 6. What are the general ideas on who benefits from peer tutoring?

S/N	Statement	SD	D	N	A	SA
1	The peer tutor benefits in peer tutoring	3 3.3%	5 5.6%	5 5.6%	29 32.2%	48 53.3%
2	Even the lecturers benefits from peer tutoring	11 12.2%	7 7.8%	13 14.4%	32 35.6%	27 30.0%
3	The tutee benefits in peer tutoring	3 3.3%	5 5.6%	5 5.6%	29 32.2%	48 53.3%
4	Only the tutee benefits in peer tutoring	19 21.1%	15 16.7%	7 7.8%	23 25.6%	26 28.9%

Table 7. What are the roles to be played by a good peer tutor?

S/N	Statement	SD	D	N	A	SA
1	Motivator: motivates student or tutees to learn	2 2.2%	-	2 2.2%	29 32.2%	57 63.3%
2	Counselor: sharing personal experiences with tutees	3 3.3%	2 2.2%	5 5.6%	39 43.3%	41 45.6%
3	Advisor: provide comments on tutees; effort	2 2.2%	2 2.2%	10 11.1%	36 40.0%	40 44.4%
4	Middle man: a peer tutor is the bridge between tutees and subject lecturers	4 4.4%	5 5.6%	10 11.1%	36 40.0%	35 38.9%

Table 8. What are the roles to be played by a good peer tutee?

S/N	Statement	SD	D	N	A	SA
1	Review relevant subject matters before tutorial sessions	1 1.1%	2 2.2%	-	28 31.1%	59 65.6%
2	Raise questions before during or after tutorial sessions	1 1.1%	1 1.1%	3 3.3%	30 33.3%	55 61.1%
3	Be cooperative and take active part in all tutorial activities	1 1.1%	-	4 4.4%	33 36.7%	52 57.8%
4	Solve problems individually or as a team	2 2.2%	3 3.3%	6 6.7%	33 36.7%	46 51.1%
5	Be punctual and attend all tutorial sessions	6 6.7%	1 1.1%	4 4.4%	35 38.9%	44 48.9%
6	Solve problems individually or as part in all tutorial activities	3 3.3%	2 2.2%	5 5.6%	44 48.9%	36 40.0%

Raise questions before during or after tutorial sessions: This has a negligible negative response rate of 2(2.2%) of the respondents and a large number of positive response rate of 85(94.4%) in agreement with the

statement.

Be cooperative and take active part in all tutorial activities: 1(1.1%) of the respondents strongly disagree, 4(4.4%) were neutral, 33(36.7%) agreed, while 52(57.8%)

Table 9. What are the benefits of peer tutoring to the students?

S\N	Statement	SD	D	N	A	SA
1	Tutees (may) respond better to their peers than to their teachers	4 4.4%	1 1.1%	8 8.9%	30 33.3%	47 52.2%
2	Tutees can obtain companionship from the students that tutor them	5 5.6%	1 1.1%	7 7.8%	32 35.6%	45 50.0%
3	Tutees receive more teaching	5 5.6%	1 1.1%	6 6.7%	35 38.9%	43 47.8%
4	Tutees receive individualized instruction	4 4.4%	3 3.3%	13 14.4%	37 41.1%	33 36.7%

strongly agreed to the statement.

Solve problems individually or as a team? 33 persons (36.7%) and 46 persons (51.1%) agreed and strongly agreed respectively while only a minute number opposed the idea. 2(2.2%) of the respondents strongly disagree, 3(3.3%) disagree, and 6(6.7%) indicated neutral.

Be punctual and attend all tutorial sessions: only 6(6.7%) of the respondents strongly disagreed, 1(1.1%) disagreed with the statement and 4(4.4%) played neutral. On the other hand, many agreed with the statement: 35(38.9%) of the respondents and 44(48.9%) indicated agree and strongly agree respectively. About 90% were of the view that punctuality should be observed by every peer tutee. This will not only make them to be abreast with others in the discussion but also enable them to contribute meaningfully as well as benefit optimally in each discussion class.

Solve problems individually or as part in all tutorial activities: For this statement, while most of the respondents indicated either agree 44(48.9%) or strongly agree 36(40.0%), making a positive response approximately 90%, only a very little fraction 3(3.3%) of the respondents strongly disagreed, 2(2.2%) disagreed and 5(5.6%) responses were neutral.

Table 9 highlighted some of the benefits of peer tutoring. The ratings of the benefits of Peer Tutoring to the students are shown below as follow: Majority of the respondents agreed that,

Tutees (may) respond better to their peers than to their teachers. 30 persons (33.3%) agreed, while 47(52.2%) strongly agreed;

Tutees can obtain companionship from the students that tutor them, (77(85.6%) Agree/ strongly agreed).

Tutees receive more teaching (about 80% of the respondents were on the agreed side).

Tutees receive individualized instruction (about 75% of the respondents were on the agreed side).

From Table 10, the opinion of the respondents on the strategies for enhancing peer tutoring major on the

following:

To plan out topics for each discussion class. 29 persons (32.2%) agreed to the statement and 53(38.9%) strongly agreed.

Participants to study the topics ahead before tutorial classes, 28(31.1%) agreed, while 52(57.8%) strongly agreed, making a positive response rate of over 80%.

Create awareness on its benefits to tutors, tutees and even the lecturers, 27(30.0%) agreed, while 49(54.4%) strongly agreed.

Educate people on the need to participate. 36(40.0%) agreed to the statement, while 44(48.9%) strongly agreed to the statement.

Allocate time for peer tutoring on the class timetable. 37 persons (41.1%) agreed, and 42(46.7%) strongly agreed.

Everyone in the tutorial class should endeavor to play an active role. 32(35.6%) agreed, while 44(48.9%) strongly agreed.

Eliminate time wasters during tutorials: 27(30.0%) agree, while 44(48.9%) strongly agree.

61(67) persons indicated that they do not have any apprehension about becoming a peer tutor, while a reasonable fraction (29 persons) were in the affirmative (Table 11). When asked to indicate the reason for being apprehensive, 76 of the respondents did not respond; 2(2.2) indicated that people use witchcraft to spoil other's good works. 2(2.2%) indicated that they were not interested; 3(3.3) indicated that people do so to avoid mistakes; 1(1.1%) indicated it encourages teaching while (6.7%) indicated it motivates other Tutees or Tutor respectively (Table12). This revealed that witchcraft is a belief by some people in Africa. For those who responded "teaching and motivates other Tutees or Tutor", they may either not have read or understood the question before answering. Majority formed a neutral opinion, the implication is that there are still undisclosed reasons why many do not like tutoring peers, more research is needed in this regard, to probe librarians in training.

Table 13 shows the responses of the respondents for

Table 10. What are the strategies to enhance peer tutoring?

S\N	Statement	SD	D	N	A	SA
1	Plan out topics for each discussion class	3 3.3%	-	5 5.6%	29 32.2%	53 58.9%
2	Participants to study the topics ahead before tutorial classes	2 2.2%	1 1.1%	7 7.8%	28 31.1%	52 57.8%
3	Create awareness on its benefits to tutors, tutees and even the lecturers	3 3.3%	1 1.1%	10 11.1%	27 30.0%	49 54.4%
4	Educate people on the need to participate in it	2 2.2%	2 2.2%	6 6.7%	36 40.0%	44 48.9%
5	Allocate time for it on the class timetable	2 2.2%	4 4.4%	5 5.6%	37 41.1%	42 46.7%
6	Everyone in the tutorial class should endeavor to play an active role	4 4.4%	3 3.3%	7 7.8%	32 35.6%	44 48.9%
7	Eliminate time wasters during tutorials	9 10.0%	3 3.3%	7 7.8%	27 30.0%	44 48.9%

Table 11. Do you have any apprehension about becoming a peer tutor?

Do you have any apprehension about becoming a peer tutor?	Frequency	Percentage
No	61	67.8
Yes	29	32.2
Total	90	100.0

Table 12. Reasons for apprehension about becoming a Peer Tutor?

Apprehension about becoming a Peer Tutor	Frequency	Percentage
No response	76	84.4
People use witchcraft to spoil other good works	2	2.2
Not interested	2	2.2
to avoid mistakes	3	3.3
Encourages teaching	1	1.1
Motivates other Tutees or Tutor	6	6.7
Total	90	100.0

the open ended questions on the suggestions on other ways to enhance Peer Tutoring.

The respondents gave many varied suggestions. 17(19%) of the respondents indicated encouragement of the participants to perform or participate; 5(5.6%) indicated division of the class into groups; 6(6.7%) indicated the introduction of awareness programme; 4(4.4%) noted the provision of good materials; 1 person (1.1%) stated that the benefits should be emphasized; 4(4.4%) indicated provision of communication strategies; 2(2.2%)

ascertained that minimum projects execution is required during each discussion class. 3 persons (3.3%) indicated the organization of tutorial Classes and 5(5.6%) indicated cooperation between tutee and tutor. 2 respondents (2.2%) noted the promotion of friendly atmosphere to enhance peer tutoring; 2.2(%) indicated introduction of E-learning; 2(2.2%) indicated creation of conducive environment and 1 person (1.1%) indicated the need to allow fellowship organization respectively. 36(40.0%) of the respondents did not respond to the question.

Table 13. Suggestions of other ways to enhance Peer Tutoring?

Suggestion of other ways to enhance peer tutoring	Frequency	Percentage
No response	36	40.0
Encourage the participants to perform	6	6.7
Encourage participants to participate	11	12.2
Dividing the class into groups	5	5.6
Introduction of awareness programme	6	6.7
Provision of good materials	4	4.4
Emphasizing benefits	1	1.1
Provision of Communication Strategies	4	4.4
Mini projects execution	2	2.2
Organizing Tutorial	3	3.3
Cooperation between Tutee and Tutor	5	5.6
Promotion of friendly atmosphere to enhance Peer Tutoring	2	2.2
Introduction of E-learning	2	2.2
Creation of conducive environment	2	2.2
Allow for fellowship organization	1	1.1
Total	90	100.0

Table 14. How has peer tutoring impacted your life, career as a librarian?

How has peer tutoring impacted your life, career as a librarian	Frequency	Percentage
No response	27	30.0
Encourages good performance	11	12.2
Positive impact	21	23.3
Encourages increases in education	15	16.7
Helps tackle difficult problems	2	2.2
Encourages understanding	2	2.2
No impact on me	4	4.4
Makes participants focused	4	4.4
Gives current library service information	1	1.1
Encourages reading habit	3	3.3
Total	90	100.0

Tables 15. Suggestions on how to encourage peer tutoring.

Suggestions on how to encourage peer tutoring	Frequency	Percentage
No response	46	51.1
Needs wider orientation	3	3.3
Moral boosting	3	3.3
Brainstorming encouraged	17	18.9
Punctuality Encouraged	8	8.9
Need for enabling environment	2	2.2
Use of ICT Facilities needed	3	3.3
Provision of ICT facilities	8	8.9
Total	90	100.0

Tables 14, 15 and 16 are also open ended questions: The responses on how peer tutoring had impacted the respondents' lives and careers as Librarians are revealed

in Table 14 as follows:

Most of the respondents 21(23.3%), 11(12.2%) and 15(16.7%) indicated that peer tutoring has positive impact

Table 16. Suggestions on the hindrances to peer tutoring amongst librarians.

Suggestions on the hindrances to peer tutoring amongst to peer tutoring amongst librarians	Frequency	Percentage
No response	45	50.0
Lack of time consciousness	9	10.0
Inadequate preparation of members	8	8.9
Boldness on the part of the Tutor	8	8.9
Tutees should well informed	1	1.1
Good awareness and orientation	8	8.9
Encourage on use of ICT facilities	2	2.2
Lack of availability of ICT facilities	1	1.1
Punctuality and dedication of members	3	3.3
Provision of conducive environment for learning	1	1.1
Lack of consistency and diligence	1	1.1
No hindrances	1	1.1
Lack of consistence and diligence	1	1.1
Low self esteem	1	1.1
Total	90	100.0

on them. They stated that it encourages good performance and increase in their educational performance respectively. Others: 2(2.2%) indicated that it helps tackle difficult problems; 2(2.2%) said it encourages understanding of peers, 4(4.4%) indicated that it makes participants focused; 1person (1.1%) opined that it furnishes participants with current library service information and 3 persons (3.3%) were of the opinion that it encourages reading habit, while 27(30.0%) of the respondents did not respond to the question. This is in line with literature (Johnson and Johnson, 1983; Powell, 1997).

The responses on suggestions on how to encourage peer tutoring are shown in Table 15 thus, 46(51.1%) did not respond, where the majority 17(18.9%) indicated that there is need for brainstorming (among the stakeholders); followed by 8(8.9%) who indicated that there is need to encourage punctuality and the provision of ICT facilities. 3 respondents (3.3%) were of the view that peer tutoring needs wider orientation while 3(3.3%) indicated the need for moral boosting. Also 3(3.3%) says the use of ICT facilities will enhance peer tutoring, and lastly 2(2.2%) indicated need for enabling environment.

Tables 16 highlighted the responses to the hindrances to Peer Tutoring amongst Librarians in training in:

45(50.0%) did not respond; 9(10.0%) indicated time consciousness; 8(8.9%) stated that there should be adequate preparation of members; 8(8.9%) indicated boldness on the part of the tutor; 1(1.1%) indicated that tutees should be well informed; 8(8.8%) said good awareness and orientation; 2(2.2%) indicated encouragement on use of ICT facilities; 1(1.1%) indicated Lack of availability of ICT facilities ; 3(3.3%) indicated punctuality and dedication of members; 1(1.1%) indicated provision of conducive

environment for learning; 1(1.1%) indicated lack of consistency and diligence; 1(1.1%) indicated no hindrances and lastly 1(1.1%) indicated Low self esteem respectively.

DISCUSSION

The findings revealed that group discussion, tutorial classes and one-on-one teaching are among the strategies used by Library School Students in peer tutoring. The peer tutor, the tutee and even the lecturers do benefit from peer tutoring as all are impacted in one way or the other. For instance the peer tutor and the tutee gain new knowledge in the process of peer tutoring, while the discussion classes before and post lecture time facilitate students' comprehension thereby making the lecturers work easier. These gains call for more attention to be given to the efficacy of peer tutoring. Examination purposes, class assignments, Research work, gaining better understanding of topics that were proving difficult to grasp while the lecturer was teaching, discussing lecture topics and capacity building are among what motivate librarians to engage in peer tutoring, as over 80% responded agree and strongly agree to the question "What Motivates Peers to Participate in Peer Tutoring?" It can be noted that members in the group are purpose driven; there is something definite they are looking forward to achieve in the discussion classes. That includes better understanding of subject matter, excellent performance in class assignment and success in the examination. Because there is a vision and focus, rapped attention and seriousness on the part of the attendees are ensured.

The roles played by a good peer tutor are: Motivator, Counselor, adviser and middle man. That means that a tutor is not expected to dominate in the discussion sessions but to stir up the participants to contribute meaningfully to the good of all. This helps to eliminate the rigid formalized students vs. lecturer and classroom atmosphere that does not allow students the freedom of expression of views and ideas. By motivating every person to contribute and think analytically on each topic of discussion, peer tutoring stirs up creativity, innovation and Knowledge creation, which might not ordinarily be achieved in a regular class atmosphere, due to tradition and time constraints. This is in agreement with literature (Fulk and King, 2001) which says that "peer tutoring helps students increase their own understanding of the subject matter which boosts confidence ...help tutees feel at ease, and concentrate better on the subject matter, with a peer tutor rather than a professional teacher or consultant.

On the other hand, the tutees are expected to review relevant subject matters before tutorial sessions, be punctual and attend all tutorial sessions, raise questions before, during or after tutorial sessions, Be cooperative and take active part in all tutorial activities and solve problems individually and as a team. As the tutees go through this process, they are enriched in their imagination and equipped for research, hence they are exposed to various kinds of ideas and literature in diverse formats.

The study found that tutees respond better to their peers than to their teachers and tend to obtain companionship from the students that tutor them. Tutees also receive more teaching, and individualized instruction than in classroom setting. Therefore if peer tutoring is effectively utilized, it will produce great positive impact on participants. it makes for better understanding of the topics, helps tackle difficult problems and topical issues as well as encourage reading habit and optimal use of time by students . All these procedures will lead to better academic performance and further enhance the participants' social life development.

Despite the enormous benefit of peer tutoring, some people are very apprehensive and refuse to be involved due to some superstitious belief in Africa that some people do use witchcraft to "spoil other's good works". Their opinion is that once a knowledge is extended to others during discussion, the tutee might lose out with that knowledge and the ability to retain in-coming knowledge, to dubious attendees who are "practicing witchcraft". Everything connected with witchcraft takes place in fantasy realm, it is intangible and beyond empirical verification. The belief is that witches use their "shadow soul" to roam about and attack victims while their bodies remain asleep at home.

Other hindrances to peer tutoring are:

Lack of time consciousness on the part of some participants, inadequate preparation of members, lack of boldness on the part of the tutor, poor communication line

among tutees\ tutors, lack of ICT facilities, irregular attendance and dedication of members to discussion classes and poor discussion environment for the tutorial amongst others. This is in line with literature (Ming et al., 2013) which noted that some problems associated in peer tutoring, is in the areas of communication, time management, group management, interest sustenance and lack of knowledge.

To enhance peer tutoring, there is need to debunk the superstitious belief by creating awareness on its evident benefits to tutors, tutees and even the lecturers. The masses need to be educated on the need to participate as well as allocate time for peer tutoring on the class timetable. Furthermore, there should be planned out topics for each discussion class (this will ensure the elimination of time wasters during tutorials), participants are to study ahead of tutorial classes on the topics to be discussed and everyone in the tutorial class should endeavor to play an active role.

Other ways to enhance Peer Tutoring include: division of the class into groups for easy control; provision of good and relevant discussion materials with good communication strategies and ICTs to enhance learning; benefits should be communicated and emphasized to the university community; minimum projects execution during each discussion time and formalized organization of tutorial Classes by the university management (this calls for the incorporation of peer tutoring into the class timetable).

Conclusion

Peer tutoring has a tremendous impact on librarians in training. Efforts need to be channeled to enhance its efficiency and effectiveness. There should be cooperation amongst library school students and university management in the planning and promotion of friendly/ conducive atmosphere for peer tutoring within the campus. The introduction of E-learning and other appropriate ICTs will be a great aid towards enhancing peer tutoring.

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