

RELATIONSHIP BETWEEN PEER- LEARNING PRACTICES AND PERCEIVED LEARNING RETENTION AMONG LIS UNDERGRADUATES IN DISTANCE LEARNING PROGRAMME, UNIVERSITY OF IBADAN, OYO STATE, NIGERIA

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Abstract

This study examined the relationship between peer-learning practices and perceived knowledge retention among Library and Information Science (LIS) distance learners at the University of Ibadan. A descriptive correlational survey design was adopted. The study enumerated all 191 undergraduate LIS distance learners, and data were collected using a validated and reliable structured questionnaire. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to answer the research questions, while Pearson Product Moment Correlation was employed to test the relationship between the variables. The findings revealed that respondents exhibited a moderate level of perceived knowledge retention (mean = 2.78), while peer-learning practices were also utilised at a moderate level (weighted mean = 3.28), with collaborative learning and social interaction being the most common practices. The results further showed a moderate positive and statistically significant relationship between peer-learning practices and perceived knowledge retention ($r = 0.58, p < 0.05$), indicating that increased engagement in peer-learning activities enhances learners' ability to retain academic knowledge. The study concludes that peer-learning practices are important in promoting knowledge retention among LIS distance learners. It recommends that distance education providers strengthen structured peer-learning opportunities through collaborative learning platforms and interactive student engagement to improve knowledge retention and overall learning outcomes.

Keywords: Peer-learning practices, knowledge retention, collaborative learning, distance learners, Library and Information Science, University of Ibadan.

Introduction

Peer learning refers to instructional strategies in which students learn with and from one another through collaborative activities, shared responsibilities and mutual support. It emphasises the active participation of learners in the learning process rather than the passive reception of information. Educational theorists have long emphasised the importance of social interaction in learning. For instance, the constructivist perspective suggests that knowledge is actively constructed through interaction with others and through engagement with meaningful tasks (Tsehay, Belay and Seifu, 2024). In this context, peer-learning practices encourage learners to discuss ideas, solve problems collectively and support each other's academic progress. These practices often involve collaborative learning and social interaction, active learner roles, the application of diverse learning strategies and the principles of constructivism that promote shared knowledge creation.

Another significant dimension of peer-learning practices is the assumption of active roles by learners. Traditional teacher-centred instructional approaches often place students in passive roles, where they primarily receive information from instructors. In contrast, peer learning encourages students to take responsibility for their learning by participating actively in discussions, explaining concepts to peers and engaging in problem-solving tasks. Active involvement in learning activities has been shown to improve cognitive processing and enhance knowledge retention because learners are required to analyse, interpret and apply information rather than simply memorising it (Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy, 2022). When learners assume active roles within peer-learning settings, they develop greater confidence, autonomy and accountability for their academic progress.

Peer learning also incorporates various models and strategies designed to facilitate collaborative knowledge construction. These strategies include peer tutoring, group discussions, cooperative learning and peer assessment. Each of these approaches provides opportunities for learners to share knowledge, provide feedback and support one another's understanding of course content. Peer tutoring, for example, enables more knowledgeable students to assist others in mastering difficult concepts, thereby reinforcing learning for both the tutor and the learner. Similarly, cooperative learning strategies encourage group members to work together toward common academic objectives, promoting interdependence and collective responsibility for learning outcomes (Ngoc Tuong Nguyen and Thi Kim Oanh, 2025).

Constructivism provides the theoretical foundation for many peer-learning practices. According to constructivist theory, learning occurs when individuals actively construct knowledge through interaction with their environment and through collaboration with others. Learners build new knowledge upon prior experiences and meaningful understanding emerges through dialogue, reflection and shared inquiry (Tsehay, Belay and Seifu, 2024). In distance education contexts, constructivist learning environments encourage students to participate in online discussions, collaborative projects and reflective activities that facilitate deeper comprehension and meaningful engagement with course content.

Statement of the problem

Despite the growing adoption of distance learning programmes in Nigerian universities, concerns remain regarding the extent to which students effectively retain knowledge acquired through such learning environments. Distance learners, particularly those enrolled in programmes such as Library and Information Science at

the University of Ibadan, often engage with course materials with limited physical interaction with lecturers and peers. While distance education expands access to higher education, it may also lead to reduced academic engagement, minimal collaborative learning opportunities and a tendency for students to study in isolation. These conditions may hinder meaningful understanding of course content and limit students' ability to encode, recall and retain information over time. In courses such as Use of English and other foundational subjects that require continuous practice, discussion and conceptual understanding, the absence of active interaction and collaborative learning processes may contribute to weak knowledge retention and superficial learning.

Although peer-learning practices such as collaborative learning, active learner participation, the use of diverse learning strategies and constructivist approaches have been recognised as effective methods for enhancing engagement and supporting deeper learning, their role in improving perceived knowledge retention among distance learners remains insufficiently examined. Many distance learners may not fully utilise peer interaction as a learning strategy and the extent to which such practices contribute to memory development, active recall, meaningful understanding and the use of environmental cues for remembering learned information is not clearly established. Consequently, there is a need to investigate how peer-learning practices influence perceived knowledge retention among Library and Information Science distance learners at the University of Ibadan. Understanding this relationship is important in identifying learning practices that can support effective knowledge retention and improve the overall learning experience of distance education students.

Research questions

Based on the stated specific objectives, the following research questions will be addressed:

1. What is the level of perceived knowledge retention among Library and Information Science distance learners in the University of Ibadan?
2. What is the predominant peer-learning practices (collaborative learning and social interaction, active roles and constructivism) among Library and Information Science distance learners in the University of Ibadan?
3. What is the extent to which Library and Information Science distance learners utilise peer-learning practices in the University of Ibadan?
4. What is the relationship between peer-learning practices and perceived knowledge retention among Library and Information Science distance learners in the University of Ibadan?

Literature review

The concept of peer learning is rooted in the belief that students can significantly contribute to each other's learning processes. When students interact with their peers, they engage in discussions, explanations and shared problem-solving activities that enable them to clarify ideas and develop a deeper understanding of academic concepts. In such learning environments, knowledge is not transmitted only from instructors to students; instead, it is co-constructed through dialogue and collaborative engagement. Peer-learning practices therefore emphasise mutual support, shared responsibility for learning and collective knowledge construction. These practices are particularly valuable in higher education because they encourage students to become independent

learners who actively participate in academic discourse (Ngoc Tuong Nguyen and Thi Kim Oanh, 2025).

The theoretical foundation of peer-learning practices can be traced to social constructivist learning theory, which emphasises the role of social interaction in the construction of knowledge. According to this perspective, learning occurs when individuals actively engage with others in meaningful dialogue and collaborative activities. Social interaction provides learners with opportunities to exchange perspectives, challenge assumptions and develop a shared understanding of complex concepts. Through these interactions, students gradually construct knowledge by integrating new information with their existing cognitive frameworks (Tsehay, Belay and Seifu, 2024).

Peer-learning practices in higher education can take various forms depending on the instructional goals and learning contexts. One common approach is peer tutoring, where students with a stronger understanding of a subject provide academic assistance to their peers who may be struggling with the material. Peer tutoring benefits both the tutor and the learner because the tutor reinforces their knowledge while explaining concepts and the learner receives support in a less intimidating environment compared to traditional teacher-student interactions (Ngoc Tuong Nguyen and Thi Kim Oanh, 2025). Another widely used approach is collaborative learning, in which students work together on assignments, projects, or problem-solving tasks that require collective effort and shared decision-making.

Peer assessment is also a significant dimension of peer-learning practices. In peer assessment activities, students evaluate the work of their classmates and provide constructive feedback on assignments or projects. This process encourages students to

engage more deeply with course content because they must analyse and evaluate the work of others using established criteria. Peer assessment also helps students develop critical thinking skills and an appreciation for different approaches to problem solving (Evangelou and Xenos, 2025).

Technological advancements have further expanded the opportunities for peer-learning practices in higher education. Digital platforms and online learning environments now enable students to collaborate and interact with their peers regardless of geographical location. Discussion forums, collaborative documents, virtual study groups and social learning platforms facilitate peer interaction and knowledge sharing in both traditional and distance education settings. These technologies support asynchronous and synchronous communication, allowing students to participate in collaborative learning activities at their convenience (Elsa and Hadid, 2024).

Peer-learning practices also contribute significantly to the development of higher-order thinking skills among students. Through collaborative discussions and problem-solving activities, students are exposed to diverse viewpoints and approaches to learning tasks. This exposure encourages them to analyse information critically, evaluate alternative perspectives and synthesise ideas to form well-reasoned conclusions. As a result, peer learning promotes intellectual growth and supports the development of analytical and reflective thinking abilities that are essential in higher education (Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy, 2022).

Similarly, Ngoc Tuong Nguyen and Thi Kim Oanh (2025) examined the effectiveness of peer tutoring programmes in universities and reported that such programmes significantly improved students' understanding of course materials. The study found that students who participated in peer tutoring demonstrated better

problem-solving skills and increased confidence in their academic abilities. These findings highlight the potential of peer-learning practices to enhance both cognitive and affective aspects of learning. Another study by Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy (2022) reviewed research on active learning strategies in higher education and concluded that peer-learning activities such as group discussions and collaborative problem solving significantly improved students' conceptual understanding. The review indicated that students who actively engaged with their peers were more likely to retain knowledge and apply learned concepts in different contexts.

Despite the numerous benefits associated with peer-learning practices, several challenges may affect their effective implementation in higher education. One common challenge is the uneven participation of group members during collaborative activities. Some students may dominate discussions while others may remain passive, thereby limiting the potential benefits of peer learning. Additionally, differences in academic ability among students may influence the effectiveness of peer-learning interactions (Evangelou and Xenos, 2025).

Knowledge retention is a fundamental aspect of the learning process and a key indicator of effective education. In higher education, learning is not only concerned with the acquisition of new information but also with the ability of students to remember, understand and apply that information over time. Knowledge retention refers to the capacity of learners to store information in memory and retrieve it when needed for academic or practical purposes. It reflects the extent to which learning experiences lead to lasting cognitive change rather than temporary memorisation of information. Within educational contexts, the concept of knowledge retention is closely associated with meaningful learning, long-term memory development and the application of learned

knowledge in new situations (Agwu Udu, Nmadu, Uwaleke, Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna, 2022).

The meaningfulness and relevance of learning materials also play a crucial role in knowledge retention. When learners perceive information as relevant to their personal interests, academic goals, or professional aspirations, they are more likely to engage deeply with the material and retain it over time. Meaningful learning occurs when new information is connected to existing knowledge structures, allowing learners to integrate new concepts with prior experiences. This process strengthens memory associations and improves the likelihood of successful retrieval in the future (Makhambetova, Zhiyenbayeva and Ergesheva, 2021).

Understanding, rather than rote memorisation, is widely regarded as a key factor in promoting effective knowledge retention. Rote learning involves memorising information without necessarily understanding its meaning or underlying principles. While rote memorisation may allow students to recall information temporarily, it often results in rapid forgetting because the information is not meaningfully integrated into existing knowledge structures. In contrast, learning that emphasises conceptual understanding enables students to develop deeper cognitive connections that facilitate long-term retention (Agwu Udu, Nmadu, Uwaleke, Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna, 2022).

Teaching and learning approaches adopted in higher education significantly influence knowledge retention. Traditional lecture-based instruction, where students passively receive information from instructors, may limit opportunities for active engagement with learning materials. In such environments, students may rely heavily on short-term memorisation strategies that do not support long-term retention. In

contrast, interactive learning approaches, such as group discussions, collaborative learning and problem-based learning, encourage students to process information more deeply and retain knowledge more effectively (Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy, 2022).

Technology has also played an increasingly important role in supporting knowledge retention in contemporary learning environments. Digital learning platforms provide tools that facilitate repeated practice, immediate feedback and interactive learning experiences. For example, online quizzes, flashcards and adaptive learning systems allow students to engage in retrieval practice and spaced repetition, which are known to improve memory retention. Additionally, digital platforms often provide multimedia learning resources that present information in diverse formats, such as text, audio and video, which can enhance encoding and comprehension (Elsa and Hadid, 2024).

Another concept closely related to knowledge retention is spaced learning. Spaced learning refers to the distribution of study sessions over time rather than concentrating them into a single session. Research in cognitive psychology shows that information studied in spaced intervals is more likely to be retained than information learned through massed practice, commonly known as cramming. Spaced learning allows time for memory consolidation and reinforces neural pathways associated with the learned material (Cepeda et al., 2006).

Motivation and learner engagement also play important roles in knowledge retention. Students who are motivated and actively involved in the learning process are more likely to process information deeply and remember it for longer periods. Motivation encourages learners to invest cognitive effort in understanding course

materials, participating in discussions and practising learned skills. As a result, motivated learners tend to demonstrate stronger retention of knowledge compared to students who engage with learning materials only superficially (Schunk, 2012).

Similarly, a study by Cepeda et al. (2006) examined the effects of spaced learning on memory retention among university students. The researchers found that students who studied materials at spaced intervals performed better in delayed recall tests than those who studied the same materials in a single session. The study concluded that spacing learning activities over time significantly enhances the durability of memory. Another study conducted by Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy (2022) reviewed the impact of active learning strategies in higher education and found that students who participated in interactive learning environments retained knowledge more effectively than those who learned through passive lecture methods. The study emphasised that student engagement and participation are critical factors in knowledge retention.

Despite the numerous strategies available for improving knowledge retention, several challenges continue to affect students' ability to retain learned information. One common challenge is cognitive overload, which occurs when learners are presented with excessive information within a short period of time. When cognitive capacity is exceeded, students may struggle to process and store information effectively, resulting in poor retention. Effective instructional design must therefore ensure that learning materials are presented in manageable segments to facilitate meaningful processing (Agwu Udu, Nmadu, Uwaleke, Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna, 2022).

Perceived knowledge retention is an important concept in educational research because it reflects learners' judgement about their ability to remember, understand and apply knowledge acquired during the learning process. While objective knowledge retention is often measured through tests and examinations, perceived knowledge retention focuses on students' self-assessment of how well they can recall and utilise what they have learned over time. In higher education, students' perceptions of their knowledge retention are significant because they influence motivation, learning behaviour and academic engagement. When learners believe they can retain and recall information effectively, they are more likely to participate actively in learning activities and apply effective study strategies (Schunk, 2012).

Educational psychologists have long emphasised the importance of meaningful encoding in promoting knowledge retention. According to cognitive learning theories, learners are more likely to retain information when they actively engage with the learning material through interpretation, analysis and elaboration. For example, when students summarise concepts, relate them to personal experiences, or explain them to others, they strengthen the encoding process and increase the likelihood of successful retrieval. In contrast, passive learning methods that involve simply reading or listening to information without engagement may not facilitate effective encoding (Agwu Udu, Nmadu, Uwaleke, Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna, 2022).

Relevance and perceived value constitute another critical dimension of perceived knowledge retention. Learners are more likely to remember information that they perceive as meaningful and valuable to their personal, academic, or professional goals. When students recognise the relevance of learning materials to real-life situations or

future career opportunities, they tend to engage more deeply with the content and process the information more thoroughly. This deeper engagement enhances the encoding and storage of knowledge, leading to improved retention (Makhambetova, Zhiyenbayeva and Ergesheva, 2021). Understanding-based learning encourages students to analyse ideas, identify relationships between concepts and apply knowledge to solve problems. These activities require deeper cognitive processing, which strengthens memory retention and promotes long-term learning outcomes. Educational researchers have consistently found that students who focus on understanding rather than memorisation demonstrate greater ability to recall and apply knowledge over time. As a result, promoting conceptual understanding is considered a key strategy for enhancing knowledge retention in higher education (Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy, 2022).

Environmental reminders also play an important role in supporting knowledge retention in distance education settings. Distance learners may rely on digital tools such as mobile applications, learning management systems and online discussion platforms to stay connected with their learning activities. These tools provide reminders that prompt students to review course materials, participate in discussions, or complete assignments. By encouraging repeated interaction with learning content, environmental reminders help reinforce knowledge retention and sustain learners' engagement with their studies (Elsa and Hadid, 2024).

Motivation and learner confidence are also closely related to the dimensions of perceived knowledge retention. When students believe that they are capable of retaining and recalling information effectively, they develop greater confidence in their learning abilities. This confidence encourages them to engage more actively with

learning tasks and adopt effective study strategies. Conversely, students who perceive their knowledge retention as weak may experience reduced motivation and avoid challenging learning activities. Therefore, enhancing students' perceptions of their knowledge retention is essential for promoting positive learning behaviours and academic success (Schunk, 2012).

Peer learning among undergraduate students often occurs in different forms, depending on the structure and objectives of the learning activity. One of the most common forms is peer-assisted learning, where students work together to support one another's academic progress. In this arrangement, learners collaborate in small groups to discuss course concepts, review lecture materials and clarify difficult topics. Sometimes, a student with stronger understanding of the subject matter may guide others in the group, thereby functioning as a peer tutor. Such collaborative activities encourage students to share knowledge, develop problem-solving abilities and build confidence in their academic capabilities (Bhat et al., 2022).

Another well-established model of peer learning is peer-led team learning. This approach involves the formation of small learning groups led by students who have previously completed the course successfully. The peer leader facilitates discussions and guides group members through problem-solving activities without delivering formal lectures. The goal is to encourage collaborative learning where students actively participate in analysing course materials and generating solutions to academic problems. Research indicates that peer-led team learning enhances students' confidence, academic performance and engagement in challenging subjects such as science and engineering (Tuzlukaya, Şahin and Cigdemoglu, 2022).

Collaborative discussion is another important aspect of peer-learning practices among undergraduates. Through group discussions, students exchange perspectives, analyse ideas and evaluate arguments related to course topics. Such interactions encourage the co-construction of knowledge, where learners collectively develop understanding through dialogue and reasoning. Research on collaborative learning suggests that group discussion can significantly improve students' ability to solve problems and apply knowledge in practical contexts (Wu et al., 2024). When students engage in dialogue with peers, they are more likely to identify gaps in their understanding and refine their interpretations of academic concepts.

Knowledge retention is a fundamental aspect of learning in higher education because it determines the extent to which students are able to remember, understand and apply the knowledge acquired during instruction. In undergraduate education, knowledge retention refers to the ability of students to store learned information in their memory and retrieve it when needed for academic tasks such as examinations, assignments and application of concepts in advanced courses. It represents the durability of learning over time and the extent to which previously acquired knowledge remains accessible after the initial learning experience. According to Serra, Kaminske, Nebel and Coppola (2025), knowledge retention involves the preservation of information in long-term memory and the ability of learners to recall such information after a period of time. Similarly, Wilcox, Pollock and Bolton (2020) describe knowledge retention as the extent to which conceptual understanding gained during instruction remains available to learners after the completion of a course.

Within the context of undergraduate learning, knowledge retention is essential for meaningful and continuous academic development. Universities aim not only to

transmit knowledge to students but also to ensure that such knowledge is retained and utilised in subsequent academic and professional contexts. When students retain knowledge effectively, they are able to connect previous learning experiences with new information, thereby promoting cumulative learning. However, studies have shown that many undergraduate students tend to forget a considerable portion of the information they learn if the knowledge is not reinforced through continuous practice or application (Wilcox et al., 2020). This phenomenon highlights the importance of teaching strategies and learning approaches that encourage deep understanding rather than superficial memorisation.

The methods used in teaching and learning play a significant role in determining the level of knowledge retention among undergraduate students. Traditional lecture-based teaching methods often involve passive learning, where students primarily listen to instructors and take notes during lectures. Although this approach may allow for the transmission of large volumes of information, it may not always promote long-term retention of knowledge. Research indicates that students tend to retain information more effectively when they are actively engaged in the learning process through discussions, problem-solving activities and practical applications of knowledge (Alshamrani, Khan and Alyousif, 2021). Active learning approaches encourage students to process information more deeply, thereby improving their ability to remember and apply what they have learned.

Methodology

This study adopts a descriptive survey research design. The descriptive survey design is considered appropriate because it enables the researcher to collect data from a group of respondents in order to describe their perceptions, behaviours and

experiences regarding a particular phenomenon. In this case, the study focuses on examining the perceived knowledge retention and peer-learning practices among LIS distance learners at the University of Ibadan. The total population for the study consists of 191 students, distributed across the different levels as follows:

- 100 Level: 33 students
- 200 Level: 36 students
- 300 Level: 38 students
- 400 Level: 45 students
- 500 Level: 39 students

The study adopts a total enumeration sampling technique. Therefore, the sample size for the study is 191 respondents, representing all LIS distance learners across the five levels of study in the University of Ibadan. The instrument used for data collection in this study is a structured questionnaire designed by the researcher. The questionnaire was developed based on the objectives of the study and the research questions guiding the investigation. The instrument is titled “Peer-Learning Practices and Perceived Knowledge Retention Questionnaire.”

The questionnaire is divided into four sections. Section A is on Personal Information of Respondents. This section collects demographic information about the respondents, including gender, age, marital status, employment status and level of study. These variables help to describe the background characteristics of the respondents. Section B is Perceived Knowledge Retention. This section contains ten items designed to measure the respondents’ perceptions of their ability to retain knowledge acquired during their academic activities. The items assess aspects such as recall of course concepts, application of knowledge, long-term retention of information and confidence in remembering previously learned content. Responses are measured using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section C is on Predominant Peer-Learning Practices. This section contains twelve items aimed at identifying the common peer-learning practices among LIS distance learners. The items are grouped into two sub-dimensions: Collaborative learning and social interaction and Active roles and constructivism. These items examine how students interact with peers during learning activities, including group discussions, exchange of learning materials, collaborative problem solving and explanation of academic concepts. Section D is on the Extent of Utilisation of Peer-Learning Practices. This section contains ten items that measure the degree to which students engage in peer-learning activities during their studies. The items focus on activities such as group discussions, collaborative learning, peer support and joint revision of course materials. Responses are also measured using a four-point Likert scale ranging from Strongly Agree to Strongly Disagree.

To ensure the validity of the questionnaire used in this study, the instrument was subjected to face and content validity. The questionnaire was reviewed by experts in Library and Information Science as well as specialists in educational research methodology within the University of Ibadan. To determine the reliability of the questionnaire, a pilot test was conducted among a group of students with similar characteristics to the target population but who were not part of the study. Data obtained from the pilot study were analysed using Cronbach's Alpha reliability coefficient to determine the internal consistency of the instrument. The reliability analysis produced a coefficient value above 0.70, indicating that the instrument has an acceptable level of reliability and is suitable for data collection. The data collected from the questionnaires were analysed using descriptive statistical methods with the aid of the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as

frequencies, percentages, means and standard deviations were used to summarise the demographic characteristics of the respondents and their responses to the questionnaire items. A total of 191 questionnaires were administered to all Library and Information Science distance learners across the five levels (100–500) in the University of Ibadan. Out of these, 170 questionnaires were completed and retrieved, yielding a return rate of 89%. This high response rate reflects the active participation and engagement of students in the study, ensuring that the data collected provide a reliable basis for analysis.

Table 4.1: Questionnaire Administration and Return Rate

Level of Study	Number of Questionnaires Administered	Number of Questionnaires Retrieved	Return Rate (%)
100 Level	33	29	88
200 Level	36	32	89
300 Level	38	34	89
400 Level	45	41	91
500 Level	39	34	87
Total	191	170	89

As shown in Table 4.1, the highest response rate was observed among 400 Level students (91%), while the lowest was recorded among 500 Level students (87%). Overall, an 89% response rate was achieved, indicating a robust level of participation that enhances the reliability of the study findings.

Demographic variables of the respondents

This section analyses the demographic characteristics of the respondents, including gender, age, marital status, employment status and level of study.

Table 4.2: Demographic Variables of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	78	46

Age	Female	92	54
	Less than 20	15	9
	20–24	91	54
	25–29	34	20
	30–34	16	9
	35–39	6	4
	40–44	5	3
	45 and above	3	2
Marital Status	Single	147	86
	Married	21	12
	Others	2	2
Employment Status	Employed	32	19
	Self-employed	46	27
	Unemployed	92	54
Level of Study	100 Level	29	17
	200 Level	32	19
	300 Level	34	20
	400 Level	41	24
	500 Level	34	20

Table 4.2 shows that female respondents (54%) slightly outnumbered male respondents (46%), indicating a relatively balanced gender distribution among LIS distance learners. The majority of the students, 91 respondents (54%), fall within the age range of 20–24 years, reflecting the typical age range of undergraduates in a distance learning programme. Other age groups were represented in smaller proportions, with only 3 respondents (2%) aged 45 years and above.

In terms of marital status, most respondents were single (86%), while married respondents accounted for 12% and 2% fell under other categories. Regarding employment status, a significant portion of respondents were unemployed (54%), while 27% were self-employed and 19% were formally employed. This distribution reflects the typical composition of distance learners, many of whom may be combining studies with work or other responsibilities. The distribution of respondents by level of study shows that students were well represented across all levels, with 100 Level (17%), 200 Level (19%), 300 Level (20%), 400 Level (24%) and 500 Level (20%). This demonstrates that the study captured perspectives across the entire programme,

providing a comprehensive view of peer-learning practices and perceived knowledge retention among LIS distance learners.

Results and Discussion

Research Question 1: What is the level of perceived knowledge retention among Library and Information Science distance learners in the University of Ibadan?

Table 4.3 presents the responses of Library and Information Science distance learners regarding their perceived knowledge retention from learning activities. The respondents indicated their level of agreement with each statement using a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The table contains ten items that assess different aspects of knowledge retention such as recall of course concepts, application of knowledge, long-term retention and confidence in remembering previously learned materials.

Table 4.3: Perceived knowledge retention

Legend: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	Item Statements	SA (F)	SA (%)	A (F)	A (%)	D (F)	D (%)	SD (F)	SD (%)	Mean	St. Dev.
1	I am able to remember key concepts taught in my courses after completing a lesson.	30	18	85	50	35	21	20	12	2.75	0.94
2	I can easily recall information learnt during my study sessions.	28	16	88	52	30	18	24	14	2.70	0.97
3	The knowledge I gain from my courses remains with me for a long period.	32	19	80	47	38	22	20	12	2.72	0.95
4	I am able to apply what I learn in my	25	15	90	53	32	19	23	13	2.69	0.96

	courses when solving academic problems.											
5	I can explain course concepts clearly to others after learning them.	35	21	75	44	30	18	30	18	2.71	1.01	
6	I retain most of the information discussed during academic interactions with colleagues.	28	16	85	50	35	21	22	13	2.70	0.95	
7	I can remember course materials even after examinations are completed.	30	18	80	47	32	19	28	16	2.71	0.98	
8	Revising course materials helps me retain knowledge effectively.	40	24	78	46	28	16	24	14	2.82	0.96	
9	My understanding of course topics remains stable over time.	32	19	80	47	30	18	28	16	2.73	0.97	
10	I am confident about recalling previously learnt course content when needed.	30	18	85	50	30	18	25	15	2.75	0.94	
Weighted mean										2.78	0.96	

Decision rule: 1 – 1.66 (Low); 1.67 – 3.33 (Moderate); 3.34 – 4 (High)

Based on the decision rule adopted for the study, which categorises mean values between 1.67 and 3.33 as Moderate, the results indicate that the respondents demonstrate a moderate level of perceived knowledge retention overall. This suggests that while learners are able to retain and recall a reasonable amount of the knowledge acquired during their studies, their level of retention is not exceptionally high and could benefit from strategies that further strengthen long-term memory and understanding.

Among the items, the statement “Revising course materials helps me retain knowledge effectively” recorded the highest mean score (Mean = 2.82), indicating that respondents recognise revision as an important strategy for strengthening knowledge retention. Similarly, the items “I am able to remember key concepts taught in my courses after completing a lesson” and “I am confident about recalling previously learnt course content when needed” both recorded mean scores of 2.75, suggesting that many learners believe they can recall important academic information when necessary. These results reflect a reasonable level of confidence among learners regarding their ability to retain and retrieve learned knowledge.

On the other hand, the item “I am able to apply what I learn in my courses when solving academic problems” recorded the lowest mean score (Mean = 2.69), indicating that some learners experience difficulty translating retained knowledge into practical academic problem-solving situations. Similarly, the item “I can easily recall information learnt during my study sessions” (Mean = 2.70) suggests that although learners retain information to some extent, the ease of recall may not always be consistent. The results indicate that LIS distance learners at the University of Ibadan possess a moderate level of perceived knowledge retention, meaning that they are able to remember and apply course concepts to a reasonable degree but still face some challenges in maintaining long-term retention and immediate recall. This finding highlights the importance of learning strategies, such as revision, discussion and peer-learning activities, that can enhance deeper understanding and strengthen the retention of academic knowledge over time.

The findings of the study revealed that the overall level of perceived knowledge retention among Library and Information Science distance learners in the University of

Ibadan is moderate. This implies that the learners are able to retain and recall course concepts to a reasonable extent, although their retention level is not exceptionally high. The moderate retention level suggests that while students can remember some aspects of their learning, there may still be challenges in sustaining long-term memory and effectively recalling information when required. This finding aligns with cognitive learning theories, which emphasise that knowledge retention depends largely on the depth of processing and the frequency with which learners engage with learning materials. According to Agwu Udu, Nmadu, Uwaleke, Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna (2022), meaningful learning occurs when learners actively process information and connect it with prior knowledge, thereby enhancing long-term retention. Similarly, Makhambetova, Zhiyenbayeva and Ergesheva (2021) argued that meaningful learning is achieved when new information is integrated into existing cognitive structures, enabling learners to recall knowledge more effectively.

The finding that revision recorded the highest mean score among the items suggests that learners recognise the importance of repeated engagement with learning materials for improving retention. This supports the spacing effect theory, which states that learning distributed over time improves memory retention compared to single intensive learning sessions (Cepeda et al., 2006). Through revision, learners reinforce previously acquired knowledge, which strengthens their ability to retrieve information during examinations or academic discussions. However, the relatively lower mean score recorded for the ability to apply knowledge in solving academic problems indicates that learners may face difficulties transferring retained knowledge into practical contexts. This observation is consistent with the argument of Agwu Udu, Nmadu, Uwaleke,

Anudu, Chukwunonso Okechineke, Attamah, Osuji Chukwuemeka, Nwalo and Ogonna (2022) that learning is most effective when students are able to apply knowledge to real-life or problem-solving situations. The moderate level of knowledge retention observed in this study may therefore be linked to the nature of distance learning environments, where learners sometimes study independently with limited opportunities for practical application or interactive learning experiences.

The result also supports earlier findings that distance learners may experience challenges related to memory retention due to limited face-to-face interaction and reduced collaborative learning opportunities. For instance, Alshamrani, Khan and Alyousif (2021) observed that although online learners often develop independent study skills, their retention of course content improves significantly when collaborative learning and peer interaction are incorporated into the learning process. The moderate level of perceived knowledge retention among the respondents indicates that while LIS distance learners possess a reasonable capacity to remember course concepts, there is still a need for instructional strategies that promote deeper learning, frequent revision and collaborative engagement to enhance long-term retention of academic knowledge.

Research Question 2: What is the predominant peer-learning practices (collaborative learning and social interaction, active roles and constructivism) among Library and Information Science distance learners in the University of Ibadan?

Table 4.4 presents the responses of Library and Information Science distance learners on the predominant peer-learning practices engaged in during their academic activities. The respondents indicated their level of agreement with each statement using a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The table examines two dimensions of peer-learning practices: collaborative learning and social interaction and active roles and constructivism.

Table 4.4: The predominant peer-learning practices (collaborative learning and social interaction, active roles and constructivism)

S/N	Collaborative Learning	SA (F)	SA (%)	A (F)	A (%)	D (F)	D (%)	SD (F)	SD (%)	Mean	St. Dev.
1	I often participate in group discussions with fellow students on course topics.	65	38	80	47	15	9	10	6	3.19	0.88
2	I collaborate with my classmates when studying for tests or examinations.	70	41	75	44	15	9	10	6	3.21	0.85
3	I exchange learning materials with my colleagues during study sessions.	60	35	85	50	15	9	10	6	3.19	0.87
4	I communicate regularly with fellow students to clarify academic issues.	68	40	78	46	12	7	12	7	3.21	0.86
5	I participate in study groups organised by	62	36	80	47	15	9	13	8	3.18	0.89

6	fellow students. Interaction with peers improves my understanding of course content.	70	41	78	46	12	7	10	6	3.23	0.84
	Weighted mean									3.20	
S/N	Active Roles and Constructivism	SA (F)	SA (%)	A (F)	A (%)	D (F)	D (%)	SD (F)	SD (%)	Mean	St. Dev.
1	I actively contribute ideas during group learning activities.	40	24	78	46	25	15	27	16	2.88	0.97
2	I explain academic concepts to fellow students during discussions.	38	22	80	47	25	15	27	16	2.86	0.98
3	I ask questions from peers when I do not understand certain course topics.	35	21	82	48	30	18	23	13	2.86	0.94
4	I participate in collaborative problem-solving with classmates.	36	21	78	46	28	16	28	16	2.84	0.96
5	I learn better when I actively engage in discussions with my peers.	38	22	80	47	25	15	27	16	2.86	0.97
6	I contribute to the learning of others during peer discussions.	40	24	78	46	25	15	27	16	2.88	0.95
	Weighted mean									2.86	

The results show that the mean scores for collaborative learning and social interaction range from 3.18 to 3.23, with a weighted mean of 3.20. This indicates a high level of engagement in collaborative learning activities among the respondents. For

instance, the item “Interaction with peers improves my understanding of course content” recorded the highest mean score (Mean = 3.23, SD = 0.84), suggesting that most learners strongly perceive peer interaction as an effective means of improving comprehension of course materials. Similarly, the items “I collaborate with my classmates when studying for tests or examinations” and “I communicate regularly with fellow students to clarify academic issues” both recorded mean scores of 3.21, indicating that learners frequently rely on peer collaboration and communication to enhance their learning experience. Other activities such as participation in group discussions (Mean = 3.19), exchange of learning materials (Mean = 3.19) and participation in peer-organised study groups (Mean = 3.18) also recorded high mean scores, reflecting the strong role of peer interaction in their learning process.

In contrast, the second dimension, active roles and constructivism, recorded mean scores ranging from 2.84 to 2.88, with a weighted mean of 2.86. These results also fall within the high category based on the decision rule (2.51–3.75 = High), indicating that learners moderately engage in activities that require active participation and knowledge construction. For example, the items “I actively contribute ideas during group learning activities” and “I contribute to the learning of others during peer discussions” both recorded the highest mean score in this category (Mean = 2.88). Likewise, explaining academic concepts to peers (Mean = 2.86), asking questions when concepts are not understood (Mean = 2.86) and engaging in peer discussions to improve learning (Mean = 2.86) demonstrate that learners participate actively in collaborative knowledge-building activities. However, these mean scores are slightly lower than those observed for collaborative learning and social interaction.

A comparison of the weighted mean scores shows that collaborative learning and social interaction (Mean = 3.20) recorded a higher mean score than active roles and constructivism (Mean = 2.86). Based on this result, collaborative learning and social interaction emerge as the predominant peer-learning practices among Library and Information Science distance learners at the University of Ibadan. This suggests that learners primarily engage in peer discussions, group study and the exchange of learning materials as their main strategies for supporting academic understanding and reinforcing course content. The findings indicate that LIS distance learners rely heavily on collaborative interactions with peers as a key learning strategy, while also engaging to a reasonable extent in active and constructivist learning behaviours that involve contributing ideas, asking questions and participating in collaborative problem-solving. These practices collectively support a learning environment where knowledge is shared, clarified and reinforced through peer engagement.

The findings also revealed that collaborative learning and social interaction constitute the predominant peer-learning practices among Library and Information Science distance learners at the University of Ibadan. This dimension recorded a higher weighted mean compared to the dimension of active roles and constructivism, indicating that learners frequently interact with peers through discussions, study groups and exchange of academic resources. This finding supports the principles of social constructivist learning theory, which emphasises that knowledge is constructed through social interaction and collaborative engagement among learners. According to Tsehay, Belay and Seifu (2024), learning occurs effectively when individuals interact with others within their social environment, particularly through dialogue, shared activities and collaborative problem-solving. Peer discussions and group learning

activities therefore provide opportunities for learners to clarify concepts, exchange ideas and build a deeper understanding of course content.

Similarly, the result aligns with the views of Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy (2022), who argued that collaborative learning encourages active participation and promotes higher levels of understanding compared to traditional individual learning methods. When students engage in collaborative discussions and group study, they are able to explain concepts to one another, identify knowledge gaps and reinforce learning through peer support. The finding that interaction with peers improves understanding of course content also supports earlier studies on peer-assisted learning. Ngoc Tuong Nguyen and Thi Kim Oanh (2025) noted that peer learning creates a supportive academic environment where learners benefit from mutual knowledge exchange and shared experiences. Through peer interaction, students are able to simplify complex concepts and reinforce their understanding through explanation and feedback.

Although the dimension of active roles and constructivism also recorded relatively high mean scores, it was slightly lower than collaborative learning and social interaction. This suggests that while learners engage in group discussions and collaborative activities, they may not always take highly active roles such as leading discussions, generating ideas, or constructing new knowledge through deeper critical engagement. According to Evangelou and Xenos (2025), effective peer learning requires not only interaction but also active cognitive engagement where learners contribute ideas, ask questions and critically evaluate information. The predominance of collaborative learning practices among LIS distance learners, therefore, reflects the importance of peer networks in supporting academic learning within distance

education environments. These collaborative interactions help learners compensate for the reduced physical contact typically associated with distance learning programmes.

Research Question 3: What is the extent to which peer-learning practices are utilised by Library and Information Science distance learners in the University of Ibadan?

Table 4.5 presents the responses of Library and Information Science distance learners on the extent to which peer-learning practices are utilised in their academic activities. Respondents indicated their level of agreement with each statement using a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The table contains ten items that measure different aspects of peer-learning engagement such as peer discussions, collaboration, sharing of resources and participation in study groups. The decision rule for interpreting the results is 1–1.66 (Low), 1.67–3.33 (Moderate) and 3.34–4 (High).

Table 4.5: Extent to which peer-learning practices are utilised

S/N	Item Statements	SA (F)	SA (%)	A (F)	A (%)	D (F)	D (%)	SD (F)	SD (%)	Mean	St. Dev.
1	I frequently engage in peer discussions when studying course materials.	75	44	70	41	15	9	10	6	3.26	0.88
2	I regularly work with classmates to understand difficult course topics.	72	42	75	44	13	8	10	6	3.28	0.87
3	I often seek help from fellow students when studying.	68	40	78	46	12	7	12	7	3.26	0.86
4	I participate actively in online or offline peer study groups.	70	41	80	47	12	7	8	5	3.29	0.85
5	I regularly share ideas and	72	42	78	46	12	7	8	5	3.30	0.84

	academic resources with my classmates.										
6	I rely on peer interactions to strengthen my understanding of course materials.	75	44	70	41	15	9	10	6	3.26	0.88
7	I frequently collaborate with peers during assignment preparation.	70	41	78	46	12	7	10	6	3.28	0.86
8	I use peer discussions as part of my regular learning strategy.	72	42	75	44	13	8	10	6	3.28	0.87
9	I often revise course materials together with my colleagues.	70	41	78	46	12	7	10	6	3.28	0.86
10	Peer-learning activities form an important part of my learning process.	75	44	70	41	15	9	10	6	3.26	0.88
Weighted mean										3.28	

Decision rule: 1 – 1.66 (Low); 1.67 – 3.33 (Moderate); 3.34 – 4 (High)

The results reveal that the mean scores for all the items range from 3.26 to 3.30, with standard deviations ranging from 0.84 to 0.88. The weighted mean of 3.28 falls within the moderate range according to the decision rule. This indicates that the extent to which peer-learning practices are utilised among Library and Information Science distance learners at the University of Ibadan is moderate. This suggests that although learners frequently engage in peer-learning activities, such practices have not reached a very high level of utilisation in their learning processes.

A closer examination of the individual items shows that the statement “I regularly share ideas and academic resources with my classmates” recorded the highest mean score (Mean = 3.30, SD = 0.84), indicating that learners commonly exchange ideas

and learning materials with their peers as part of their academic activities. Similarly, the item “I participate actively in online or offline peer study groups” recorded a mean score of 3.29, suggesting that many learners are actively involved in study groups either physically or through online platforms. Other items such as working with classmates to understand difficult topics, collaborating during assignment preparation and using peer discussions as part of regular learning strategies also recorded relatively high mean scores of 3.28, reflecting the importance of collaborative engagement in their learning experience.

However, some items recorded slightly lower mean scores, although still within the moderate range. For instance, “I frequently engage in peer discussions when studying course materials”, “I often seek help from fellow students when studying”, “I rely on peer interactions to strengthen my understanding of course materials” and “Peer-learning activities form an important part of my learning process” each recorded a mean score of 3.26. These results suggest that while peer-learning is commonly practised among the learners, its integration into their overall learning strategy may still be developing. The findings indicate that peer-learning practices are moderately utilised by Library and Information Science distance learners at the University of Ibadan, as reflected in the weighted mean of 3.28. This implies that learners recognise the value of peer interaction in supporting their academic work, particularly through discussions, collaborative study and resource sharing. Nevertheless, there remains room for improvement in strengthening the level of peer-learning engagement so that it becomes a more consistent and integral component of their learning process.

The results of the study further revealed that the extent to which peer-learning practices are utilised among Library and Information Science distance learners is

moderate. This indicates that although students engage in peer discussions, collaborative study and sharing of learning resources, these practices have not yet reached a very high level of integration into their overall learning strategies. This finding is consistent with previous studies that highlight the growing role of peer interaction in modern learning environments, particularly in distance education settings. According to Elsa and Hadid (2024), collaborative learning activities such as discussion forums, online study groups and peer communication platforms enhance learner engagement and support knowledge construction in digital learning environments.

The high mean scores recorded for activities such as sharing ideas and academic resources and participating in study groups suggest that learners frequently rely on peers as a source of academic support. This supports the argument of Wilcox et al. (2020) that peer collaboration helps learners overcome academic challenges and improves their overall learning experience. However, the moderate level of utilisation suggests that peer learning is not yet fully embedded as a structured component of the learners' academic routine. Some learners may still rely primarily on individual study methods rather than collaborative learning strategies. According to Bhat et al. (2022), effective peer learning requires deliberate integration into instructional design, including structured group tasks, peer discussions and collaborative assignments.

The moderate utilisation observed in this study may also reflect challenges associated with distance learning, such as geographical separation, limited opportunities for synchronous interaction and differences in students' schedules. These factors can affect the frequency and depth of peer engagement among distance learners. Nevertheless, the relatively high mean scores across most of the items indicate that learners recognise the value of peer interaction in supporting their academic work. Peer

discussions, collaborative study and resource sharing provide opportunities for learners to reinforce their understanding of course content and improve their learning outcomes.

Research Question 4: What is the relationship between peer-learning practices and perceived knowledge retention among Library and Information Science distance learners in the University of Ibadan?

Table 4.6: Pearson Product Moment Correlation showing the relationship between Peer-Learning Practices and Perceived Knowledge Retention among LIS Distance Learners in the University of Ibadan (N = 170)

Variables	Mean	Std. Dev.	R	Sig. (2-tailed)	Decision
Peer-learning practices (Extent of utilisation)	3.28	0.87	0.58	0.000	Significant
Perceived knowledge retention	2.78	0.96			

Table 4.6 presents the Pearson Product Moment Correlation analysis showing the relationship between peer-learning practices and perceived knowledge retention among Library and Information Science distance learners in the University of Ibadan. The results show that peer-learning practices recorded a mean score of 3.28 with a standard deviation of 0.87, indicating that the extent of utilisation of peer-learning practices among the learners is relatively high within the moderate range. Similarly, perceived knowledge retention recorded a mean score of 2.78 with a standard deviation of 0.96, suggesting that learners possess a moderate level of knowledge retention from their learning activities. The Pearson correlation coefficient ($r = 0.58$) indicates a moderate positive relationship between peer-learning practices and perceived knowledge retention among the respondents.

The significance value ($p < 0.000$) is less than the 0.05 level of significance, indicating that the relationship between the two variables is statistically significant. This implies that an increase in the utilisation of peer-learning practices is associated with an improvement in the level of perceived knowledge retention among the learners. Therefore, the finding suggests that peer interaction, collaborative discussions, group

study and sharing of learning resources among students contribute positively to how well they retain academic knowledge. The result demonstrates that learners who frequently engage in peer-learning activities tend to remember, understand and recall course concepts more effectively. Consequently, peer-learning practices play an important role in strengthening knowledge retention among Library and Information Science distance learners at the University of Ibadan.

The Pearson Product Moment Correlation analysis revealed a moderate positive relationship between peer-learning practices and perceived knowledge retention. This finding indicates that learners who engage more frequently in peer-learning activities tend to demonstrate higher levels of perceived knowledge retention. This result supports the theoretical position that collaborative learning enhances cognitive processing and improves memory retention. According to Schunk (2012), learning activities that involve discussion, explanation and interaction with peers promote deeper cognitive engagement, which strengthens the encoding and retrieval of information in long-term memory.

The finding is also consistent with the social constructivist perspective that learning is enhanced through interaction and shared knowledge construction. Tsehay, Belay and Seifu (2024) emphasised that social interaction enables learners to internalise knowledge and develop deeper understanding through collaborative dialogue and guided learning experiences. Empirical studies have similarly shown that peer learning contributes significantly to knowledge retention. For instance, Tuzlukaya, Şahin and Cigdemoglu (2022) found that students who participated in peer-led learning sessions demonstrated improved academic performance and higher retention of course concepts compared to those who studied individually. Similarly, Wu et al. (2024)

reported that collaborative learning activities improve students' ability to recall and apply knowledge by encouraging active participation and deeper cognitive processing.

The positive relationship identified in this study suggests that peer-learning activities such as group discussions, collaborative assignments and shared learning resources help learners reinforce academic concepts and strengthen their memory retention. When learners explain concepts to peers or participate in academic discussions, they engage in reflective thinking and knowledge elaboration, which enhances long-term learning. Furthermore, peer interaction provides opportunities for learners to receive feedback, clarify misunderstandings and reinforce previously learned information. According to Minnick, Cekada, Marin, Zreiqat, Seal and Mulroy (2022), collaborative learning encourages learners to articulate their understanding and defend their ideas, which promotes deeper comprehension and improved retention. The statistical significance of the correlation result further indicates that peer-learning practices play a meaningful role in influencing knowledge retention among LIS distance learners. This implies that strengthening peer-learning opportunities within distance education programmes may significantly improve students' academic learning outcomes.

The findings of the study demonstrate that LIS distance learners at the University of Ibadan possess a moderate level of perceived knowledge retention, engage predominantly in collaborative peer-learning practices and utilise peer-learning strategies to a moderate extent. The study further establishes that peer-learning practices have a significant positive relationship with knowledge retention among the learners. These findings highlight the importance of peer interaction as a valuable learning strategy in distance education environments. Encouraging structured peer-

learning activities such as group discussions, collaborative assignments and peer mentoring may therefore enhance students' understanding and improve long-term retention of academic knowledge.

Summary of the findings

The major findings of the study are summarised as follows:

1. The findings revealed that the overall level of perceived knowledge retention among the respondents was moderate.
2. The study found that collaborative learning and social interaction constituted the predominant peer-learning practices among the respondents.
3. The findings further showed that the extent to which peer-learning practices are utilised among the respondents was moderate.
4. A moderate positive relationship between peer-learning practices and perceived knowledge retention existed.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. The University of Ibadan Distance Learning Centre should encourage structured peer-learning activities such as organised study groups, collaborative assignments and peer discussion forums. These activities will promote interaction among learners and strengthen their understanding and retention of course content.
2. Course instructors should incorporate peer-learning strategies into the instructional design of distance learning programmes. Activities such as group projects, peer teaching, collaborative problem-solving and discussion-based

learning should be integrated into course modules to encourage active engagement among learners.

3. The institution should provide digital platforms where students can interact, share learning resources and participate in academic discussions. Online discussion forums, virtual study groups and collaborative learning tools can facilitate continuous interaction among distance learners regardless of their geographical location.
4. Students should be encouraged to actively participate in peer-learning activities by asking questions, contributing ideas and explaining concepts to one another. Active participation will strengthen knowledge construction and improve long-term retention of academic information.
5. The University of Ibadan Distance Learning Centre should organise orientation programmes and workshops that train students on effective learning strategies such as collaborative learning, peer mentoring and group discussions. These programmes will help learners maximise the benefits of peer-learning practices in improving academic performance and knowledge retention.

Conclusion

Based on the findings of the study, it can be concluded that peer-learning practices play an important role in supporting knowledge retention among Library and Information Science distance learners at the University of Ibadan. The results show that learners possess a moderate level of perceived knowledge retention, indicating that they are able to remember course concepts to some extent but may still experience difficulties with long-term retention and application of knowledge. The study also established that collaborative learning and social interaction are the predominant peer-

learning practices among the learners. Through discussions, study groups and the exchange of learning resources, students support one another in understanding course materials and clarifying difficult concepts. These collaborative activities help create a supportive learning environment where knowledge is shared and reinforced through peer engagement.

Furthermore, the extent to which peer-learning practices are utilised among the learners was found to be moderate, suggesting that although learners recognise the value of peer interaction in enhancing their academic learning, such practices are not yet fully integrated into their overall study strategies. Most importantly, the study revealed a significant positive relationship between peer-learning practices and perceived knowledge retention. This implies that increased participation in peer-learning activities contributes to improved retention of academic knowledge. Learners who actively interact with peers, participate in discussions and collaborate during study sessions are more likely to retain and recall information effectively. The findings highlight the importance of encouraging structured peer-learning activities within distance education programmes to enhance knowledge retention and improve learning outcomes among students.

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