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## THE NEXUS BETWEEN INFORMATION SEEKING BEHAVIOUR AND LIBRARY INFORMATION RESOURCES AMONG NIGERIAN LAW SCHOOL STUDENTS, LAGOS CAMPUS

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### Abstract

**Purpose:** This paper examined the nexus between information-seeking behaviour and library information resources among Nigerian Law School students, Lagos Campus

**Design/Methodology/Approach:** survey design of correlational types was adopted in the study and systematic random technique method was used to select participants used in the study. In all, 337 law school students participated in the study. Self-structured questionnaire tagged "Behaviour and Library and Information Resources Use (ISBLIR)" was used to elicit responses from the respondents.

**Findings:** The Finding of this study revealed that the information seeking behaviour of Nigerian Law students of Lagos campus cuts across four dimensions which includes; information needs, information seeking behaviour, location of accessing information and challenges faced while accessing information. Types of library information resources used for academic activities include reference resources such as dictionary and encyclopaedia, electronic database, textbook, Legalpedia etc. The finding also reveals that library and information resources are used by students to obtain general knowledge for Queries and reference services and for gathering information on specific topic. The relationship between information seeking behaviour and use of library information resources among Nigerian Law students of Lagos campus reveals that information seeking behaviour has significant relationship with the use of library information resources and the Nigerian Law School Students. This implies that there is association between information seeking behaviour and use of library and information seeking behaviour among Nigerian law school students of the Lagos campus.

**Originality/Value:** The stakeholders in the field of education should strive to adequately address some of the problems (low internet bandwidth, inconsistent/unreliable electricity supplies, and inability to subscribe for data plans) that are militating against information-seeking behaviour of the students and their effectiveness in the use of library information resources.

**Paper Type:** Empirical Research

**Keywords:** Information seeking behaviour, Library information resources, organisational learning, Law School libraries.

### Introduction

The academic library is the symbolic heart and nerve centre of the intellectual system of any academic institutions; a reservoir upon which students selectively tap knowledge and information required for their academic excellence. It is a storehouse of knowledge and information resources. Oyewusi and Oyeboade (2009) posited that the fundamental motivation

behind any academic library is to support the institution effective learning, teaching and research in ways consistent with, and supportive of the institution's missions and goals. Thus, the importance and contribution of libraries to the attainment of an institution's goals and the intellectual development of individuals in the society cannot be overemphasized.

To the law library, some form of speciality is involved when compared with the general library due to its peculiar nature and the services it provides. A greater amount of its contents comprised of quick reference sources such as statutes and law reports. It is, therefore, evident that speed matched with accuracy is the essence of law library services. The law libraries are special hybrid of librarianship because of the mixture of both traditional print legal resources and the growing number of electronic resources (law databases) available therein (Ali, Owoeye and Anasi 2010). Training in law is specifically targeted at producing lawyers that are worthy mentally and intellectually to serve as advisers to governments, companies, business firms, associations, individual and families etc. As such, the output or result of the law program should meet the needs of such agencies and institutions such as international organizations, academic teaching and research institutions, federal, state and local government bodies, various industrial, commercial and mercantile associations and various social, family and domestic groups (Oke-Samuel, 2008).

The Nigerian Law School was established, along this direction, to train and prepare law graduate from the universities (both in Nigeria and from overseas), the practical aspect of legal education. As such, it has encountered persistent increment in enrolment of students on yearly basis since inception, with the attendant challenges of providing needed infrastructural facilities including libraries, to cater for the information and research needs of the students, academic, administrative and technical staff in all the campuses. Effective utilisation of information services in any library is a function of the available information resources and the way they are organised. It is expected that the available information services in the libraries, particularly the Nigerian Law

School are well organised to facilitate effective utilisation in meeting the academic requirements of the students who are of various educational and cultural backgrounds.

In recent times, information access and library operations around the world have been revolutionised by the advent of library automation and the use of the internet. Law library was able to take advantage of these developments to facilitate the process of teaching and learning with the emergence of new modes of accessing information facilitated by the Internet and the World Wide Web. With this new development, most students, therefore, can access up-to-date international literature as soon as it is published on the Internet. This has enhanced libraries, law libraries, in particular, the ability to provide information access to off-campus students wherever they are located. Services have evolved from the days of closed stacks, through shelf browsing and card catalogues punched cards and OPACS to the concept of open access and institutional repositories. This historical migration has brought satisfaction on the changing needs of library users, including ease of access to information resources (Cisse, 2004).

Information seeking is an essential human activity; it is as old as the human race. Early people looked for information to hunt, fish, and farm and to protect themselves. Currently, it is still an important part of human activities, ranging from decision making and problem-solving through resource allocation and system management (Prekop, 2002). The academic environment is not left out of this too. Information seeking behaviour is also associated with every task faculty performed, such as teaching, research and service. The emerging tools of the information age allow individuals to search for, obtain, integrate, analyse, evaluate, experience, and create new information with

greater ease and timeliness than at any time in the past.

According to Swan and Hicks (2007), law school students' information-seeking behaviour has been positively affected by the use of networked information sources and services, such as emails, electronic journals, databases, directories and search engines, etc. The number of law school students utilising the Web browsers increases due to the Web's convenience and access to vast information sources. Statistics show that everyday sees the launch of over 10,000 new Web sites, and over 3.5 billion e-mail messages shoot across the net daily (Klobass, 2002). Electronic journals, databases and online services have transformed access to information making information readily available (Baruchson and Bronstein 2002).

Law information sources are the lifeline upon which legal practice and scholarship rest. To this effect, Dada (2011) and Ogunfolu (2006) emphasised the importance and indispensability of law information sources to legal practice by terming the law library as the laboratory for the legal profession. Currently, legal practitioners in Nigeria and their contemporaries in every other jurisdiction are professionally impelled to source for relevant information sources for chamber services and advocacy. A legal professional who goes into litigation and that wishes to make their argument persuasive before the court would have to search through law information sources (texts, index to law reports, case laws and files) of past or similar cases to organise their cases (Akpoghome and Idiegbeyan-Ose, 2010).

Despite the inherent benefits underlying the use of information resources among the students, studies and observations have shown that Nigerian Law School students do not adequately use the information resources in the law libraries to advance their academic activities. One major factor found responsible

for this was the law student's poor information-seeking behaviour. It seems that over time, that some law students exhibit fear, lack of confidence, anxiety, lack of composure and many more from the stage where they sense an information need, searching for the information through to the stage of using the information. Other plausible factors attributable to this menace are non-availability of desired information resources, accessibility problems, obsolete and absence of online facilities among others. It is against this backdrop that this study examined the nexus between information-seeking behaviour and library information resources among Nigeria law school students.

### **Research Questions**

The following research questions formed the objectives to be achieved in the study

- i. What is the pattern of the information-seeking behaviour of the Nigerian Law School students?
- ii. What type of library information resources is used for academic activities by Nigerian Law School students?
- iii. What is the purpose of the use of library information resources by the Nigerian Law School?
- iv. What is the frequency of use of library information resources by the Nigerian law School students?
- v. Is there any significant relationship between information-seeking behaviour and library and information resources used by Law School students?

### **Literature Review**

#### **Library Information Resources and Information Seeking Behaviour**

Information plays a significant role in our professional and personal lives. People need information to work properly in their fields. Students generally consult dictionaries, articles, encyclopaedias, facts finding, current affairs and quiz reference books for preparing their

competitions. Opeke (1993) noted that a well-organised system of information is a prerequisite for effective decision making, organisational function and higher educational goal attainment. Information centres or libraries are the best agents to provide such information sources and services. Academic libraries are integral part of universities and have critical roles to play in supporting the core missions of the university is teaching, learning and research. However, the existence of any library could only be meaningful when stocked with relevant materials (both print and electronic) that are capable of meeting the educational needs of the students.

Library information resources are materials or information resources acquired by the library to meet the information needs of library benefactors (Aladeniyi and Owokole 2018). They are the raw materials that provide vital services in the teaching and learning process (Barfi, Afful-Authur and Agyapong 2013). Ojedokun (2007) described library resources as materials that user consults in making decisions and also for problem-solving from sources either primary or secondary. One important inference that could be drawn from these definitions is the fact that library information resources are vital ingredients in the library. The relevance of a library is a function of the utilization of its resources. Agboola and Bamigboye (2011) agreed that the quality of any educational libraries is not in terms of its magnificent building but the use of it. The study noted that it is important that libraries have in their custody possible collections of books and other essential materials if truly they are meant to serve the academic communities.

Possessing collections of up-to-date books and other materials is just a necessary but not a sufficient condition for effective utilisation of library information resources. This has to be accompanied with proper access, search,

retrieval, recognition and application of meaningful contents; a phenomenon best describes as 'information-seeking behaviour'. Ikoja-Odonga and Mostert (2006) explained that information-seeking behaviour stems from the perceived need of a user, whereby the individual identifies his or her needs for information, searches for information and finally transfers the information obtained. Similarly, Bates (2010) described information behaviour as the preferred term to explain the many ways in which humans interact with information, in particular, how people seek and utilize information. Those actions that an individual takes to articulate, seek, evaluate, select and, finally use the required information for meeting his/ her information needs constitute information-seeking behaviour (Majid and Kassim, 2002).

A lot of studies have attempted to examine the relationship between library information resources and information-seeking behaviour of students and factors responsible for poor utilisation of library resources among the students. Ossai (2011) engaged in a study on the utilization of information by the University of Benin law students. The study found that most of the law students indicated that they heavily used library resources in the course of their academic programs. However, the study also revealed that most of the law students had difficulty in locating and identifying suitable library information sources for case law, legislation and legal journal articles. Adetunmisi (2005) in his study identified factors like inadequate libraries or information centres with inadequate quality staff; economic squeeze; lack of relevant and up- to- date information-bearing materials (resources); lack of knowledge of how to obtain required information; and not-conducive operational hours as some of the factors impeding information-seeking behaviour of the law students.

Oyediran-Tidings (2004) found that there is low patronage of the library by (law) students, which may be attributed to the non-availability of desired information resources, accessibility problems, and obsolete and absent online facilities. All these can stand as an impediment to law students' poor usage of law libraries to source required information. Thanuskodi (2009) studied the information-seeking behaviour of the law faculty at Central Law College, Salem. The study reveals that the respondents use ICT-based library sources and facilities less frequently compared with printed sources, which might be due to a lack of awareness about their availability, improper selection of materials, or unfamiliarity with the products. Khan, Bhatti and Khan (2011) also studied the information-seeking behaviour of legal practitioners. The survey reveals that most of the respondents claim that ICT has made their information-seeking process easier while a few of the respondents rate their information retrieval skill as poor. Cuffe (2002) examined how Australian law students successfully utilise digital sources. The survey results found that although law students heavily utilised digital sources, the sources were not effectively used because the law students could not transfer the skills to new and different situations.

Common to most of these findings, as contained in the literature, was poor utilisation level of library information resources among the law students due to poor disposition toward information-seeking behaviour. It is on this basis this study investigated the level and pattern of the available information resources in Nigeria law school's libraries together with the students' information-seeking behaviour.

### **Methodology**

This study adopted a survey research design of correlational type. This is considered appropriate for this study because the set of variables used in the study were examined and presented in their true forms devoid of any

manipulation. The population of the study consisted of registered law school students that are the library users. This consisted of 1350 law students registered for bar part II. The systematic random technique which allows for equal opportunity for law students to be selected as part of the study was adopted for the study. Given this sampling technique, every fourth law students out of the total population were selected. Thus, a total number of 337 Law School students, Lagos campus, Nigeria made up the respondents for the study.

Data were collected through a self-structured questionnaire tagged "Information Seeking Behaviour and Library and Information Resources Use (ISBLIR) by Nigerian Law School Students". The questionnaire was structured in five sections; section one dealt with demographic characteristics of the respondents, section two focused on the information behaviour of the students, section three focused on the types of library information resources used by the students, section four elicited information concerning the purpose of use of library information resources and the last section captured the frequency of use of library information resources.

To be able to ensure the reliability of the instrument, it was pilot tested on 30 participants (law library users) from the Nigerian Law School, Abuja campus (whose area lies outside the study area). The following Cronbach Alpha reliability coefficients results were obtained: Section B (Information Seeking Behaviour)  $r = 0.82$ ; Section C (Types of library information resources)  $r = 0.64$ ; Section D (Purpose of use of library information)  $r = 0.73$ ; Section E (Frequency of use of library resources)  $r = 0.80$ .

### **Results**

**RQ 1: What is the pattern of the information-seeking behaviour of the Nigerian Law School students?**

The response rates on the pattern of the information-seeking behaviour of the Nigeria law school students are presented in Table 1.

**Table 1: Pattern of the Information Seeking Behaviour of the Nigerian Law School Students, Lagos Campus**

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
<b>Information needs</b>							
1.	I need information to prepare for tests and examinations	195 (58.4)	139 (41.6)	0 (0.0)	0 (0.0)	3.58	.494
2.	I need information to write assignment and term papers.	164 (49.1)	170 (50.9)	0 (0.0)	0 (0.0)	3.49	.501
3.	I need information to update my knowledge of a subject	157 (47.0)	177 (53.0)	0 (0.0)	0 (0.0)	3.47	.500
4.	I need information to write my project	141 (42.2)	193 (57.8)	0 (0.0)	0 (0.0)	3.42	.495
5.	I need information for personal and career development	165 (49.4)	169 (50.6)	0 (0.0)	0 (0.0)	3.49	.501
6.		133 (39.8)	201 (60.2)	0 (0.0)	0 (0.0)	3.40	.490
7.	I need information to read ahead of the class	75 (22.5)	259 (77.5)	0 (0.0)	0 (0.0)	3.41	2.414
8.	I need information to be aware of economic and global events	26 (7.8)	128 (38.3)	148 (44.3)	32 (9.6)	2.44	.772
<b>Information seeking behavior</b>							
9.	When faced with difficult task, I visit the library to seek for needed information.	306 (91.6)	28 (8.4)	0 (0.0)	0 (0.0)	3.92	.278
10.	When I experience information overload in school, I adopt filtering method to obtain relevant information for use	162 (48.5)	172 (51.5)	0 (0.0)	0 (0.0)	3.49	.501
11.	Information sources accessibility is very important to me than source reliability when seeking information	126 (37.7)	206 (61.7)	2 (0.6)	0 (0.0)	3.37	.496
12.	Most often, I seek needed information from school mates and colleagues	188 (56.3)	146 (43.7)	0 (0.0)	0 (0.0)	3.56	.497
13.	I regularly browse through the internet, through known search engines to seek and obtain information	217 (65.0)	117 (35.0)	0 (0.0)	0 (0.0)	3.65	.478
14.	I always access available information sources by credibility, relevance and reliability criteria before obtaining information from them.	155 (46.4)	179 (53.6)	0 (0.0)	0 (0.0)	3.46	.499
15.	Despite my busy class work schedules, I devote enough time for seeking accurate, complete and reliable information for problem solving	146 (43.7)	181 (54.2)	7 (2.1)	0 (0.0)	3.42	.535
16.	I update my knowledge through library current awareness service.	156 (46.7)	164 (49.1)	14 (4.2)	0 (0.0)	3.43	.574
17.	I disregard attributes of good information when seeking for the needed information from available sources	5 (1.5)	26 (7.8)	238 (71.3)	65 (19.5)	1.91	.571
18.	I seek for more information from the corporate information system using chaining strategy	3 (0.9)	16 (4.8)	149 (44.6)	166 (49.7)	1.57	.629
19.	Most often, I do not bother my head validating the data that accessible to me by cross-checking the source	3 (0.9)	17 (5.1)	150 (44.9)	164 (49.1)	1.58	.633
20.	I do hesitate to use known and unknown search keys to track down and retrieve needed information from the available information material	35 (10.5)	194 (58.1)	105 (31.4)	0 (0.0)	1.79	.613
21.	My cognitive ability makes me seek information from online databases most frequently and makes sense of it.	25 (7.5)	256 (76.6)	51 (15.3)	2 (0.6)	2.91	.494
22.	Less frequently, I direct my information queries for answering to information management professionals (librarians)	53 (15.9)	232 (69.5)	49 (14.7)	0 (0.0)	3.01	.553
23.	I study government and foreign legal document before obtaining information there as it is most preferable.	65 (19.5)	213 (63.8)	54 (16.2)	2 (0.6)	3.02	.617
24.	I scan through literature to locate and select required information for work planning.	31 (9.3)	237 (71.0)	66 (19.8)	0 (0.0)	2.90	.529
25.	Giving consideration to the subject content, factual data and currency of information in documents are very important to law students in searching for needed information.	200 (59.9)	134 (40.1)	0 (0.0)	0 (0.0)	3.60	.491

26.	As a law student, I depend so much on workshops, seminars, educative meetings and I query every information sources when searching for information	217 (65.0)	117 (35.0)	0 (0.0)	0 (0.0)	3.65	.478
27.	As a law student, I express my information need explicitly and I freely interact with available resources.	249 (74.6)	85 (25.4)	0 (0.0)	0 (0.0)	3.75	.436
<b>Location of accessing information</b>							
28.	The Library	231 (69.2)	103 (30.8)	0 (0.0)	0 (0.0)	3.69	.463
29.	Hostel	201 (60.2)	129 (38.6)	2 (0.6)	2 (0.6)	3.58	.540
30.	Café in school	128 (38.3)	200 (59.9)	4 (1.2)	2 (0.6)	3.36	.539
31.	Classrooms	107 (32.0)	225 (67.4)	2 (0.6)	0 (0.0)	3.31	.478
32.	School cafeteria	82 (24.6)	239 (71.6)	13 (3.9)	0 (0.0)	3.21	.492
<b>Challenges faced when accessing information</b>							
33.	Too many information sources to choose from	261 (78.1)	71 (21.3)	2 (0.6)	0 (0.0)	3.78	.432
34.	Low internet bandwidth	190 (56.9)	142 (42.5)	2 (0.6)	0 (0.0)	3.56	.509
35.	Inability to subscribe to data plans	130 (38.9)	194 (58.1)	10 (3.0)	0 (0.0)	3.36	.539
36.	Epileptic power supply	89 (26.6)	228 (68.3)	17 (5.1)	0 (0.0)	3.22	.521
37.	Lack of search skills	82 (24.6)	215 (64.4)	33 (9.9)	4 (1.2)	3.12	.615
38.	Download delay	76 (22.8)	239 (71.6)	19 (5.7)	0 (0.0)	3.17	.506
39.	Complexity of online resources	58 (17.4)	236 (70.7)	40 (12.0)	0 (0.0)	3.05	.540
40.	Lack of time to access information resources	57 (17.1)	215 (64.4)	60 (18.0)	2 (0.6)	2.98	.612
41.	Lack of information retrieval skills	21 (6.3)	227 (68.0)	84 (25.1)	2 (0.6)	2.80	.547
42.	Attitude of library staff	187 (56.0)	127 (38.0)	20 (6.0)	0 (0.0)	2.50	.609

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

Table 1 shows that the pattern of the information-seeking behaviour of the Nigerian law school students of Lagos Campus cuts across four dimensions; information needs, information-seeking behaviour, location of accessing information and challenges faced when accessing information. Under the first dimension, they needed information to prepare for tests and examinations, writing assignments and term papers, etc. In the second dimension the students visit the library to seek needed information when faced with difficult tasks they express their information need explicitly and freely interact with available resources among others. Under the third dimension, students accessed information resources mainly from the library, followed by hostel etc.

The findings of Otike(2000) corroborated this result by maintaining that lawyers need information to fulfil the legal obligation of their clients in case preparation, and seek assistance from the Court Library, District Bar library, or collections in other law firms. Odusanya and Amusa (2003) also identified four aspects of education-related information needs of 'law' students as follows: current information on research findings on law emanating from conferences, seminars, and workshops; information related to the pursuance of innovative ideas or exploratory knowledge to satisfy students' curiosity; information on current affairs and general knowledge.

**RQ 2: What type of library information resources is used for academic activities by Nigerian Law School students?**

The result of the types of library information resources used for academic purposes by the Nigerian law school students is presented in Table 2 as follows:

**Table 2: Types of Library Information Resources Used for Academic Activities by Nigerian Law School Students, Lagos Campus.**

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
1.	Journals	132 (39.5)	202 (60.5)	0 (0.0)	0 (0.0)	3.40	.490
2.	Textbooks	156 (46.7)	178 (53.3)	0 (0.0)	0 (0.0)	3.47	.500
3.	Project works	5 (1.5)	15 (4.5)	261 (78.1)	53 (15.9)	1.92	.507
4.	Newspapers and magazines	72 (21.6)	262 (78.4)	0 (0.0)	0 (0.0)	3.22	.412
5.	Prospectus	7 (2.1)	31 (9.4)	291 (88.4)	0 (0.0)	2.14	.401
6.	Electronic database	67 (20.1)	265 (79.3)	2 (0.6)	0 (0.0)	3.19	.411
7.	Patents	4 (1.2)	25 (7.5)	305 (91.3)	0 (0.0)	2.10	.337
8.	Reference sources e.g. Dictionary, encyclopedia	228 (68.3)	106 (31.7)	0 (0.0)	0 (0.0)	3.68	.466
9.	Internet Resources	84 (25.1)	248 (74.3)	2 (0.6)	0 (0.0)	3.25	.445
10.	Inaugural Lectures	2 (0.6)	15 (4.5)	317 (94.9)	0 (0.0)	2.06	.257
11.	Journals	143 (42.8)	191 (57.2)	0 (0.0)	0 (0.0)	3.43	.496
12.	Textbooks	149 (44.6)	185 (55.4)	0 (0.0)	0 (0.0)	3.45	.498
13.	Project works	2 (0.6)	7 (2.1)	313 (93.7)	12 (3.6)	2.00	.285
14.	Newspapers and magazines	100 (29.9)	231 (69.2)	3 (0.9)	0 (0.0)	3.29	.474
15.	Prospectus	10 (3.0)	320 (95.8)	4 (1.2)	0 (0.0)	2.02	.204
16.	Electronic database	180 (53.9)	154 (46.1)	0 (0.0)	0 (0.0)	3.54	.499
17.	Law pavilion	73 (21.9)	259 (77.5)	2 (0.6)	0 (0.0)	3.21	.424
18.	LexisNexis	125 (37.4)	193 (57.8)	16 (4.8)	0 (0.0)	3.33	.563
19.	Legalpedia	101 (30.2)	229 (68.6)	4 (1.2)	0 (0.0)	3.29	.480
20.	CD-ROM Databases	24 (7.2)	240 (71.9)	70 (21.0)	0 (0.0)	2.86	.513
21.	Open access resources	24 (7.2)	123 (36.8)	180 (53.9)	7 (2.1)	2.49	.661
22.	Zotero	13 (3.9)	169 (50.6)	0 (0.0)	152 (45.5)	1.58	.567

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

Table 2 shows types of information resources used by students in Nigerian Law School, Lagos Campus. The findings revealed that law students make use of reference sources such as dictionary and encyclopaedia ( $\bar{x}$  =3.68; std dev. =.466); electronic database ( $\bar{x}$  =3.54; std dev. =.499); textbooks, ( $\bar{x}$  =3.47; std dev. =.509); journals ( $\bar{x}$  =3.43; std dev. =.496); Lexis Nexis ( $\bar{x}$

=3.33; std dev. =.563); Legalpedia ( $\bar{x}$  =3.29; std dev. =.480); newspapers and magazines ( $\bar{x}$  =3.29; std dev. =.474); internet resources ( $\bar{x}$  =3.25; std dev. =.445) and law pavilion ( $\bar{x}$  =3.21; std dev. =.424) etc. Thus, it can be inferred that the types of library information resources used for academic activities by Nigerian law school students are: reference sources such as



dictionary and encyclopaedia, electronic database, textbooks, journals, LexisNexis, Legalpedia, newspapers and magazines, internet resources, law pavilion among others.

In support of this finding, Olowu and Lasebikan (2006) identified the primary law sources as follows: Nigerian legislation, English laws and Subsidiary instruments, Nigerian judicial precedents or case law and customary rules, which include the Islamic law. According to Deakin University (2014) are the tools that assist users in locating and understanding the

relevant primary sources, they include law textbooks, library catalogues, legal dictionaries, legal encyclopaedias, journal articles and index to journal articles.

### RQ 3: What is the purpose of the use of library information resources by the Nigerian Law School?

The result for the use of library information resources by the Nigerian law school students is presented in Table 3

**Table 3: Purpose of Use of Library Information Resources by Nigerian Law School Students, Lagos Campus.**

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
1.	For research activities	220 (66.3)	93 (28.0)	3 (0.9)	16 (4.8)	3.56	.745
2.	Seminar/workshop presentation	24 (7.2)	302 (90.4)	8 (2.4)	0 (0.0)	3.05	.306
3.	Personal/professional development	36 (10.8)	235 (70.4)	63 (18.9)	0 (0.0)	2.92	.539
4.	Consultancy service	12 (3.6)	42 (12.6)	178 (53.3)	102 (30.5)	1.89	.752
5.	News and current affairs	172 (51.5)	158 (47.3)	4 (1.2)	0 (0.0)	3.50	.524
6.	For student training/orientation	91 (27.2)	208 (62.3)	35 (10.5)	0 (0.0)	3.17	.592
7.	To obtain general knowledge	238 (71.3)	96 (28.7)	0 (0.0)	0 (0.0)	3.71	.453
8.	To attend to reference queries/ reference services	237 (71.0)	97 (29.0)	0 (0.0)	0 (0.0)	3.71	.455
9.	To gather information on specific topics	218 (65.3)	116 (34.7)	0 (0.0)	0 (0.0)	3.65	.477
10.	To get answers to some specific questions	192 (57.5)	142 (42.5)	0 (0.0)	0 (0.0)	3.57	.495
11.	Completing Assignments	101 (30.5)	209 (63.1)	21 (6.3)	0 (0.0)	3.24	.558
12.	Developing Class Notes	57 (17.1)	277 (82.9)	0 (0.0)	0 (0.0)	3.17	.377
13.	Continuous Assessment Preparation	49 (14.7)	283 (84.7)	2 (0.6)	0 (0.0)	3.14	.365
14.	Competition and Quiz Preparation	66 (19.8)	268 (80.2)	0 (0.0)	0 (0.0)	3.20	.399
15.	Exam Preparation	112 (33.5)	211 (63.2)	11 (3.3)	0 (0.0)	3.30	.527
16.	Group discussion	26 (7.8)	272 (81.4)	34 (10.2)	2 (0.6)	2.97	.470
17.	Seminar Preparation/Group presentation	26 (7.8)	231 (69.2)	73 (21.9)	4 (1.2)	2.84	.564

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

Table 3 shows the purpose of the use of library information resources by Law Students. The finding revealed that students used library information resources to obtain general knowledge ( $\bar{x}$  =3.71; std dev. =.453); for reference queries and reference service( $\bar{x}$  =3.71; std dev. =.455); to gather information on specific topics ( $\bar{x}$  =3.65; std dev. =.477); to get

answers to some specific questions( $\bar{x}$  =3.57; std dev. =.495); research activities ( $\bar{x}$  =3.56; std dev. =.745); news and current affairs( $\bar{x}$  =3.50; std dev. =.524) and exam preparation ( $\bar{x}$  =3.30; std dev. =.527). Thus, it can be inferred that the purpose of use of library information resources by Nigerian Law School students is: to obtain general knowledge, for reference queries and

reference service, to gather information on specific topics, to get answers to some specific questions, for research activities, news and current affairs, for exam preparation among others.

In support of this finding, Walonick (2004) affirmed that judges, lawyers and law students, as they require information in their day to day activities. For instance, they need information on how to determine the case (judges), argue or represent a client before the law court (lawyers), and how to pass the law examination

(law students). Oke-Samuel (2008) also explains that lawyers' roles to include giving legal advice and that they must know where to find laws.

**RQ 4: What is the frequency of use of library information resources by the Nigerian Law School students?**

Table 4 below describes the frequency of use of library information resources by the Nigerian law school students

**Table 4: Frequency of Library Information Resources Use by Nigerian Law School Students, Lagos Campus**

S/N	Items	D	W	M	Q	Y	N	$\bar{x}$	Std Dev
1.	For research activities	313 (93.7)	7 (2.1)	5 (1.5)	2 (0.6)	7 (2.1)	0 (0.0)	5.85	.669
2.	Seminar/workshop presentation	16 (4.8)	292 (87.4)	19 (5.7)	7 (2.1)	0 (0.0)	0 (0.0)	4.95	.432
3.	Personal/professional development	10 (3.0)	247 (74.0)	56 (16.8)	21 (6.3)	0 (0.0)	0 (0.0)	4.74	.617
4.	Consultancy service	13 (3.9)	26 (7.8)	19 (5.7)	116 (34.7)	86 (25.7)	74 (22.2)	2.63	1.315
5.	News and current affairs	172 (51.5)	148 (44.3)	14 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	5.47	.578
6.	For student training/orientation	66 (19.8)	246 (73.7)	6 (1.8)	16 (4.8)	0 (0.0)	0 (0.0)	5.08	.634
7.	To obtain general knowledge	271 (81.1)	54 (16.2)	4 (1.2)	5 (1.5)	0 (0.0)	0 (0.0)	5.77	.540
8.	To attend to reference queries/ reference services	244 (73.1)	81 (24.3)	9 (2.7)	0 (0.0)	0 (0.0)	0 (0.0)	5.70	.513
9.	To gather information on specific topics	206 (61.7)	119 (35.6)	4 (1.2)	5 (1.5)	0 (0.0)	0 (0.0)	5.57	.599
10.	To get answers to some specific questions	234 (70.1)	91 (27.2)	4 (1.2)	5 (1.5)	0 (0.0)	0 (0.0)	5.66	.583
11.	Completing Assignments	66 (19.9)	251 (75.6)	9 (2.7)	6 (1.8)	0 (0.0)	0 (0.0)	5.14	.530
12.	Developing Class Notes	72 (21.6)	230 (68.9)	20 (6.0)	12 (3.6)	0 (0.0)	0 (0.0)	5.08	.643
13.	Continuous Assessment Preparation	94 (28.1)	215 (64.4)	18 (5.4)	7 (2.1)	0 (0.0)	0 (0.0)	5.19	.621
14.	Competition and Quiz Preparation	54 (16.2)	244 (73.1)	34 (10.2)	2 (0.6)	0 (0.0)	0 (0.0)	5.05	.535
15.	Exam Preparation	127 (38.0)	177 (53.0)	13 (3.9)	17 (5.1)	0 (0.0)	0 (0.0)	5.24	.753
16.	Group discussion	32 (9.6)	233 (69.8)	58 (17.4)	11 (3.3)	0 (0.0)	0 (0.0)	4.86	.618
17.	Seminar Preparation/Group presentation	11 (3.3)	165 (49.4)	129 (38.6)	29 (8.7)	0 (0.0)	0 (0.0)	4.47	.700

**D =Daily; W =Weekly; M =Monthly; Q= Quarterly; Y =Yearly; N= Never.**

Table 4 shows that the respondents indicated that daily, they make use of library resources for research activities ( $\bar{x}$  =5.85; std dev. =.669); to obtain general knowledge ( $\bar{x}$  =5.77; std dev. =.540); for reference queries/reference service ( $\bar{x}$  =5.70; std dev. =.513) etc. Weekly, the students make use of these resources for exam preparation ( $\bar{x}$  =5.24; std dev. =.753); continuous assessment preparation ( $\bar{x}$ =5.19; std dev. =.621); completing assignment ( $\bar{x}$  =5.14; std dev. =.530) etc. It is worthy to mention that the respondent rated 10 items in favour of weekly usage, 6 items in favour of daily usage and 1 item in favour of quarterly usage. Based on this, it can be inferred that library information resources were mostly weekly used by law students; the students also used library information resources daily and quarterly respectively.

**Table 5: Relationship between Information-Seeking Behaviour and Library Information Resources Use by Nigerian Law School Students, Lagos Campus.**

Variables	N	Mean	St.Dev	Df	r	Sig
Information seeking behaviour	334	133.28	5.529			
Use of library information resources	334	54.54	2.965	333	0.463	0.004

Table 5 shows the relationship between information-seeking behaviour and use of library information resources among Nigerian law school students, Lagos Campus. The table reveals that information-seeking behaviour ( $r = 0.463$ ;  $p > 0.05$ ) has a significant relationship with the use of library information resources among the Nigerian law school students. This implies that there is a linear association between information-seeking behaviour and use of library information resources among Nigerian law school students, Lagos campus. Thus, the hypothesis stating that there is no significant relationship between information-seeking behaviour and library and information resources used by law school students is hereby rejected.

The work of Otike (2000) supported this result by maintaining that lawyers need the information to fulfil the legal obligation of their clients in case preparation and seek assistance

In support of this finding, Kuhlthau and Tama (2001) submit that lawyers prefer printed texts which are used weekly by law students and law professionals. Majid and Kassim (2000) also corroborate this by revealing that respondents prefer printed format over electronic format and that they first consult their collection before resorting to other information- providing sources and agencies. Wilkinson as cited in Majid and Kassim (2000) further concludes that lawyers overwhelmingly prefer informal sources when seeking information every week.

**RQ 5: Is there any significant relationship between information-seeking behaviour and library and information resources used by law school students?**

Table 5 explains the relationship between information-seeking behaviour and library and information resources use by law school students.

from the Court Library, District Bar library, or collections in other law firms. Similarly, Odusanya and Amusa (2003) identified four aspects of education-related information needs of 'law' students as follows: current information on research findings on law emanating from conferences, seminars, and workshops; information related to the pursuance of innovative ideas or exploratory knowledge to satisfy students' curiosity; information on current affairs and general knowledge.

**Conclusion**

Library information resources use is imperative for any law students that wish to make headway in his/her academic pursuit. Library information resources are used by law students for many purposes which include: academic, social, personal knowledge update and other important activities. Law students that will make effective use of the library information

resources should possess good information-seeking behaviour. Where this good disposition is found lacking, the inherent benefits of library information resources will not be properly tapped into.

### **Recommendations**

Based on the findings of this study, the following recommendations are hereby put forward the Nigerian law school management should improve on the provision library information resources for law students to improve their educational and career pursuits as it was found in the study that adequate information resources were not provided for law students school administrators, parents,

policymakers and stakeholders in the field of education should strive to adequately address some of the problems (low internet bandwidth, inconsistent/unreliable electricity supplies, and inability to subscribe for data plans) that are militating against information-seeking behaviour of the students and their effectiveness in the use of library information resources. Finally, there is need for more orientation and sensitisation of library use programmes organised for the students on the availability, accessibility and inherent benefits of using library information resources, which will help improve the frequency of use of these resources.

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