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EVALUATION OF LEGAL INFORMATION SOURCES IN LAW LIBRARIES OF FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

Purpose: The study intended to evaluate legal information sources in law libraries of federal universities in the South-South, Nigeria.

Design/Methodology/Approach: Descriptive survey design was adopted for the study. It was guided by six objectives, from which six research question and null hypothesis were developed. The study was carried in South-South geopolitical zone of Nigeria. The population of the study was 3564 persons consisting of 133 lecturers, 3451 students and 20 librarians. A self-developed questionnaire was utilized for the instrumentation. 713 copies of the questionnaire were distributed to the respondents, 704 copies were correctly filled and returned, giving rate of 98%. The data collected were analysed using frequency, percentage, mean, standard deviation and real limit of number for Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

Findings: The findings of the study revealed that 16 items were the types of legal information sources available in law libraries of the federal universities in the South-South, Nigeria. These include complete set of Laws of the Federation of Nigeria (LFN), State laws, law reports, government publications, law textbooks, online databases, journal etc. The study revealed that legal information sources in the law libraries of the federal universities were current and adequate. It was found that the legal information sources in the libraries were meeting the training needs of the users.

Practical Implication: Poor funding of law libraries, scarcity/high cost of law books, difficult in acquisition of government publications, lack of qualified law librarians, constant devaluation of nation's currency.

Originality/Value: The study recommends that federal universities through the National Universities Commission (NUC), the Federal Ministry of Education and other educational stakeholders should provide adequate funds. Government should make their reports and publications available to law libraries, as well as encourage local publishers to publish law books to reduce cost of acquisition of foreign books: the library management of various universities should see that inter-library loan services are encouraged among law libraries.

Keyword: Legal information, sources, law libraries Evaluation

Paper type: Empirical research

Introduction

The importance of law library to effective teaching, learning and practice of law has been universally acknowledged by legal scholars. Several studies ranging from conferences and seminars to various research reports, journal articles, dissertations etc., (Aname 2011, Ejimofor (2001), Okereke, Onoyeyan and Ogbuiyi 2014, Olorunfemi 2015) have described law as

essentially a library-based subject. The views of these researchers have strongly affirmed that law libraries are not only important but also necessary to the legal profession. This implies that the performance of law students in examinations and outside schools may be directly proportional to the legal information sources available and accessible to the students as well to faculty members in the university.

The importance of the law libraries to the legal education/profession is ever crucial. Law libraries are primarily tasked with providing legal information sources to judicial officials, legal practitioners, law lecturers and students in academic institutions and other law bodies. Hence the importance of law libraries could be said to be the precursor to the survival of legal profession and education. Thus, the law library plays unique and integral roles in shaping the quality of the legal system at all levels by virtue of their unique collections. For a faulty of law library that intends to be relevant to achieve this, its collections must be current and adequate both in quality and quantity. The quantity should be such that the library uses should not have to struggle before they can have the books to use.

Legal education has always revolved around law libraries. They are established to support, facilitate the training of law students and provide faculty members with current and relevant materials for teaching, learning and research. A well-stocked law library is a *sin qua non* for the legal profession. According to Oriogu (2018) legal information resources (print or non-print) are the ultimate sources of all legal knowledge, therein any law student who would obtain the mastery of law must rely on these vital sources for professional development. These sources are referred to as legal information sources.

Legal information sources comprised of federal legislations, state laws, foreign law publications, government publication, law reports, law journals, Hansards, Gazettes, databases as expressed by Ainoko (2016). Ejimofor (2001) referred to legal information sources as an embodying, interrelated or structured data used for the practice of law, teaching and study of law as well as for the conduct of legal research. Legal information sources are classified into primary and secondary sources. Primary sources include all legislative enactments of all houses whether federal, state, local administrative and as well as sub-legislations from administrative/regulatory agencies of the government.

While the secondary sources on the other hand are not the actual law itself but interpretation of the law or commentary on the law which include law textbooks such as books on labour law, constitutional law, environmental law, oil and gas, family law, law of evidence, banking law, customary law, electronic legal information resources etc. Secondary sources of law are not direct sources of law rather they only help to explain primary sources of law. Where there is a conflict between primary and secondary sources the former prevails. These primary and secondary sources constitute the content of a law library.

Law libraries like any other special library are repositories of legal information sources. The value of information so provided is usually based on the quality of available and accessible legal information materials held in a law library which have to be accurate, adequate, current and comprehensive in order to satisfy users' inquiry. In support of this claim, Ukpanah and Afolabi (2011) documented that library does not just make information available, that such information must be relevant to meet the needs of the users if they must perceive that the information available in law libraries are adequate to meet their needs.

It is against this background that Ademola in Whiwhu and idiedo (2013) remarked that law students and legal professionals make great use of law textbooks and hence, the Nigerian Council of Legal Education requires that every University Law library in their collections should have relevant, current and adequate law books and periodicals in their collections as prerequisite for accreditation.

Uluocha and Mabawonku (2014) conducted a study on the legal information resources availability and utilization as determinants of law lecturers' research productivity in Nigerian Universities. The study revealed that the numbers of the available legal information resources were considered adequate with exception of e-resources and online legal databases.

Law libraries are repository of knowledge, information and wisdom which have accumulated over the years. To carry out successful research in

law, teachers and students must consult and obtain relevant and current legal information materials in their libraries. It is on account of this that Osho (2008) opined that no law faculty can teach all the laws in the classroom, for this purpose, students should thoroughly acquaint themselves with the law library, that the law is only partial in your lecturers' brains, the whole law is in the law reports, journals and text which are in abundance in the law library.

The quality of services offered to the users is related to the adequacy and currency of legal information sources held in law libraries. These services have not been effectively achieved due to challenges affecting law libraries. In a study conducted by Udoh (2003) on the availability of textbooks in academic libraries throughout the country in Ukpanah and Afolabi (2011) revealed that there were insufficient textbooks in academic libraries in the country. This statement was affirmed by Jegede in Haruna (2006) that discussion on scarcity of books which goes unabated is a problem that has assumed many dimensions and its negative effect on studying, learning and professional practice unfathomably.

Lamenting on the deplorable state of the law libraries, Bello in Haruna (2006) remarked that for a long time the stock of these libraries had not been replenished due to essentially, to lack of funds. It is against this backdrop that Haruna (2006) depicted that the economic recession in the country, with its attendant problems of hyper-inflation and foreign exchange rate, seems to have limited the ability of individual lawyers and law libraries to acquire needed information materials for utilization. The study further maintained that the consequences of this ugly situation could be grave for professionalism effectiveness of legal practitioners as it could hinder effective information transfer and in effect slow down the pace of work. Greater percentage of law books/journals needed to promote teaching and research in faculties of law in Nigerian are foreign prints imported from United Kingdom and United States of America. Ogunrombi and Bello in Igbinsosa (2009) affirmed that these materials are in short supply in Nigeria

and due to their prohibitive prices, many libraries cannot afford them. This has affected many law libraries in acquisition of legal materials for use.

Stressing on the problem affecting law libraries, Enem (2004) recorded that dearth of information resources has affected effective legal practice and further compounded by lack of professionalism in running some law libraries, and due to the fact that non-professionals are often entrusted with the management of some law libraries, collections of such libraries are often lopsided. It is on account of this that Haruna (2006) affirmed that a library may have books and other information materials or even the infrastructure, but if the expertise is not there to unravel the intricacies that ever do often occur in a search for legal information, the claim to usefulness and dispensation of justice will be bizarre and false. The study further recommended that more librarians with background in law and librarianship should be employed for quality services.

Olorunfemi (2015) carried out a research to find out the available legal information sources frequently used by law students for legal research in Nigerian University Law Libraries. The findings of the study revealed that inadequate legal information sources such as electronic resources and print sources were problem confronting the law students when conducting legal research. In order to overcome these problems militating against smooth running of law libraries under study, it will be necessary to reach out for strategies that could be used to enhance acquisition of legal information in these libraries.

Fakandu and Bayero (2014) alerted that effort should be made by the university authorities to consistently stock the law library with adequate, current, relevant and up-to-date information resources. To achieve this clarion call Onwudinjo, Nwosu and Ugwu (2014) posited that the law libraries should be adequately funded to enable them purchase the recommended core and other relevant materials, if the vision and mission of establishing faculties of law libraries should be achieved.

For effective and enhanced productivity, there is the need for recruitment of qualified and competent law librarians with a good degree in law and professional training in librarianship. It is on this note that Aname (2011) documented that this will make the librarians know the needs of the faculty much better than a non-law degree holder. That such a librarian will be in better position to make sound judgement about the collections in the law library as well as take care of peculiar reference needs of law students and researchers.

The ever-increasing amount of money that are being investing to the provision of legal information sources means that universities would be interested in studies that is geared towards evaluating the adequacy and currency of legal information sources. Besides, this is with the view to discover if the legal information sources held in these libraries under study are meeting the training needs of students.

It is on this note that John-Okeke and Ali (2013) expressed that law libraries spend a considerable amount of money for purchasing and supporting online databases, electronic collections, web-site discovery tools and also spend a considerable amount of staff time building and maintaining subject guides and online learning objects to provide their users with multiple information access points. It is as a result of this that Musell (2012) stated that given ever narrowing budgeting constraints, that it is important for libraries to evaluate which resources are used and how well they are used to better information decision regarding resources allocation. To evaluate, according to Hornby (2017), means to draw a conclusion from examining or assessing something. Evaluation of library collection is the assessment of the extent to which a collection meets the library's objective. Evaluation is usually carried out to determine whether the collection is actually meeting its objectives, how well it is serving its users, in which way it is efficient and what remains to be done to develop the collections.

Purpose of the Study

The purpose of the study is to evaluate the legal information sources in law libraries in federal universities in South-South, Nigeria. The specific objectives were to:

1. Find out the types of legal information sources available in the law libraries in the federal universities in South-South, Nigeria.
2. Ascertain the adequacy of legal information source of the law libraries in the federal universities in South-South, Nigeria.
3. Determine the currency of legal information sources in the law libraries of the federal universities in South-South, Nigeria.
4. Examine the extent to which legal information sources of the law libraries are meeting the training needs of the users in federal universities in South-South, Nigeria.
5. Identify challenges associated with acquisition of legal information sources in law libraries of federal universities in South-South, Nigeria.
6. Suggest strategies for enhancing libraries acquisition of legal information sources in law libraries of federal universities in South-South, Nigeria.

Hypotheses

The following null hypotheses derived from the research questions guided the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of law lecturers, librarians and students on the types of legal information sources available in the law libraries in the federal universities in south-south, Nigeria.
2. There is no significant difference in the mean responses of law lecturers, librarians and students on the adequacy of the legal information sources in the law libraries of federal universities in south-south, Nigeria.
3. There is no significant difference in the mean responses of law lecturers, librarians and students on the currency of legal

information sources in law libraries of federal universities in south-south, Nigeria.

4. There is no significant difference in the mean response of law lecturers, librarians and students on the extent the legal information sources meeting the training needs of the law students of federal universities in south-south, Nigeria.
5. There is no significant difference in the mean responses of law lecturers, librarians and students on the challenges in acquisition of legal information sources in the law libraries of federal universities in south-south, Nigeria.
6. There is no significant difference in the mean responses of law lecturers, librarians and students on the strategies that could be put in place to enhance acquisition of legal information sources in law libraries of federal universities in south-south, Nigeria.

Review of Literature

Evaluation of legal information sources have been acknowledged as a yardstick in determining the current status of law library collections as it helps to determine the strength and weakness of legal materials held in a given law library. According to Agee (2005), it enables librarians to gain a more holistic understanding of users needs and to acquire materials that complement current holdings, either improving weak areas or enriching strong collections. The study further maintained that evaluation of collection has implications for successful future collection management, financial resources management and effective format selection.

Evaluation of legal information sources is usually carried out to determine whether the collection is actually meeting its objectives, how well it is serving its users, in which way it is efficient and what remains to be done to develop the collection. Lumade and Ojedokun (2005) affirmed that collection effectiveness is measured by the extent to which a library collection can facilitate research activities and how well students can rely on it for projects and assignments. Akpom (2012) noted that careful evaluation increases book use

and user satisfaction to locate up-to-date, accurate information that relates to the academic needs of users.

Faculty of law libraries are established to support research, learning and teaching. They need to be evaluated from time to time to ascertain if they are fit and proper for the purpose of establishing them by meeting up with the emerging trends of legal education and training. This entails that law libraries should be well-stocked with the required legal materials in line with the purpose of establishing the faculties.

Schmidt (2016) explained that collection evaluation may be undertaken to meet accreditation requirements of professional bodies or to evaluate the appropriateness of a particular service. The study added that collection evaluation maybe carried out to indicate return on investment to funding authorities, to inform decisions about budgeting, human resource management, space allocation, marketing for recruitment of faculty or study or future planning.

Writing on the evaluation of library collection for the purpose of accreditation, Eze and Eze in Ekere (2006) were of the opinion that evaluation is good to show the accreditation body such as the Council of Legal Education (a body that regulates legal education in Nigeria) that the parent institution possesses the necessary library materials to support the instruction in certain subject areas at a particular situation, that evaluation of the entire collection become indispensable.

Emphasizing on the importance of library evaluation, Ifidon (2006) stated that the aims of library collection evaluation are meant to determine the scope /depth, usefulness of the collection and to assess the adequacy of the collection and thereby highlighting and suggesting ways to rectify issues discovered. It is on account of this that, Ogunsola and Omoike (2011) highlight that law libraries should evaluate their performances periodically in the light of users' need in order to take necessary corrective measures and ensure that the needs of the user

groups are met adequately by the services rendered.

There is no doubt that through evaluation, the weaknesses of a library collections are identified and strengthened. Anaechobi (2001) stressed that due to ever-increasing cost of library materials in the face of dwindling allocations which has led to emphasis on library cooperation and inter library loan agreements the current trend in quantitative library evaluation is to look at total resource adequacy. Lamb and Johnson (2004) depicted that collection evaluation helps librarians to review the strength and weakness of the entire collection through graphic representation and that the idea is to look at the quality, quantity and condition of the collection.

Moore in Umoren (2008) asserted that a library collection must serve the basis of any educational setting. The author stressed that for the students to become problem solvers, decision-makers and life-long learners in contemporary society, the library should provide useful and current information resources. This function, the author noted, must begin with selection, acquisition, processing and circulation. In concluding this assertion, the author maintains that to uphold and enhance the reputation of the library, periodic renew, evaluation and weeding should be undertaken.

Following the development in accessing legal information, the American Association of Law Librarians (2003) remarked that the world of legal information is rapidly moving to the electronic environment. With this development, Danner (2002) documented that as increasing amount of primary legal materials are issued primarily or exclusively in electronic formats, academic law libraries will be increasingly challenged to define their role in ensuring that those materials are preserved for future researchers. Tiemo and Agbabune in Umoren (2008) were of the view that there is incredible sense of digital divide as well as weak conditions and inadequate connectivity to the internet. The implication of this, according to them, is that law libraries should brace up to providing resources in

technology, capital and human, to make the difference.

Whatever reasons that could be given for evaluation, it will always lead to improved knowledge of collections and it is believed that it will generate greater efficiency in library services. The law library collections must be continuously evaluated to establish what the collection is like in terms of size, currency and adequacy and how well it serves user group in the faculty of law.

Methodology

The survey research design was used for this study. The study covered four federal universities offering law programmes in South-South, Nigeria. The population of the study was 3,584, users consisting of 133 lecturers, 3,451 students and 20 law librarians of the faculty of law of the universities under study. The sample for the study is 713 persons comprising 133 lecturers, 560 students and 20 law librarians of the faculties of law in federal universities in south-south.

This sample represents 20% of the population. Ball and Gall in Uzoagulu (2011) stated that when a population of 10,000 use 20% population of 5,000 use 10% and a population of 10,000 use 5%, since the population of this study fall below 5,000, 20% of the population was considered appropriate. A self structured questionnaire titled Legal Information Sources Evaluation Questionnaire (LISEQ) and a 59 – item Structured Observation Checklist Titled Online Public Access and Observation Checklist (OPACOC) were used for collection of data 713 copies of the questionnaire were distributed to the respondents, 704 copies were retrieved, giving return rate of 98.7%. The data collected were analyzed using frequency, percentage, mean, standard deviation and real limit of numbers for answering research question while analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 significance level.

Results and Discussion

This chapter presented the data analyzed and the interpretation for the purpose of answering the research questions and testing of hypotheses.

Research Question 1: What are the types of legal information sources available in law libraries in the federal universities in South-South, Nigeria?

The data for answering research question 1 were presented in Tables.

Table 1: The Mean Responses of Law Lecturers, Librarians and Students on the Types of Legal Information Sources in Law Libraries in Federal Universities in South-South, Nigeria (n=704)

S/N	Item statement	\bar{x}	\pm	Remark
1	Complete set of Laws of the Federation of Nigeria (LFN)	1.93	.26	Available
2	State Laws	1.93	.26	Available
3	Law Reports	1.98	.16	Available
4	Law Journals	1.95	.22	Available
5	Secondary sources like Legal Textbooks, and non-legal Textbooks	1.95	.22	Available
6	Reference Sources	1.93	.26	Available
7	Government Publications	1.85	.35	Available
8	Newspapers/Magazines	1.88	.33	Available
9	Non-print sources like legalpedia law pavilion, compo law etc.	1.85	.35	Available
10	International sources such as lexis-nexis west law, hein online	1.90	.30	Available
11	Internet / computer sources	1.90	.30	Available
12	Hansards	1.49	.50	Not available
13	Gazettes	1.81	.40	Available
14	Civil Service Rules	1.78	.42	Available
15	Digest	1.81	.40	Available
16	E-Journals	1.76	.44	Available
17	E-Books	1.73	.45	Available

The data presented in Table 1 reveals that sixteen (16) items out of the seventeen (17) items have their mean values range from 1.73 to 1.98. This shows that the mean value of each of the items is above the cut-off point of 1.50 on a 2-point rating, indicating that the respondents agreed that the 16 items were the types of legal information sources available in law libraries in federal universities in south-south, Nigeria.

available in law libraries in federal universities in South-South, Nigeria

The data also reveals that one out of the 17 items have its mean value as 1.49. This shows that the mean value of the item is below the cut-off point of 1.50 on a 2-point rating, indicating that the respondents agreed that the item was not

The Table also shows that the standard deviations of the items ranged from 0.16 to 0.50, indicating that the respondents are not very far from the mean and one another in their responses.

Hypothesis 1: There is no significant difference in the mean response of law lecturers, librarians and students on the types of legal information sources in law libraries in federal universities in South-South, Nigeria.

Data for testing hypothesis 1 were presented in Table

Table 2: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Types of Legal Information Sources in Law Libraries in Federal Universities in South-South, Nigeria

	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	51.026	2	25.513	1.702	.326	Significant
Within Groups	10507.289	701	14.989			
Total	10558.315	703				

Data presented in Table 2 revealed the *P*-value of 0.326 was obtained which was greater than the alpha-value of 0.05 level of significance. This

indicates that there was no significant difference in the mean responses of law lecturers, librarians and students on the types of legal information

sources in law libraries in federal universities in South-South, Nigeria. Based on this result, the hypothesis of no significant difference was upheld.

Research Question 2: What is the adequacy of the legal information sources in the law libraries of federal universities in South-South, Nigeria?

The data for answering research question 3 were presented in Table

Table 3: The Mean Responses of Law Lecturers, Librarians and Students on the Adequacy of the Legal Information Sources in Law Libraries in Federal Universities in South-South, Nigeria (n = 704)

S/N	Item statement	\bar{x}	\pm	Remarks
1	Complete set of Laws of the Federation of Nigeria (LFN)	3.4	.84	Adequate
2	State Laws	3.32	.85	Adequate
3	Law Reports	3.51	.84	Very Adequate
4	Legal Periodicals	3.39	.74	Adequate
5	Law Textbooks	3.37	.89	Adequate
6	Reference Sources	3.29	.98	Adequate
7	Government Publications	3.27	.95	Adequate
8	E-Journals	3.12	.95	Adequate
9	E-Books	3.10	.86	Adequate
10	Online Legal Databases	3.10	1.02	Adequate
11	Newspapers / Magazines	3.15	.96	Adequate
12	Indexes and Abstracts	3.17	.97	Adequate
13	Legal Digests	3.07	1.03	Adequate
14	Legal Encyclopedia	3.20	1.01	Adequate
15	Conference Proceedings	3.07	1.05	Adequate
16	Legal Encyclopedia	3.24	1.00	Adequate
17	Hansards	2.90	1.16	Adequate
Cluster Mean		3.21	0.95	Adequate

The data presented in the Table revealed a cluster mean of 3.21, which was within the real limit of 2.50 – 3.49, indicating that the respondents agreed that the legal information sources in law libraries in federal universities in South-South, Nigeria were adequate. Table also shows that the standard deviation of the items ranged from 0.74 to 1.16. This indicated that the respondents were

not very far from the mean and one another in their responses.

Hypothesis 2: There is no significant difference in the mean responses of law lecturers, librarians and students on the adequacy of the legal information sources in law libraries in federal universities in South-South, Nigeria.

Data for testing hypothesis 3 were presented in Table.

Table 4: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Adequacy of the Legal Information Sources in Law Libraries in Federal Universities in South-South, Nigeria.

	s	df	Mean Square	F	Sig.	Remark
Between Groups	71.65	2	35.825	2.493	.144	Significant
Within Groups	10071.968	701	14.368			
Total	10143.618	703				

Data presented in the Table revealed that the P-value of 0.144 was obtained which was greater than the alpha-value of 0.05 level of significance. This indicates that there was no significant

difference in the mean responses of law lecturers, librarians and students on the adequacy of the legal information sources in law libraries in federal universities in South-South, Nigeria. Based

on this result, the hypothesis of no significant difference was not rejected.

The data for answering research question 5 were presented in Table.

Research Question 3: What is the currency of legal information sources in law libraries of federal universities in South-South, Nigeria?

Table 5: The Mean Responses of Law Lecturers, Librarians and Students on The Currency of Legal Information Sources in Law Libraries of Federal Universities in South-South, Nigeria (n =704)

S/N	Item statement	\bar{x}	\pm	Remarks
1	Complete set of Laws of the Federation of Nigeria (LFN)	3.61	.74	Very Current
2	State Laws	3.12	.98	Current
3	Law Reports	3.51	.87	Very Current
4	Legal Periodicals	3.20	.98	Current
5	Law Textbooks	3.37	.83	Current
6	Reference Materials	3.22	.91	Current
7	Government Publications	3.00	1.03	Current
8	E-Journals	3.15	.94	Current
9	E-Books	2.95	1.02	Current
10	Online Legal Databases	3.22	.94	Current
11	Newspapers / Magazines	3.02	.96	Current
12	Indexes and Abstracts	3.15	.88	Current
13	Digests	2.90	1.05	Current
14	Legal Encyclopedia	3.02	.94	Current
15	Conference Proceedings	2.88	1.03	Current
16	Hansards	2.93	1.06	Current
17	Law Dictionaries	3.32	1.01	Current
18	Gazettes	2.93	1.06	Current
19	Non-Legal Materials	2.88	.84	Current
Cluster mean		3.13	.94	Current

The data presented in Table revealed a cluster mean of 3.13 which was within the real limit of 2.50 – 3.49, indicating that respondents agreed that the legal information sources in law libraries of federal universities in South-South, Nigeria were current. Table 4:10 also shows that the standard deviations of the items ranged from 0.74 to 1.06. This indicated that the respondents are

not very far from the mean and one another in their responses.

Hypothesis 3: There is no significant difference in the mean response of law lecturers, librarians and students on the currency of the legal information sources in the law libraries of federal universities in South-South, Nigeria.

Table 6: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Currency of the Legal Information Sources in the Law Libraries of Federal Universities in South-South, Nigeria

	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	66.406	2	33.203	1.897	.521	Significant
Within Groups	12268.201	701	17.501			
Total	12294.607	703				

Data presented in Table 6 revealed that the P-value of 0.521 was obtained which was greater than the alpha-value of 0.05 level of significance. This indicates that there was no significant difference in the mean responses of law lecturers,

librarians and students on the currency of the legal information sources in law libraries in federal universities in South-South, Nigeria. Based on this result, the hypothesis is of no significant difference and was not rejected.

Research Question 4: To what extent are the legal information sources meeting the training needs of the law students of federal universities in South-South, Nigeria?

Table 7: The Mean Responses of Law Lecturers, Librarians and Students on the Extent the Legal Information Sources are Meeting the Training Needs of the Law Students of Federal Universities in South-South, Nigeria (n = 704)

S/N	Item statement	\bar{x}	\pm	Remark
1	Laws of the Federation of Nigeria (LFN)	3.59	.71	Very High Extent
2	Laws Reports	3.54	.71	Very High Extent
3	State Reports	3.22	.94	High Extent
4	Legal Periodicals	3.39	.86	High Extent
5	Law Books	3.46	.81	High Extent
6	Government Publications	3.12	.93	High Extent
7	E-Journals	3.07	.88	High Extent
8	E-Books	3.05	.84	High Extent
9	Digest	3.07	.99	High Extent
10	Citators	2.88	1.01	High Extent
11	Legal Encyclopedia	3.27	.98	High Extent

The data presented in Table 7 revealed that two (2) items on legal information sources are meeting the training needs of the law students of federal universities in south-south, Nigeria. It also revealed that nine (9) items had their mean value ranged from 2.88 to 3.46, which were within the real limit of 2.50 to 3.49. This indicated that the respondents agreed to a high extent that the 9 items on legal information sources are meeting

the training needs of the law students of federal universities in South-South, Nigeria.

It also shows that the standard deviations of the items ranged from 0.71 to 1.01. This indicated that the respondents are not very far from the mean and one another in their responses.

Hypothesis 4: There is no significant difference in the mean response of law lecturers, librarians and students on the extent to which the legal information sources are meeting the training needs of the law students of federal universities in South-South, Nigeria.

Table 7: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Extent the Legal Information Sources are Meeting the Training Needs of the Law Students of Federal Universities in South-South, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	57.434	2	28.717	2.485	.222	Significant
Within Groups	8106.756	701	11.556			
Total	8164.19	703				

Data presented in the Table showed that a P-value of 0.222 was obtained which was greater than the alpha-value of 0.05 level of significance. This indicated that there was no significant difference in the mean responses of law lecturers, librarians and students on the extent the legal information sources meet the training needs of the law students of federal universities in South-

South, Nigeria. Based on this result, the null hypothesis of no significant difference was upheld.

Research Question 5: What are challenges in acquisition of legal information sources in the law libraries of federal universities in South-South, Nigeria?

Table 8: The Mean Responses of Law Lecturers, Librarians and Students on the Challenges in Acquisition of Legal Information Sources in the Law Libraries of Federal Universities in South-South, Nigeria (n = 704)

S/N	Item statement	\bar{x}	\pm	Remarks
1	Inadequate Funding	3.49	.90	Agreed
2	Lack of Qualified Law Librarians	2.63	1.07	Agreed
3	Out-dated Law Books	2.68	1.01	Agreed
4	Gaps in Law Reports	2.90	.94	Agreed
5	Inadequate Legal Periodicals	2.76	1.01	Agreed
6	Constant Transfer of Experienced Library Staff	2.93	.93	Agreed
7	High cost of Law materials	3.22	.91	Agreed
8	Lack of photocopy facilities	2.49	1.08	Disagreed
9	Inadequate Law Library Collections	2.81	1.03	Agreed
10	Lack of Internet Access	2.95	1.05	Agreed
11	Theft and Mutilation of Law Materials	2.85	1.11	Agreed
12	Lack of co-operation of library staff with users	2.51	1.08	Agreed
13	Lack of Consortia building	2.88	.95	Agreed
14	Inadequate subscription of legal databases	3.22	1.06	Agreed
15	Inadequate computers for the users	3.22	1.08	Agreed
16	Provision of access tools	2.90	1.16	Agreed

Data presented in the Table revealed that 15 out of the 16 items had their mean value ranged from 2.51 to 3.49, which were greater than the cut-off point of 2.50 on a 4-point scale. This indicated that the respondents agreed that the 15 items were the challenges to the acquisition of legal information sources in the law libraries of federal universities in South-South, Nigeria. The Table also revealed that one item had its mean value as 2.49, which was below the criterion mean of 2.50 on a 4-point scale. This indicated that the respondents agreed that the 1 item was not a challenge to the acquisition of legal information

Table 9: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Challenges to the Acquisition of Legal Information Sources in the Law Libraries of Federal Universities in South-South, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	75.610	2	37.805	2.436	.269	Significant
Within Groups	10880.922	701	15.522			
Total	10956.532	703				

Data presented in the Table revealed a P-value of 0.269 which was greater than, the alpha-value of 0.05 level of significance. This indicated that there was no significant difference in the mean responses of law lecturers, librarians and students on the challenges to the acquisition of legal information sources in the law libraries of federal universities in South-South, Nigeria. Based on this

sources in the law libraries of federal universities in South-South, Nigeria.

It also showed that the standard deviations of the items ranged from 0.90 to 1.16. This indicated that the respondents are not very far from the mean and one another in their responses.

Hypothesis 5: There is no significant difference in the mean response of law lecturers, librarians and students on the challenges in acquisition of legal information sources in the law libraries of federal universities in South-South, Nigeria

result, the hypothesis of no significant difference was upheld.

Research Question 6: What are the strategies that could be put in place to enhance acquisition of legal information sources in law libraries of federal universities in south-south, Nigeria?

Data for answering research question 10 were presented in Table 10.

Table 10: The Mean Responses of Law Lecturers, Librarians and Students on the Strategies that could be put in Place to Enhance Acquisition of Legal Information Sources in Law Libraries of Federal Universities in South-South, Nigeria (n = 704)

S/N	Item statement	\bar{x}	\pm	Remark
1	Adequate Funding should be provided by federal government to the universities to enhance acquisition	3.73	.67	Agreed
2	Acquisition of current law books by the library management	3.68	.65	Agreed
3	Subscription to electronic database/ legal periodicals by the library	3.76	.58	Agreed
4	Resource acquisition policy development in the libraries	3.81	.51	Agreed
5	Government should make her reports and publications available to law libraries	3.71	.64	Agreed
6	Dedicated acquisition committee should be established by the library to facilitate book selection and acquisition	3.68	.72	Agreed
7	Government should encourage local publishers to publish law books to reduce cost of acquisition of foreign books	3.66	.76	Agreed
8	University management should encourage lecturers to write in various areas of law to reduce scarcity.	3.66	.66	Agreed
9	University management should partner with NGOs to provide fund for acquisition of law books	3.61	.80	Agreed

Data presented in the Table revealed that all the 9 items had their mean value ranged from 3.61 to 3.81, which were greater than the mean cut off point of 2.50 on 4-point scale. This indicated that the respondents agreed that all the items were strategies that could be put in place to enhance acquisition of legal information sources in law libraries of federal universities in South-South, Nigeria.

The Table also showed that the standard deviations of the items ranged from 0.51 to 0.80.

This indicated that the respondents are not very far from the mean and one another in their responses.

Hypothesis 6: There is no significant difference in the mean response of law lecturers, librarians and students on the strategies that could be put in place to enhance acquisition of legal information sources and services in law libraries of federal universities in South-South, Nigeria

Table11: Analysis of Variance (ANOVA) of the Mean Responses of Law Lecturers, Librarians and Students on the Strategies that could be put in place to Enhance Acquisition of Legal Information Sources in Law Libraries of Federal Universities in South-South, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	75.955	2	37.978	2.812	.465	Significant
Within Groups	9467.005	701	13.505			
Total	9542.960	703				

Data presented in Table indicated that the P-value of 0.465 was realised which was greater than the alpha-value of 0.05 level of significance. This implied that there was no significant difference in the mean responses of law lecturers, librarians and students on the strategies that could be put in place to enhance acquisition of legal information sources in law libraries of federal universities in South-South, Nigeria. Based on this

result, the null hypothesis of no significant difference was upheld.

Discussion of Findings

The study revealed that complete sets of the laws of the federation of Nigeria (LFN)), State Laws, law reports, journals, textbooks, conference proceedings government publications, online legal databases etc., were types of legal information sources in the law libraries federal

universities in South-South Nigeria, whereas Hansards were type legal information sources not found in these libraries. This confirms Ainoko (2011) noted that statutes, Acts, bye-laws, subsidiary legislations, books of authority, judicial precedents used in administration of justice, etc., were the legal information sources. The finding revealed that there was no significant difference in the mean response of law lecturers, librarians and students on 16 items on the types of legal information sources in law libraries in federal universities in South-South, Nigeria, whereas there was a significant difference on the mean response for one item (Hansards). This shows that the responses on the items were influenced by the professional status of the respondents, there was a professional status influence on the responses on the respondents on the one item (internet/computer sources). The finding is in consonance with Olorunfemi (2015) who revealed that inadequate legal information sources such as electronic resources and print sources were the problems confronting the law students when conducting legal research. This is in disagreement with John-Okeke and Ali (2013) who were of the view that law libraries spend a considerable amount of money for purchasing and supporting online databases, electronic collections, web-scale discovery tools and also spend a considerable amount of staff time building and maintaining subject guides and online learning objects to provide their users with multiple information access points. This disagrees with Jegede in Haruna (2006) that discussion on the scarcity of books which goes unabated is a problem that has assumed many dimensions and its negative effect on studying; learning and professional practice is unfathomable.

The finding also revealed that the legal information sources were adequate in the law libraries of Federal universities in South-South geopolitical Zone in Nigeria. It was that there was no significant difference in the mean response of law lecturers, librarians and students on 12 items on the adequacy of the legal information sources in law libraries in federal universities in South-South, Nigeria whereas there was a significant

difference in the mean response of law lecturers, librarians and students on 5 items (complete set of Laws of the Federation of Nigeria (LFN); State Laws; Legal Periodicals; Reference Sources; Government Publications) on the adequacy of the legal information sources in law libraries in federal universities in South-South, Nigeria. This shows that while the responses of the respondents were not influenced by their professional status of the respondents, rather the responses of the respondents on the 5 items were influenced by their professional status. This finding is in line with Uluocha and Mabawonku (2014) who revealed that the number of available legal information resources for use to law lecturers were considered adequate with the exception of e-resources and online legal databases. Ukanah and Afolabi (2011) affirm that the value of information so provided is based on the quality of available and accessible information resources which have to be accurate, current and complete answers given to the library user's inquiry.

It was found that legal information sources (such as complete set of Laws of the Federation of Nigeria (LFN), State Laws, Law Reports, etc.) were current in the law libraries of the federal universities in the South-South, Nigeria. Furthermore, there was no significant difference in the mean response of law lecturers, librarians and students on the currency of the 19 items on the legal information sources in the law libraries of federal universities in the South-South, Nigeria. Thus, respondents' responses were not influenced by their professional status. This finding disagrees with Bello in Haruna (2006) who remarked that for a long time the stocks of these libraries had not been replenished. This corroborates with Enem (2014) who reported in her studies that most of the academic law libraries in Enugu State still operate entirely on traditional mode of librarianship devoid of Automation and Information Communication Technology (ICT) infrastructure. The author reiterated that computer application, network linkage, internet connectivity and access to online databases are yet to be found in most of these law libraries. The finding confirms the

recommendation of Ukpanah and Afolabi (2011) that a library does not just make information available, such information must be relevant to meet the needs of the users if they must perceive that the information available in the law libraries is adequate to meet their needs. The finding gives credence to Ademola in Iwhiwhu and Idiedo (2013) who remarked that law students and legal professionals make great use of law textbooks and hence, the Nigerian Council of Legal Education requires that every university law library in their collections should have relevant, current and adequate law books and periodicals as prerequisite for accreditation.

This work revealed Laws of the Federation (LFN) and Law Reports were legal information sources meeting the training needs of the students to a very high, while legal information sources such as State Laws, legal periodicals, law textbooks etc., where to a high extent meeting needs of the law students of federal universities in South-South, Nigeria. It was also found that there was no significant difference in the mean response of law lecturers, librarians and students on items on the extent to which the legal information sources met the training needs of the law students of the federal universities in South-South, Nigeria. A significant difference existed on responses to 2 items (Legal Periodicals and Law Books) on the extent to which the legal information sources met the training needs of the law students of the federal universities in South-South, Nigeria. Hence, as the responses of respondents on the 9 items were not influenced, those of the 2 items were influenced by their professional status of the respondents'.

This work revealed a number of challenges to acquisition of legal information sources in the libraries of the federal universities under study. These challenges include; inadequate funding, lack of qualified law librarians, out-dated law books, gaps in law reports, etc. The finding also revealed that there was no significant difference in the mean response of law lecturers, librarians and students on the 10 items on the challenges to the acquisition of legal information sources whereas a significant difference existed on

responses to 6 items (inadequate funding, lack of qualified law librarians, out-dated-law books etc.) on the challenges to the acquisition of legal information sources in these libraries. This finding is in line with the work of Haruna (2006), Lawal and Okwueze (2007) as they remarked that for a long time the stocks of these libraries had not been replenished due essentially to lack of funds. This finding also corroborates Anaechobi (2001) who remarked that ever-increasing cost of library materials in the face of dwindling allocations has led to emphasis on library cooperation and inter library loan arrangements. The current trend in quantitative library evaluation is to look at total resources' adequacy. The finding is in line with Olorunfemi (2015) who noted that lack of adequate law sources such as electronic resources and print sources were main problems confronting law students when conducting legal research because they were not allowed access to the electronic resources.

Findings also revealed that strategies that could be put in place to enhance acquisition of legal information sources in law libraries under study included; adequate funding should be provided by federal government to the universities to enhance acquisition; acquisition of current law textbooks by the library management; subscription to electronic databases/legal periodicals and law reports etc. It was shown that there was no significant difference in the mean response of law lecturers, librarians and students on all 9 items on the strategies that could be put in place to enhance legal information sources in the law libraries.

The finding of the study is in agreement with Fakandu and Bayero (2014) who stated that efforts should be made by the university authorities consistently stock the library with adequate, current, relevant and up-to-date information resources. It is in consonance with Onwudinjio, Nwosu and Ugwu (2014) who posited that law libraries should be adequately funded to enable them purchase the recommended core and other relevant materials, if the vision and mission of establishing faculties of law libraries should be achieved.

Conclusion

Law libraries like any other special library are repositories of legal information sources which have grown over the years at an unprecedented pace, aimed at providing information services to the legal profession both at study and practice level. Law libraries are meant to assist law students, lawyers, judges and those who want to be abreast with the law. The vast information sources in whatever form in law libraries are of vital importance in tackling the challenges and problems of legal studies and law development, hence the increase in investment by universities and other tertiary educational institutions in Nigeria for the provision of information resources.

The value of information so provided is usually based on the quality of available and accessible information sources which have to be accurate, current and complete in order to satisfy user inquiry. The ultimate aim of an information provider, such as law library, is to satisfy users' information needs by providing the users with the right information at the right time and through the right means.

The increasing amount of investment that universities have been committing to the acquisition of legal information sources entails that universities would be interested in research that would evaluate the adequacy and currency of legal information sources in the law libraries, to ascertain whether they are meeting the information training needs of the law students and law lecturers. Evaluation should usually be carried out to determine whether the collection is usually meeting its objectives, how well it is serving its users, in which way it is efficient and what remains to be done to develop and balance the collections.

Recommendations of the Study

Based on the findings of the study, it is recommended that:

1. That federal universities, through the National Universities Commission (NUC), the Federal Ministry of Education and other educational stakeholders should

provide adequate funds to enhance acquisition of legal information sources such as law books, law reports, ICT facilities etc., also subscription to electronic databases/legal periodicals.

2. Government departments, agencies and parastatals should make their reports and publications available to law libraries, as well as encourage local publishers to publish law books to reduce cost of acquisition of foreign law books.
3. The library management of the various universities should encourage inter-library loan services among law libraries within the south-south, Nigeria to enhance research and teaching.
4. Management of faculties of law libraries through university authorities should ensure that qualified law librarians are employed for efficient and effective services delivery.
5. National Universities Commission (NUC) and Council of Education (CLE) should make provision of ICT facilities a priority for networking of academic law libraries in Nigeria Universities through Tertiary Education Trust Fund (TETFUND).

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