

Extent of Provision of Information Resources to Meet the Information Needs of Law Students of Nnamdi Azikiwe University (NAU) and University of Nigeria Nsukka (UNN).

Okechukwu S. Ani

okechukwu.ani@esut.edu.ng.

Oluoma Ani

oluomaani63@gmail.com.

&

Oluchi C. Okeke

oluchukwu.okeke@esut.edu.ng.

Enugu State University of Science and Technology, Agbani Enugu State

Abstract

This study ascertained the extent of provision of law students' information needs in Nnamdi Azikiwe University (NAU) and University of Nigeria Nsukka (UNN) law libraries. Being federal universities known for their academic prowess, the research is needed. Two research questions were raised and one hypothesis formulated to guide the study. The study adopted a descriptive survey method. The population of the study was nine hundred and twenty (920) registered students of these law libraries under study. One hundred and eighty-four users were sampled for the study using stratified simple random sampling. Observation checklist and the questionnaire were the instruments for data collection. The researchers administered one hundred and eight four (184) copies of the questionnaire. One hundred and seventy-six (176) copies were returned and found usable, representing 95% response rate. The data collected was analyzed using mean and standard deviation while t-test statistic was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that law students need information in different areas ranging from professional to legal administration and research, and that a variety of legal information resources on legislation, case law, law textbooks, reference resources are provided by the law libraries. Based on the findings, the study recommended that the law libraries and librarians should first understand the information needs of their users - the law students more seriously, among others.

Keywords: Information Resources, Information Needs, Law Students, Legal Information Resources, Law Libraries.

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Introduction

The primary mission of any university library is to support teaching, learning research and community service through dissemination of information. The library is at vantage position in the provision of relevant information necessary for research and scholarship, especially in electronic form. Apparently, legal information to a large extent contributes to the success of law students and practicing lawyers. There is no class of men, professional or otherwise as dependent upon books as the lawyers and there is no library of whatever kind or nature which directly pertains to the interest which it is designed to serve as the law library (Ezema & Akpom, 2018).

In essence, law faculty members impart legal knowledge and teach different subjects at a time as they engage in different legal academic activities. By so doing, they supply information needed to all the users. The importance of information to man cannot be over emphasized. It is clear that information is vital in daily life. Information is an essential part of a nation's resources. Access to it is a basic fundamental right. Information is not only vital for technology, scientific and economic progress as erroneously seen by some people, it is also a medium of social transformation and communication. Information is regarded as a vital resource with, which an individual functions effectively in the society. Yusuf in Okeke (2019) asserts that information bridges the gap between knowledge and ignorance, and by implication increases efficiency. Therefore, when knowledge is increased, productivity is boosted. According to Umunnakwe and Eze in Okeke, Eze and Ani (2019), information is the hub of human development around which knowledge revolves. The flow of information has made the world a global village and we are said to be in the information age. Information, according to International Federation of Library Association and Institution (IFLA) in Ubwa, Gbuushi, Ianna and Iornum (2021), is very important in the development of an individual and of the society. Information is seen as a major resource in human development and access to it could improve knowledge.

For the researchers, clientele and various users to elicit data on the information sources used for needed information, various information sources including books, journals, magazines and newspapers, annual reports, hand books etc. should be consulted. It is only through such

sources that information seekers can obtain information that is ideal for a meaningful decision-making leading to an increase in productivity. Information need therefore is the recognition of uncertainty that needs solution. Ashikuzzamam (2018) said that information needs refer to the specific requirements or desires individuals or organizations have for obtaining information so as to fulfil a particular purpose or achieve a specific goal. In essence, they are facts that a person wants, needs or expects in an information source. Williams in Ubwa, Gbuushi, Ianna and Iornum (2021) defines information need as the recognition of the existence of uncertainty in decision making. Information is also required to solve problems as well as express satisfaction or dissatisfaction with the information. One's knowledge obviously is inadequate to satisfy his information need. Hjørland in Eftekhar and Hayati in Makinde, Jivane and Mugwisi (2019), articulated people's information needs, as needs relating to people's educational activities (educational needs), research activities professional and vocational activities (vocational needs), cultural activities and personal development- spiritually (religious needs) and physically. Both free people in regular societies and incarcerated ones have the same information needs Shirley in (Jamshed, 2020). These needs range from basic information for survival, for educational purposes, healthy living and recreation to spiritual growth. Taylor in states that information needs is a personal and conscious condition. He articulated four levels of information need an individual pass through before he or she makes formal encounter with information professionals. These levels are, visceral need, conscious need, formalized need and compromised need. According to Khan, Bhatti, Khan and Ismail (2014), information is a critical factor in the field of legal education; that is why the legal academic community is more dependent on information than most other professionals. To buttress this position, they explain that law faculty members impart legal knowledge and teach different subjects at a time as they engage in different legal academic activities. Information need according to Jibrán, Jamshaid, Muhammad, and Iram (2021), are desires or wants of needs to be transferred for use which prompts man to ask questions about happenings in the past, things to be done, sources and services available, things that will happen if certain things are done according to rules and regulations. Information is knowledge derived from experience or study. It can be related to any field like education,

politics, health, and law. The information helps the individuals and organization to make the right decision at right time Ezekiel & Saleh, in (Jamshed, 2020). Information needs are therefore, evidence of a knowledge gap which needs to be fulfilled. The identification of a gap creates room for information search and the satisfaction of the need. Eftekhar and Hayati in Makinde, Jivane and Mugwisi (2019) opined that information seeking behaviors exhibited by information users are derived from users' information needs when they have the urge for information.

Jamshed (2020) defined Law as one of those professions where information is the barometer of success. For lawyers, up-to-date legal information is like a lifeline and no one can professionally survive without it. Access to legal information means, ways or methods used to obtain the right legal information from available sources. Law library information resources provision is a vital tool for capacity building and national development. According to Ezema and Akpom (2018), the law library is at vantage position in the provision of relevant information necessary for research and scholarship and the critical roles of the library transcend all fields of study, including legal education and scholarship. So the provision of legal information to a large extent contributes in the success of law students and practising lawyers. According to Iwhiwhu and Akporhnor in Okeke and Opa (2022), information resources provision is using materials found in the library to provide current and retrospective information services to an information seeker.

Information resources provision plays an indispensable role in achieving goals and objectives. The prevailing global economic downtown has made it difficult for most Nigerian academic libraries to stock all the relevant materials. Information is a necessary resource for the development of all other resources. Essentially, reliable information is the corner-stone for nation building and world development through provision of necessary practical strategies. One may conclude that the Internet and Information and Communication Technology (ICTs) present opportunities for value added services to information seeker. Omekwu in Okeke and Opa (2022) describes information resources as the stock-of-the trade of law libraries. These authors categorized law library resources as follows; legislation, law report, law journals and periodicals, digest, textbooks, court rules, government publications,

loose leaf publications, reference materials, newspapers and magazines etc. All these resources are needed by law students for various purposes among them are: research, recreation, politics, religion, current awareness, health, test and examination, business and economic matters etc. Law students need these resources for carrying out research for their term papers and projects. Information on politics and government is very important to the law student as he is expected to know so much about what happens in his environment and become a resource person as well to others.

Current awareness is a resource provision that brings current and up-to-date information to law students in their areas. Every person that is alive needs information on health. How good health can be enhanced and sustained is a primary concern to the law student and information provision in this area is of paramount importance. Information on prices of goods and services, monetary policy, international market, fiscal policy, exchange rate among others are all important to the law student and information provision on these areas are very pertinent. There are also several online legal information sources according to Omekwu in Okeke (2019) such as legal paedia, law companion, Lexisnexis, e-books, e-journals etc.

Modern library services promote knowledge creation rather than knowledge consumption. Unlike the library resources and services of the past that focused on distributing books and research materials and a one-sided provision of information and resources, the modern library creates a space where patrons engage with information – process it, reflect on it, have conversations about it and develop new ideas, conversations and opportunities as a result of it i.e. e-mail, video conferencing etc.

The following are the popular Information and Communication Technology platforms that can be used by the law library.

- (a) *E-mail communication*: Through electronic mail, resources and questions may be posted to the librarian from the library users and in turn the librarian will reply back via electronic mail. It saves the problem of sourcing for the materials physically. The only problem associated with this medium is that it removes the values derived from social contact with library users as well as absence of face to face discussions.
- (b) *Diverse electronic discussion forum*: an online forum such as

Facebook which enables participants to pose questions and accurate views.

- (c) *Legal databases*: online legal databases are now being used by many law libraries across the world to access legal resources. LEXISNEXIS and WESTLAW are the most common ones.

Databases house a huge amount of data and research.

In addition to the afore-mentioned, the application of interactive social media technology to the service delivery of the library has made the services to be more effective. The social media tools are web based and mobile technologies that can be used to tune communication into an interactive dialogue. They include wikis, Blogs, RSS, Facebook, podcast, twitter, ipad, iphone, ipod, YouTube, 2GO. German in Nwafor-Orizu, Onwudinjo, Ilorah and Nwafor (2022) identified some applications used in law libraries such as blogs, collaborative encyclopaedias and RSS.

- (d) *Law blogs*: A blog from web blog is a web site made up of post that are arranged chronologically and are achieved by date and category. A blawg is a Blog on law. Blogs have become useful updating services for various legal specialties, keeping law students and professionals immediately up to date on developments and issues on their study and practice respectively.
- (e) *Collaborative encyclopaedia*: Wikipedia is the best example of a collaborative encyclopaedia where everyone can freely contribute and edit. It is based on the wiki technology. Wikipedia is one of the most visited web sites worldwide.
- (f) *Really Simple Syndication (RSS)*: This is a syndication format developed by Netscape in 1999, which has become very popular for aggregating updates to blogs and new site. RSS represents an alternative delivery platform because the user gets only relevant content, it is notified automatically when new content arrives, and is not required to learn new technologies.

A law student has many definitions. According to Ubwa, Gbuushi, Ianna and Iornum (2021), a law student is one who studies the law. Someone enrolled in a school for legal education. A law student could be an undergraduate or a postgraduate student. An undergraduate law student accordingly is a person who has enrolled as a student in a faculty of law to study law in a period of about five years in the Nigerian context with a view to obtaining a qualifying certificate at the end of the study.

Law library in Nigeria is as old as the legal profession but definitely older than public library or other types of library. According to Ogbeide in Raliat (2018), Law library in Nigeria dates as far back as 1900 in Lagos. They are the libraries attached to Lagos High Court and Federal Ministry of Justice. Law libraries in universities however, either sprang up with the universities at the point of her establishment or were established separately with the faculty of law afterwards. A Law library according to Nwafor-Orizu, Onwudinjo, Ilorah and Nwafor (2022) is a library designed to assist law students, lawyers, judges and their clerk and anyone else who wishes to determine the state of the law. Law libraries can be classified as types of special libraries because of their focus on providing specialized resources on the law as well as their specialized and limited user base. Most law schools around the world have a law library or in some universities at least a section of the university library devoted to law. Law libraries can also be found in courts, government departments, private law firms and barristers' chambers.

Law libraries in the Universities enhance teaching, learning, research and instruction. University law library according to Ajidahun in Raliat (2018), supports teaching, research, dissemination of information and community services. Law libraries in the university are special libraries which provide legal information through relevant law book and periodicals for the clients most of whom come from the legal profession i.e. law students, law teachers, law practitioners and other related disciplines. These are found both in Federal as well as other universities. The federal universities are the apex institutions of higher learning owned and run by the first tier government in a federal system of government or federalism. In Nigeria for instance there are three tiers of government namely, the federal, state and local governments. Hence, federal universities are those universities that are owned by the federal government of Nigeria. Law libraries in federal universities are libraries that are attached to the law faculties of federal universities.

Objectives

This study is geared towards ascertaining the extent of provision of Law Students' Information needs in Nnamdi Azikiwe University and University of Nigeria, Nsukka Law Libraries. Specifically, the study seeks to:

1. Identify the types of information resources provided to the law students by the law libraries.
2. Examine the extent to which the law libraries meet the information needs of the law students.

Research Questions

The following research questions guided the study:

1. What are the types of information resources provided by the law libraries?
2. To what extent has the law libraries met the information needs of the law students.

Research Hypothesis

H₀₁: There is no significant difference between the mean ratings of the fourth year and final year law students on the extent to which the law libraries' information resources meet their information needs.

Literature Review

Information needs of law students are numerous. According to Yemisi, Janneke and Ocholla in Nwafor-Orizu, Onwudinjo, Ilorah and Nwafor (2022), the major information needs of law students are information on academics i.e. assignments, term papers, preparation for quizzes, information on legal issues, information on innovative ideas/exploratory knowledge, information on current research as well as information on personal growth and development. Based on these, it is clear that law students need information to excel in legal profession. Law students require information to effectively cope with the workload of their academic work. They are taught subjective law courses like Contract Law, Constitutional Law, Criminal Law, Equity and Trust, Evidence, Land Law, Jurisprudence and Torts etc. To be able to cope with the need to embrace library materials irrespective of their formats, Olorunfemi and Mostert in Raliat (2018), are of the view that, students' information requires primary sources of information for academic and research needs in school, while the other types of information that they may need is secondary for the legal information requirements in their academic curriculum. According to Sign in Raliat (2018), the primary sources of information of law students are divided into (2) categories, they are:

1. Legislation (i.e. Statutes and regulation)
2. Case law (court decisions and administrative tribunals).

Primary legal sources are product of the legislative i.e. the official bodies within the authority that make laws. Secondary legal sources are the resources cited in the court for its informative values, and it provides relevant references to sources of law. Singh in Raliat (2018), also noted that the secondary legal sources include law textbooks, legal journals, legal encyclopedias, case law, digests citations, precedents, customs, legislation and electronic data base resources. Kahlar and Tama in Khan and Khan (2020) in their study, found out that lawyers and law students prefer printed text. The study also reveals that the respondents prefer printed format over electronic format and that they first consult their personal collection before resorting to other information, providing sources and agencies. Similarly, Wilson as stated in Majid and Kasin in Khan and Khan (2020) concludes that, law students prefer informal sources when seeking for information to satisfy their needs, in addition, Khan and Khan (2020) observed that law students use diverse electronic information sources to conduct their legal information search only as a complimentary method.

In Nigeria, few studies have been carried in relation to the information seeking behaviour of law students in Nigeria. There is no gain saying the fact that those involved in the study and practice of law need to stay current with published legal literature relating to their area of study or practice. However, they experience some problems in searching for information to satisfy their needs. The essence of provision of information resources is making such information available at the right time to the users. In this 21st century, information resource provision has become an important factor to people in diverse locations. In the legal profession, law teachers, lawyers and law students require information in their day to day activities. This is because law is a specialized and highly technical subject and this attribute has made it the preserve of a professional body of practitioners. This profession needs information on how to determine cases, argue or represent clients before the court of law and pass examinations Olorunfemi & Mostert in (Owushi & Emeasalu, 2016). Consequently, there is need to acquire sufficient resources on legal literature to service the enlarged clientele base of the law library.

There are some basic reference titles on legal literature that every law library should have in their collections. Nwafor-Orizu, Onwudinjo, Ilorah and Nwafor (2022), assert that a law library that intends to be

relevant in any academic institution must ensure that its collections are adequate. The authors further stated some of the basic reference titles that the law library is expected to have in its collection as follows:

- Complete sets of up to date laws of the federation
- Laws of the states
- Law reports of the Supreme Court
- Law reports of the Court of Appeal
- Law reports of federal High Court
- Law reports of state High Court
- Law report of common wealth countries
- Precedent books of foreign countries such as; Britain, America and Asian countries
- Legal dictionaries and other dictionaries
- Thesaurus and legal bibliographies
- Legal and general encyclopaedia

Information resource provision is a vital instrument for the day-to-day activities of people in the legal profession and law faculties who need legal information to make vital and rational decisions that may directly involve human lives. If the retrieved legal information is accurate, then there is a high probability of making good decisions in the final analysis. On the other hand, if information is inaccurate the ability to make correct decisions is diminished. Therefore, better information leads to better research and decisions Walonick, in (Humbhi, Tareen & Alia, 2020). Law as a course of study, is a highly knowledge-intensive domain and obtaining accurate and up-to-date legal information is its dynamic nature. Law library resources could be referred to as legal literature such as law books, law report, legislation and statutes, legal periodicals, government publication, reference materials and other inter-related non legal books e-resources, unpublished work of law e.g. conference papers, thesis on law and so on. Legal resources are indispensable tools for legal education. The law students at all levels need access to these resources. According to **Igbokwe and Igbokwe (2016)**, information resources are synonymous to library resources but information has such broad connotation that any person who systematically impacts knowledge to others will be referred to as information officer. Humbhi, Tareen and Alia (2020) refer information resources as the means used to facilitate instructions to help teach better and students learn easier, and faster. Meliki and Uche in Owushi and

Emasealu (2016), sees information resources as the procedures, equipment, facilities, software, and data that are designed but operated and maintained to collect, record process, store and retrieve, display and transmit information. Library information resources, regardless of their formats whether in print or non-print, relevant format can be used to provide relevant answers to divergent information needs of the library users (Quadri & Abiodun, 2017).

For the law students, lecturers, and legal practitioners to be abreast of legal practice, they cannot function without sound legal information resources. These resources should be available to law students so as to facilitate their utilization. Availability of information resources helps law students in their legal research Ainoko and Boman in (Quadri & Abiodun, 2017). Thus, it is very important for available information resources to be made accessible for law students. Studies that dwell on information resources provision have received considerable attention from researchers. These information resources could be in the form of periodicals, abstracts, indexes, reference materials, audio-visuais, information technologies (IT) and databases. Law libraries especially the ones in academic institutions house different resources related to legal affairs which require special skills to handle; especially court judgments, legislative enactments, constitutions, treaties, ordinances, and administrative rules and regulations. Apart from these, textbooks, references books, law journals etc. are the core holding of any law library. According to Omekwu in Owushi and Emasealu (2016), the holding of an academic law library can be categorized into two namely:

- a. **Primary Sources:** - These are information that have not been diluted, manipulated or re-arranged. They are original in nature. These materials include. Constitutions of the Nation's Statutes, Acts, Rules, Ordinances – Federal and State Government Bodies, Parliament Debates/proceedings both upper and lower houses, Gazettes both Federal and State Governments, Court Judgements, Report of Supreme Court, State High Courts, Tribunals Special Courts, Commissions, Legal periodicals, Government publications and other similar documents. A number of publications are brought out from time to time by the federal as well as state governments. Most of them consist of reports from various Committees and Commissions. The reports of such bodies are of great help in any

legal research and are available sources for the law library in the faculty of law.

- b. ***Secondary Sources:*** - Secondary sources according to Omekwu in Owushi and Emasealu (2016) are the Information resources extracted from the primary sources after they have been manipulated, diluted and re-arranged. These are textbooks, periodicals, journals. Popular examples include.
- i. Encyclopaedia of forms and precedents
 - ii. Cannon law series
 - iii. Atkins court forms
 - iv. Archibald's pleadings Evidence and practice in criminal cases
 - v. Aguda – practice and procedure of the Supreme, Court of Appeal and High Courts of Nigeria etc. (by local and foreign publishers)

E-resources, on the other hand are those materials that require computer access whether through a personal computer, mainframe or handheld mobile devices. They may either be accessed from the internet or remotely with the Local Area Network (LANs) (Konappa, 2014). Similarly, Okiki and Asiru in Okeke (2019) defined electronic resources as information stored and transmitted in digital, electronic or computerized formats such as diskettes, CD-ROM databases, DVDs and Online Public Access Catalogues(OPAC). From the definitions above, one can deduce that electronic resources require computer and the internet for easy access from any location of the user. Hence, electronic resources in this study are resources on the open access platforms, made accessible by the institutions to law students. The use of electronic resources has gained prominence in universities across the globe. According to Ezema and Akpom (2018), many academics are availing themselves of the opportunity to exploit these resources and access relevant, current and up-dated information for diverse purposes. Studies have shown that electronic databases are convenient for searching huge amount of data with efficiency (Aregbesola & Oguntayo, 2014).

Methodology

The research design adopted for the study is descriptive survey. This study focused on two Federal universities one in Enugu and the other in Anambra State. The universities are the: Faculty of Law Library

University of Nigeria Enugu campus (UNEC) and faculty of law library Nnamdi Azikiwe University Awka (NAU). Being federal universities known for their academic prowess, the research is needed. The population is nine hundred and twenty (920) law students, comprising law students in the faculty of law library UNEC, Enugu and faculty of law library NAU Awka in the 2018/2019 academic session. The sample size of this study was (184) fourth year and fifth year law students. This is because they have come to the apex of their undergraduate law studies and are therefore eager to make use of the library resources. The sample represents 20% of the population. The instruments for data collection were observation checklist and a structured questionnaire. Data was collected by the researchers while mean and standard deviation were used for the analysis whereby 2.5 was used as the judgment base. Meanwhile, t-test was used to test the hypothesis at 0.05 level of significance.

Data Analyses and Presentation

The data analyses and presentation were done in line with the research questions and presented in tables.

Research Question 1:

What are the types of information resources provided by the law library?

Table 1: Types of Information Resources Provided by the Law Library

S/N	Items - Information resources in this area	UNN Library		NAU Library	
		Provided	Not provided	Provided	Not provided
1	Legislation	✓		✓	
2	Case Law	✓		✓	
3	Law Textbooks	✓		✓	
4	Law Journals	✓		✓	
5	Law Encyclopaedia	✓		✓	
6	Citations	✓		✓	
7	Law Databases	✓			✓
8	Precedents	✓		✓	
9	Customs	✓		✓	

Table 1 shows the types of information resources available in the law libraries. Results here show that most of the information

resources are available in the two libraries except for electronic database which was not available in NAU library. Those other ones which are available/provided in the libraries include resources on legislation, resources on case law, law textbooks, law journals, law encyclopedias, citations, precedents and customs.

Research Question 2:

To what extent have the information resources met the information needs of law students?

Table 2: Extent to Which the Information Resources Meet the Information Needs of Law students.

S/N	Items – Information resources	4 th Year Students			5 th Year Students		
		X	SD	DECISION	X	SD	DECISION
1	Resources on legislation	3.33	0.90	Great Extent	3.77	0.50	Great Extent
2	Resources on case law	3.48	0.74	Great Extent	3.74	0.58	Great Extent
3	Law textbooks	3.46	0.78	Great Extent	3.69	0.60	Great Extent
4	Law journals	3.31	0.91	Great Extent	3.73	0.50	Great Extent
5	Law encyclopedia	3.17	0.97	Great Extent	3.45	0.71	Great Extent
6	Citations	3.22	1.01	Great Extent	3.59	0.62	Great Extent
7	Electronic databases	2.47	1.12	Low extent	2.91	1.07	Great Extent
8	On precedents	3.29	0.91	Great Extent	3.37	0.77	Great Extent
9	Resources on customs	2.63	1.12	Great Extent	2.81	1.09	Great Extent
	CLUSTER MEAN/SD	3.15	0.94	Great Extent	3.45	0.72	Great Extent

Table 2 above shows the responses of the law students on the extent to which the different information resources meet their information needs. Results here showed that the students at both levels- 4th and 5th years indicated that the various information resources meet their information needs to a great extent hence mean ratings of above 2.5 except for electronic databases. These resources include resources on legislation with mean ratings of 3.33 and 3.77 for the 4th and 5th years respectively, resources on case law (3.48 and 3.74), law textbooks (3.46 and 3.69), law journals (3.31 and 3.73), law encyclopedias (3.17 and 3.45); citations (3.22 and 3.59); Precedents (3.29 ^ 3.37); and customs (2.63 and 2.81). Cluster mean scores of 3.15 and 3.45 for the two levels indicate generally that the resources meet the students' information needs to a great extent however, the responses of the 4th year students indicated that the electronic database met their information needs to a

low extent with a mean rating of 2.47 as against the 5th year with mean rating of 2.91.

Table 3: T-test of significance difference between the mean ratings of the 4th year and 5th year law students on the extent to which the information resources meet their information needs.

Level of study	N	X	SD	Df	t Crit.	t Cal.	DECISION
4 th Year	90	3.15	0.94				Significant (Rejected)
5 th Year	86	3.45	0.72	174	1.96	2.38	

Table 3 shows the results of the t-test analysis of significance difference between the mean ratings of the 4th year and 5th year law students on the extent to which their information resources met their information needs, tested at 0.05 level of significance. Since the calculated value of t was 2.38 and greater than the table value of t (t-crit.) which is 1.96, the null hypothesis is rejected indicating that there is a significance difference between the mean ratings of the 4th year and 5th year law students on the extent to which their information resources met their information needs.

Discussion of Findings

On the types of information resources available/provided by these law libraries, findings here showed that a variety of legal information resources like resources on legislation, case law, law textbooks and reference resources are provided by these law libraries. This finding agrees with that of Ezema and Akpom (2018) that the law library is at vantage position in the provision of relevant information necessary for research and scholarship and the critical roles of the library transcend all fields of study, including legal education and scholarship. This further corroborates the findings of Omekwu in Owushi and Emasealu (2016) who explained information resources as the stock-of –the trade of law libraries and categorized law library resources as legislation, law report, law journals and periodicals, digest, textbooks, court rules, government publications, loose leaf publications, reference materials, newspapers and magazines. These findings also affirmed those of Sighin Owushi and Emasealu (2016) who revealed that the primary sources of information of law students are of two categories – those on legislation (i.e. Statutes and regulation) and those on Case law (court decisions and administrative tribunals). Sigh in Bindhu and Balasubramanian (2019) also noted that the secondary legal sources

include law textbooks, legal journals, legal encyclopedias, case law, digests citations, precedents, customs, legislation and electronic data base resources.

On the extent to which the library and information resources meet the information needs of the law students, findings revealed that most of the information resources of the law libraries meet the information needs of the law students to a great extent. The hypothesis tested here indicates that there is a significance difference in the mean responses of the 4th and 5th year students on the extent to which the various library and information resources met their information needs. The findings here agree with those of Ezema and Akpom (2018) which revealed that there is no library of whatever kind or nature which directly pertains to the interest which it is designed to serve as the law library. First amongst these interests is meeting the information needs of its users. These findings also affirm those of Iwhiwhu and Akporhonor in Okeke, Eze and Ani (2019) which revealed that information resources provision is using materials found in the library to provide current and retrospective information services to information seeker and these resources are needed by the law students for various purposes - research, recreation, politics, religion, current awareness, health, test and examination, business and economic matters etc. Law students need these resources for carrying out research for their term papers and projects. These resources are also used for recreational and pleasurable entertainment. The findings further agree with those of Kahlar and Tama in Owushi and Emeasalu (2016), which showed that lawyers and law students utilize printed text to other formats of resources. The study also revealed that the law students prefer printed formats over electronic format and that they first consult their personal collection before resorting to other information, providing sources and agencies. Similarly, Wilson as stated in Quadri and Abiodun (2017) revealed that law students prefer informal sources when seeking for information to satisfy their needs.

Conclusion

Observably, the provision of library and information resources to meet the information needs of law students is one of the main objectives of any law library. The law students no doubt have different information needs ranging from academic/professional needs to recreational and socio-cultural needs. The information resources provided by the law libraries as special libraries are geared towards meeting these needs.

More so the law students at different levels use the library and information resources for various purposes ranging from academic to social and recreational purposes.

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

1. The university management should allocate more funds to sustain the provision of current and up-to-date information resources in print and electronic format.
2. The law libraries should provide current and up to date information resources to support the law curriculum, legal research and practice of law in both print and electronic format thereby meeting the information needs of the users.

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