Information Seeking Behaviour of Final Year Law Students in South Western Nigerian Universities.

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Abstract

This study investigates the information seeking behaviour of final year law students in Nigeria. A structured questionnaire and interview methods were used for data gathering in 7 Nigerian Universities. The questionnaire data was analysed using frequency distribution, measure of central tendency and dispersion; and Statistical Package for Social Sciences (SPSS) and Microsoft Excel as software. The interview was transcribed and arranged into themes for proper analysis. The research findings show that the respondents use print textbooks and Google as major research resources, Academic Law Libraries and Search engines as major research locations while newspaper vendors and public libraries are used as locations for research on newspapers. They were found to possess computer skills and lack information skills. Money, MTN (a major telecommunication provider in Nigeria), Library and Information Services (LIS), Law faculty dress code and Nigerian respect views for elders were found as factors to information seeking behaviour of the respondents. This study concluded by presenting new findings to information seeking behaviour (ISB) amongst Nigerian law students. This research proffers recommendation for Nigerian Law Faculties and Law Libraries on the way forward.

Keywords: Information seeking behaviour, Nigerian final year law students, Law students in South Western Nigerian Universities, Nigerian Law students and Information literacy skills.

1. Introduction

1.1. Background to the study

This research work investigates the information seeking behaviour of final year law students in South Western Nigerian Universities. It explores at in depth the peculiarities attached to Nigerian final year law students during their information search.

Nigeria, as an environment for this study has three different ethnic groups (Ezeuche 2011). The Yoruba, the Ibo and the Hausa ethnic groups (Otitie 2012). This study focuses on the Yoruba ethnic group; thus the need for a brief overview of the Yoruba geographical background.

The Yoruba speaking groups who are the descendants of the "Oduduwa Kingdom" in Ile Ife reside mostly in the South Western states of Nigeria namely Ekiti, Osun, Ondo, Ogun, Oyo and Lagos States(Yoruba Online 2012). These states are the research locations for this study.

The Nigerian Final Year Law Students (FYLS) have been selected for this study since by their final year class they would have formed behavioural patterns that would provide rich data for this research.

Seven Law faculties in South Western Nigeria in close proximity were selected for this study namely: University of Lagos (UNILAG), University of Ibadan (U.I), Ekiti State University(EKSU), Adekunle Ajasin University(A.A.U), Lagos State University (LASU), Babcock University (Babcock) and Lead city University (Lead city). Though Lead city law program was later suspended.

1.2. Rationale for the study

There are so many studies on information seeking behaviour, however many of these studies are carried out with different frameworks and with research focussed groups different from the one in this study. Furthermore, many researches on information seeking behaviour are carried out in locations with diverse geographical norms and technological advancements not peculiar to Nigerian academic environment.

OCLC (2002), Garcia(2003) and   Alexander(2009) are studies carried out in United States of America with focus on internet use patterns of students. These studies were carried out on groups who are provided with advanced instructional technology facilities and modern library services. Thus, their research findings show that students prefer digital environment to non-digital environments for information search.

Research studies in Nigeria and African countries, in which technological advancements is still gradual provide different research findings which show that   undergraduate students prefer   print collections to digital collections

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while they patronise search engines instead of using virtual libraries and library facilities(Gbaje 2007). This portray environment as major considerate factor in studies on information seeking behaviour (ISB). It therefore means that conclusions drawn by studies on ISB outside Nigerian environment cannot be applicable to Nigeria since those studies are carried out in locations with better information technologies and modern library services not yet applicable in Nigerian academic environment.

The above research findings informed the rationale for this study and the methodology applied. These rationales are:

1. Nigerian final year law students; as a distinctive group; could have traits of information seeking not yet discovered through research.
2. More behaviours peculiar to Nigerian students could be discovered if interview method is used for research data gathering.
3. There is a need to carry out research (in information seeking behaviour) on students who are exposed to environmental, social, cultural and economic factors in Nigeria.

This study therefore provides high importance to research on information seeking behaviour (ISB) since it explores peculiarities attached to information search in Nigeria and combines the use of survey method (questionnaire) with interview method to provide detailed data on the information seeking behaviour (ISB) of Final Year Law Students (FYLS) in Nigeria. Thus, it provides realistic data that would aid in preparing lesson notes for 4th year law students as they get ready for their final year class and Nigerian law school.

1.3. Statement of aims and objectives

Nigerian students embark on information seeking for a variety of purposes. From observation, they research to update their knowledge, to carry out class assignments, to prepare for moot court competitions, to prepare for examinations and to write their undergraduate long essays.

Law faculties in Nigeria do not provide information studies or research skills as a compulsory or selective course(Wokocha 2008). Libraries in Nigeria do not provide basic reference services for final year law students(Popoola 2008) and the mode of learning in Nigerian Law faculties is still teacher centred(Ossai 2011). One therefore wonders how and where students resource for both print and digital materials, how and where they acquire their computer and internet skills, the barriers they normally meet while seeking for information and the factors responsible for them, their information literacy skills(if they have any) and the behaviours they exhibit while seeking for information.

The above are therefore research problems seeking for answers in this current study. These problems and the lapses found in literatures reviewed (as they did not address the ISB of Nigerian Law Students) form the aim of this study which is to investigate the information seeking behaviour of Final Year Law Students in South Western Nigeria; and the objectives of the study which are:

- To examine the information skills of final year law students in South Western Nigeria.
- To explore the sources and the locations they use for information seeking.
- To investigate the factors/barriers which influence their information seeking behaviour.
- To critically explore the behaviours they exhibit while trying to surmount the barriers they meet.

1.4. Statement of Hypothesis

The hypotheses for this study are as follows:

a. Law students lack information seeking skills.
b. Nigerian Law students use textbooks as a major print resource.
c. Law students use search engines (especially Google) predominantly for carrying out digital research.
d. Law Students in Nigeria would have information seeking behaviour (ISB) which is different from that of their contemporaries outside Nigeria.

2. Literature Review

2.1. Introduction

Literatures on information seeking behaviour (ISB) of students; including law students and Law faculty members were selected from Google, Google Scholar, Yahoo, Hein Online and Robert Gordon University e-catalogue. However a significant proportion of the literatures came from Nigerian indigenous authors (Google, Google Scholar and Yahoo). This was necessary because of the need to use literatures with Nigerian undertone; since this study is to be carried out in Nigeria.

The authenticity of the information was assured through a look at the academic profile and academic affiliation of the author(s).

2.2. Definition of Information Seeking Behaviour (ISB)

There has being a plethora of definitions on information seeking behaviour (ISB). It has been defined as an "activity"(Wilson 1999), an "action"(Majid and Kassim 2000) and a "conduct"(Ossai 2011). For the purpose of this study, the definition of Information Seeking Behaviour (ISB) from Majid and Kassim(2000) has been used. Majid and Kassim(2000) defines Information seeking behaviour (ISB) as:

> *A broad term which involves a set of actions that an*
> *Individual takes to express information needs, seek*
> *Information, evaluate and select information and finally*
> *use this information to satisfy his or her information needs.*

The above definition reflects the features of information literacy which are: seek, evaluate, select and use(Sconul 2007); while the several manners of gathering information and consulting resources determine the information seeking behaviour of individuals. Thus ISB is ingrained in information literacy.

Information literacy has been classified as a major facet of information skills and information technology (I.T) skills(Sconul 2007). According to Corral(cited in Sconul 2007) , the two concepts are differentiated in terms of definition and function. The differences are enumerated below.

- Information skills: It is the knowledge of information sources, the possession of evaluation criteria, navigation methods, manipulation techniques and presentation of issues. This definition does not include computer skills as part of information skill.
- Information Technology (I.T) skills: This is the possession of basic skills like use of keyboards, mouse, file /disk management; standard software (word processing, spreadsheets, databases and etc) and Network applications like electronic mail, internet and web browsers). This definition includes computer skills and internet skills) as information technology skill.

Thus information skills and information technology skills make up information literacy skill.

2.3. Definition of Information literacy

Streatfield and Markless(2008) defines Information literacy as library user education. However for the purpose of this study information literacy would be defined as the possession of library user skills, the knowledge of resources and the skills to access them through diverse facilities and sources, the knowledge of basic referencing styles, copyright laws, evaluation guides, the possession of computer, internet and internet navigational skills and possession of critical, analytical, organisational skills to use resourced materials to solve informational needs.

Literatures on information seeking behaviour would be reviewed from the below perspectives:

- Information sources/Locations.
- Barriers to information sourcing.
- Behaviours attached to information seeking.
- Information literacy.
- Factors influencing information seeking behaviour.
- Overview of Literature review.

2.4. Information Sources

Akinola, Afolabi and Chinedu(2010) defines information sources as the materials or means through which information can be found. For the purpose of this research, information sources are defined as materials, means, avenues or packs through which information can be received or sourced.

Studies have shown that students use diverse sources for information search. Their sources range from Online Public Access Catalogues (OPAC) and Compact Disk Read Only Memory (CD-ROM) resources (Majid and Kassim 2010), Internet as ICT facility, Search engines and databases(Makri, Ann and Cox), These studies were however carried out in United States of America (USA).

In African countries, Nigeria precisely, research findings show that students use limited sources of information; often depending heavily on search engines for information search (Oyewusi and Oyeboade 2009). In Ossai(2009), students were found to often prefer print copies over electronic ones while they use search engines excessively for electronic information search.

These literatures have shown differential results amongst African and Common law students (Non-African students who practise British system). Though geographical differences in information seeking is not one of the objectives in this research, however it shows the underlying factor of "environment" in information search. Furthermore, the use of phones as an information resource was not tested in the above studies. This gap would be explored in this research.

2.5. Barriers to Information Search

Barrier to information search is defined as obstructions and limitations which affects a person seeking for information or who intends seeking for information thus limiting his access to information resources or his ability to satisfactorily access information resources or use information resources or visit location of information resources.

These obstructions and limitations are normally seen as barriers to information search. According to OCLC (2002) and Makri, Blandford and Cox (2006), barriers are found in the internet environments while in Ossai(2009)and Ossai(2011) barriers are found in the physical Library environment.

In Makri, Ann and Cox (2006), students were found to be helpless in legal database environment while in OCLC (2002) they got frustrated (when in search engine environment) when their internet search is unsuccessful.

In Nigeria, law students have been found to meet barriers when researching in academic traditional (physical) Libraries. They were found to meet difficulty in locating resources for case laws, legislation and journals. As a result of this, they try to navigate their barriers by using textbooks for most of their information needs while they avoid seeking assistance from library staff (2009). This behaviour of Nigerian law students was found different from behaviours of students from other African countries. In Kakai, Odongo and Kingongi-Bukenya(2004), African students who also experience difficulties in locating print information resources seek assistance from Library staff instead of finding their own navigational means.

The studies above have shown that lack of easy access to information resources is a barrier to information search. However in Meyers, Nathan and Saxton (2006), information barriers were found to transcend access to information to constraining forces which affects the information search of students. Thus the studies above do not provide rich findings on the barriers normally met by students during information search. This is a research gap which would be addressed in this research through the use of interview and questionnaire methods.

2.6. Factors to Information Seeking Behaviour

Chambers (1999) defines "Factor" as "a circumstance that contributes to a result". As simple as this definition might be, it is adopted as definition of factor for this research.

The literatures on the above facet would be reviewed under the sub-facets below:

2.6.1. Library and Information Services(LIS)

Plethoras of studies have shown that students do not adequately patronise academic Libraries and library facilities (Meyers, Nathan and Saxton 2006). Old studies carried out by Zondi(1992) and Wilson(1999) show that students avoid the use of Library and its facilities due to lack of library and information skills; while they do not seek assistance from Library staff due to harsh attitudes. These are old studies which are yet to be confirmed in studies carried out in Nigeria.

Recent study by Stephens (2011) portrayed the library as a positive factor to information seeking behaviour. In Ann Arbor District Library (AADL) Michigan(Stephens 2011), where the Library runs online services that complement social services like Web 2.0(Web 2.0 is a matrix of dialogues, not a collection of monologues; a user centred web through which users converse across blogs, wikis, and at photo sharing sites, via comment or through online discussions(Manness 2006)), Blogs(Blog is an online diary on website; it is a frequently updated journal chronicling links at a Web site, intended for public viewing(Microsoft Encarta 2009))and RSS feeds(RSS feeds provide a way to syndicate and republish content on the web. Users republish contents from other sites or blogs from their sites (Manness 2006)); producing a high increase in the number of online library users. Through the introduction of these facilities, students who previously avoided the library immediately started patronising the library sites and its services to the extent that there was incremental number of patronisers of library sites.

While the above studies portray infusion of modern library services as a positive factor to information seeking behaviour, studies in Nigeria portrayed the library as a negative factor. Inadequate library services in the area of indexing, abstracting, bibliography and reference enquiry services were found missing (Anunobi, 2008).

2.6.2. Mode of Teaching

Teacher centred and content oriented mode of imparting knowledge to University students were found prevalent across Universities in Nigeria. This was found to be a negative factor to information seeking behaviour of students in Nigeria (Ossai 2011) and outside Nigeria (Makri, Blandford and Cox 2006). This mode of teaching was found to affect negatively students' prerogative to indulge in consistent research in order to make their information skills sharpened overtime.

2.7. Behaviours attached to Information search

For the purpose of this study, information behaviour is defined as actions, sentiments, mood swings and psychological reasoning carried out in the mood of information seeking by individuals; before, during and after information seeking which determines the environment of research, the information source, the information sourced and taken, the ability to conclude research and the mode of using the information sourced.

Studies have shown differential behaviour between students from Africa and students from non-African countries. In Nigerian, students have been found to be traditional (They visit the physical Library as differentiated from the digital Library) in their use of the Library (Ossai 2009). They browse the Library shelves instead of using OPAC while they use print textbooks for most of their academic workloads. However in other African countries (Kakai, Odongo and Kingongi-Bukenya 2004) and non- African countries, the above information seeking behaviours were not found prevalent.

In United States of America (USA) and United Kingdom (UK), studies showed that students source their Library materials from remote distances far away from the physical Library by using their institution's virtual libraries to access their library resources services (Stephens 2011). They were however found to inadequately use e-books for information search (OCLC 2006).

Older and current studies have shown that students in different geographical locations have a common attitude of using search engines excessively while avoiding the use of advanced search mechanisms during information search (Garcia and Silicia 2003). In Rowlands (2008) and Ossai(2011), students were found to use search engines during information search.

The literatures above have not shown realistic behaviours attached to Nigerian students thus the need to research further in this area.

2.8. Information Literacy

Information literacy skill has been seen to subsume two main search skills - information skills and technology skills (Sconul 2007). While information skill is the knowledge of information sources, the possession of evaluation criteria, navigation methods, manipulation techniques and presentation of issues; Information technology (I.T) skill is the

possession of basic skills like use of keyboards, mouse, file /disk management, standard software (word processing, spreadsheets, databases and etc) and network applications like electronic mail, internet and web browsers).

The illustrations above do not define information literacy but provide for its features. For the purpose of this study, information literacy is defined as the possession of Library user skills, the knowledge of resources and the skills to access them through diverse facilities and sources, the knowledge of basic referencing styles, copyright laws, evaluation guides, the possession of computer, internet and internet navigational skills and possession of critical, analytical, organisational and writing skills necessary to harness resourced materials to solve informational needs.

Studies on information skills from 1992 till 2012 provide findings which show that students lack information skills required to access Library resources (Zondi 1992). Though they possess some technology skills, however they lack technological skills necessary in using library facilities (Handy, Kempker and Corrigan 2012). More studies show that apart from technology skills necessary for use of library facilities, students lack evaluation skills and do not patronize academic websites (Rowlands, Nicholas and Williams 2008). This information behaviour was also found prevalent amongst Nigerian students (Ossai 2009).

3. Research Methodology

3.1. Introduction

The literature review exposed some research gaps which need to be investigated on. These research gaps are in: information literacy and information technology skills, information channels and print resources, behaviours and barriers attached to information seeking and factors attached to information seeking behaviour (ISB). It was observed that behaviours which tallies with real life situations were not provided in the reviewed literatures. This is assumed to be as a result of the method used for data collection – questionnaire method.

Based on the above observations and on the objectives of this study, it was necessary to use questionnaire to get expansive data which could be used to generalise findings and later on interview method. Interview method was used as a second methodology because it was rationalised that to get detailed data on the research gaps and on other areas which could need further details on (from the questionnaire); interview method would be necessary. Thus, questionnaire and interview were used as data collection methods, while ethical considerations were reflected in the questionnaire and in the interview.

The interview was initiated by the researcher communicating sufficient knowledge about the study to the research participants. 23 final year law students were randomly selected and each of the research participants was informed of the essence of the study, the assurance of confidentiality (this was done by ensuring that their facial images were not captured) and before recording commenced, they were asked if they were ready to go on and they gave their consent verbally or by nodding their head.

3.2. The Questionnaire

The questionnaire was designed for collection of data in only six research locations which are University of Lagos (UNILAG), University of Ibadan (U.I), Adekunle Ajasin University (AAU), Lagos State University (LASU), Babcock University and Lead City University.

A pilot question was carried out with five final year law students (FYLS) of Ekiti State University (EKSU). This was necessary in order to know how the students would respond to the questionnaire. At the end of the pilot exercise, it was discovered that the respondents did not provide inputs where unstructured questions were used (These are the areas where the researcher provided unstructured questions in order to get clarification on the choice of answer ticked by the respondent); while two respondents skipped the last three pages of the questionnaire. This provided basis for more clarifications in the questionnaire. As a solution to the above, questions were synthesized under themes; thus reducing the pages from 15 to 10 and symbols (arrows) were used to direct respondents from research questions to areas of further clarifications.

The questionnaire is a total of ten pages covering the areas below:

1. The introductory message which informed the respondents on the purpose of the research and protection of their privacy.

2. Personal data which sought for the profile/demographic details of the respondents.

3. The survey questions which inquired into the information channels, barriers to information search, behaviours attached with the process of e-research, information literacy, print materials used for research, computer skills, project topic selection and factors influencing information seeking behaviour.

3.3. Sampling method for the questionnaire

Saturation sampling was used to capture data. The class population of final year law students in each University was ascertained through interactions with their course representatives. This provided information on the required number of instruments needed for the survey. The details of the sampling are provided in the table below.

Table 1: Sample Characteristics of the Respondents

University	Class Number	Sample Number
Lagos State University	50	50
University of Ibadan	70	21
Adekunle Ajasin University.	70	32
University of Lagos	170	46
Babcock University.	28	28
Lead city University.	25	18
Total	**413**	**195**

The use of saturation sampling design was adopted based on the rationale that the instrument would be a face to face hand delivery thus the need to administer the instrument to all members of any class present.

3.4. Administering the questionnaire

Two research assistants were used for this survey. They administered the questionnaire instrument in four research locations while the researcher despatched the instrument in two other research locations. The below hand delivery styles were used for administering the questionnaire:

a. Instruments were handed over to course representatives to administer while the research assistant waited. This method was based on the request made by the course representative on the basis that the respondents have tight lecture schedules and only the course representative would know when to use a lecture free time to administer the instrument, collect them himself and hand them over to research assistant that would be waiting behind.

b. Instruments were personally given and collected by the researcher who addressed the respondents on the essence of the survey. The researcher monitored the completion of the questionnaire and personally collected the completed instruments from the respondents.

At the conclusion of the survey, it was discovered that much data on information seeking behaviour was not provided. Data on barriers to information seeking, information seeking behaviour (ISB) of respondents, the factors that influence ISB and the sources used for information seeking were found to be inadequate. Thus the need to use interview methodology.

3.5. Interview

3.5.1. Interview design

The interview provided supportive information to the data collected (from the questionnaire) by exploring deeper into the areas of insufficiencies in the questionnaire.

The interview respondents dictated the pace of the interview; thus unstructured design was used. Open ended questions were used for the interview while behavioural and attitudinal questions were put across to the participants. There was no questions on demographic details of the participants since it was rationalised that asking them questions on this area might make them shy and thus they might lose the freedom which the researcher expect them to show during the interview. Furthermore, it was the rationale that since the interview was supportive to the questionnaire and the respondents were in the same class and age category with respondents of the questionnaire, then demographic details were not so basic.

Since the participants dictated the style of the interview, areas that were found interesting for the purpose of this study were followed by the researcher. This method proved worthwhile because the researcher explored on an area which does not always reflect in studies on information seeking behaviour - the gap navigational styles to information barriers as propounded by Dervin (cited in Godbold 2006). Other areas which were discovered through this means are:

- Evaluation of internet and print resources.
- Relationship with Library staff and
- Other behaviours to information seeking which were not reflected in the instrument.

Five final year law students were used for pilot study. At the end of the exercise, it was discovered that the tool for the interview was inaudible. As a responsive measure, the volume to the data tool (Camcorder) was reset and another pilot study carried out. However this time, the aim of the study was to test the instrument and to know how audible and reliable it is for the interview. A staff of the Law Library department was used as the second pilot study. At the end of the second pilot study, the instrument was found to be audible and loud enough for transcription of voices; thus it was found reliable for the interview. By this means, Camcorder was employed as the tool for recording interview data.

The interview was carried out in a State University and 23 final year law students (FYLS) were randomly selected as the sample group. The design of the interview provided a relaxed atmosphere for the interview respondents – they opened up on areas of confidentiality as it relates to some library staff and some of their lecturers (These areas however are not specifically mentioned but reflected under general themes during analysis of the interview) while the researcher felt free and relaxed with the respondents.

4. Analysis of data and discussions of findings
4.1. Introduction

Data gathered from the questionnaire and interview methods are analysed and discussed under themes that reflect the objectives of this research. The questionnaire data is analysed first followed by the interview data which lends support to the findings in the questionnaire. This style of analysis was found necessary in order to provide comprehensive results of validated findings.

The questionnaire was analysed using frequency distribution, measure of central tendency and measure of dispersion. It was equally analysed via the use of statistical program for social sciences (SPSS) and Microsoft excel for reporting. The frequency distribution was based on mean frequency to determine the value of the various entities; thus the frequency figure is based on the number of use or occurrences. This method of analysis was employed based on the fact that the questions raised in the questionnaire are multifaceted. It is multifaceted in the sense that the respondents who filled the items of the questionnaire have more than one or more choices to select from. For an item which is a measure of separate variables as against aggregate or scale measure items, this method of analysis is appropriate. Thus in order to bring out the choices as reflected in the survey questions, there was a need to use tally or frequency counts which is necessary to determine the occurrences of these choices. However, the average or mean of all these frequency is determined so as to know the best option desired by the respondents. More rationale for using the above analysis is because the questions raised in the questionnaire are simple, direct and easy to analyse as against complex questions that require complex statistical analysis.

The questionnaire under this discussion is a measure of separate variables which actually point to the information seeking behaviour of Law students in Nigerian Universities. In analysing the questionnaire, credence was given to the assurance in the introductory message of the questionnaire (pg1): "The names of institutions would not be mentioned during the analysis of the questionnaire"; thus the names of the institutions were simply replaced with Federal, State and Private Universities.

Verbatim transcription of the interview was done person by person and numbered consecutively. Though this was very tasking, however it provided the landscape for the issues involved in the interview. Each transcribed interview was later studied and issues involved were noted beside each numbered transcription (This number reflects the number of the respondent during the time of the interview); the issues were given codes to identify them. Subsequently, like issues were selected (with their numbers) and given a general theme that reflects the

issues involved. This was easy because the uniform codes given to like issues made it easy to pick out the issues from different numbered transcripts and assign them to their respective themes. This made it easy to analyse the interview, and to compare between different responses. Subsequently, the issues gathered under different themes were synthesized into general issues which reflect them and a more befitting theme which represents the issues were provided. The analyses of the interview, quotations from the respondents are used as evidence of findings.

The data from this research are discussed under the themes as shown in Figure 1. It provides the information seeking behaviour tree with its different thematic branches.
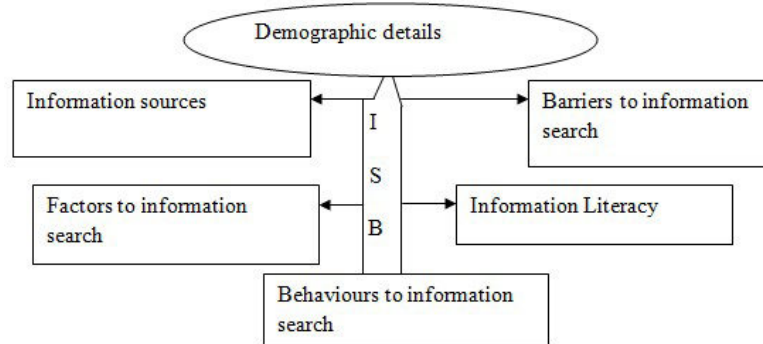

Fig. 1: Information Seeking Behaviour [ISB] Tree

4.2. Demographic details

Table 2: Total Number of Respondents in the Questionnaire

Total Respondents	Figure
State	50
Private	28
Federal	21
State	32
Federal	46
Private	18
Total	195

The respondents for the survey were selected from seven universities which are combinations of private, state and federal universities. The total number of respondents for the questionnaire is 195. In addition to this, 23 final year Law students from a State University were randomly selected for the interview. This gives a total number of 218 respondents used for this research.

The age details of the survey respondents were inquired; however, respondents for the interview were not inquired of their ages. It was rationalised that since the interview was lending support to the questionnaire, age details were not of the essence. Table 3 provides the age analysis of the questionnaire respondents.

Table 3: Age Analysis of the Questionnaire Respondents

Age range	Class Boundary	Mid Value Mean Age	Frequency
20-30	19.5 - 30.5	25	156
31-40	30.5 - 40.5	35.5	25
41-50	40.5 -50.5	45.5	11
51-60	50.5 -60.5	55.5	3
Standard Deviation:39.2			195

Table 3 shows that respondents are predominantly between 20 -30 years. Very few respondents were between 51

– 60 and 31-40. The respondents between 41-50 were the least in number.   The average age of the respondents is therefore found to be 28years.   This confirms the findings in Assist (Assist 2007) that   those digital natives who are mostly found in high institutions are between 21-30 years.

4.3. *Information Sources*
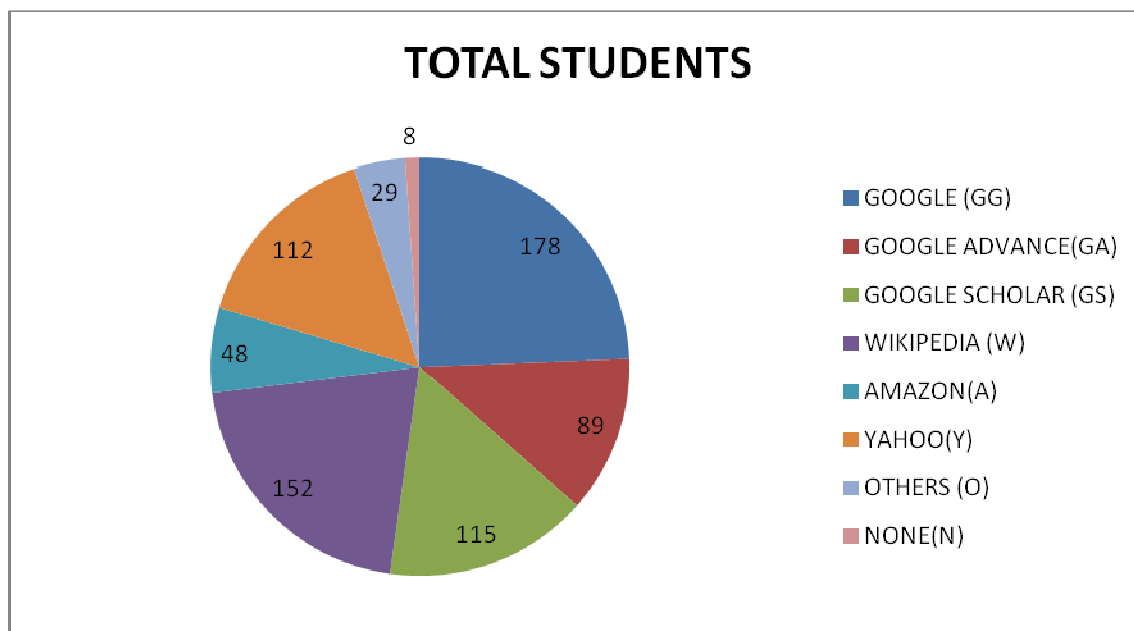
Fig.2: The Usage Popularity of the E-resources

Table 4: "Other" Channels used by the Respondents

Bing	SSRN	JSTOR	WESTLAW	Total No. of respondents
13	5	3	3	24

  Table   4   portrays the   information sources used by the respondents as search engines and Wikipedia.   This table further shows that   Google, Google advanced, Google scholar, Wikipedia, Amazon and Yahoo are information channels used in information search. Few of the   respondents provided additional channels of information search; they are SSRN (Social Science Research Network), JSTOR (Journal Storage), WESTLAW and Bing. These channels with the exclusion of "Bing" are databases; however "Bing" (a search engine) was found to be popularly used compared to the databases.

  Figure 2 above shows the usage popularity of the search engines as information channels. Google was found to be the most popularly used information channel, followed closely by Wikipedia. Yahoo and Google Scholar also received large usage popularity while Amazon was found to be the least used information channel. These findings correlate with the findings in the interview. From the interview findings, Google was found to also receive wide popularity. Many of the respondents were found to use Google as a means of getting relevant websites for their areas of research needs.

The quotations below provide evidence from the respondents:

"Goggle directs me to other websites..."

However, while the survey findings show Wikipedia to receive second popularity after Google, the interview findings portray "Ask.com" to be the second popularly used electronic source for information search, for example.

"...prefers Ask.com..."

The high popularity given to Google was reflected in findings of previous studies. In Garcia and Silicia(2003) and Oyewusi and Oyebode(2009), Google was found to be the   major search engine used by University students. Though in OCLC (2002) students were found to also use databases; especially for academic research; however there was no comparison made between preference for search engine and databases.   In this research, figure 2 fills these gaps by showing that majority of the respondents prefer search engines to databases.   Furthermore, previous studies portrayed only Google as the major search engine used by the respondents. However, this research has

shown that Wikipedia; a non search engine; and Ask.com; another search engine are also popularly used by Nigerian Law students.

It is therefore concluded in this research that Google, Wikipedia and Ask.com are the three most popularly used information channels.

Table 5 below shows analysis of print resources used by the respondents.   In Table 5, respondents use Nigerian indigenous textbooks majorly for print information search while they use Nigerian primary materials, reference materials, foreign law textbooks, Newspapers, Journals and lecture handouts less for information search.

Table 5 further shows locations of information search. From the analysis, institutional Law Libraries are frequently used by the respondents while court libraries and Law firms are rarely used as locations for information search.

The popular use of indigenous textbooks (under Table 5 below) in the analysis correlates with findings from the interview. For example:

"I get background of topics from print because of the ease in getting textbooks".

However the interview data provides more information which portrays the reason behind the frequent use of print textbooks. According to the interview findings, respondents use textbooks to get background information on topics and also use it to know the holdings in case laws.   Thus respondents use textbooks as substitute for law reports. The quotation below provides evidences of findings from the respondents:

"I prefer textbooks for cases [because] they [provide]
    summary of what is in Law reports..."

Table 5: The Print Materials and Locations Used for Research

Print Materials	Average Frequency	Remark
Nigerian Indigenous Textbooks (IND)	1	Very Frequently
Nigerian Primary Materials (Statutes, Laws, Codes, Law Reports)	2	Frequently
Reference Materials (Encyclopaedia of Laws, Law dictionaries)	2	Frequently
Foreign Law Textbooks (F)	2	Frequently
Foreign Law Primary Materials (FP)	3	Occasionally
Journals (J)	2	Frequently
Newspaper (NWS)	2	Frequently
Thesis/Dissertations (T/D)	3	Occasionally
Court Libraries (CL)	4	Rarely
Law Libraries (LL)	2	Frequently
Law Firms (LF)	4	Rarely
Lecture Handouts (LH)	2	Frequently

Table 6: Research/Project Topic Selection

Mode of Selecting Research Topic	Frequency
Browsing Through Newspapers (N)	154
Browsing Through Foreign Journals (FJ)	89
Browsing Through Textbooks (T)	176
Browsing Through Nigerian Journals (NJ)	65
Visit to Law Firms (LF)	66
Visit to Court Libraries (CL)	75
*Law Librarians (LL)	166
Library Officers (LO)	45
Others	12

Table 5 above shows that Nigerian primary materials, reference materials, foreign law textbooks, Newspapers, Journals and lecture handouts are the second frequently used print materials; however findings from the interview show consistent use of textbooks followed by newspapers and statutes and inconsistent use of law reports, journals and reference resources.

Table 6 above further supports the findings from the interview as shown above. Table 6 shows that respondents frequently use textbooks and Newspapers to select project topics. Thus the frequent use of textbooks comes in again; though this time, newspaper is seen as another major resource.

The quotations below provide evidence of the interview findings:

Newspapers:

"If it's political or social, I rely on newspapers and journals..."

Statutes:

I use Statutes..."

Reference resources:

"I only use law dictionary but that was in the past 2nd, 3rd year when I didn't understand much terms".

Law reports

"I use textbooks and when they refer to law reports...I try to read everything if it's a locus classicus..."

From the totality of the questionnaire and interview findings, it is concluded that Nigerian indigenous textbooks, Newspapers and statutes are the major print resources used by the research respondents.

Table 6 above provides further findings on the research locations frequently used by respondents. It shows that respondents use Law Libraries for information search. More findings from the interview authenticate the findings from the questionnaire.

From the interview findings, the Law library is a major location used for information search. However further findings from the interview show that information locations are dependent on the type of resources needed.

The findings from the interview show that respondents visit Newspaper vendors and State libraries for information on newspapers; while they use Law Libraries and their homes for textbooks and Law reports. The internet was used to search for articles while cybercafé was used for browsing and printing of downloaded resources. The quotations below provide evidences for the above findings:

Law Library:

"I use the Law Library for my print materials..."

"textbooks - Law Library..."

"When I search for Nigerian cases and I don't get them,
I come back to the Library..."

Cybercafé:

"It's cheaper if you are browsing mobile...you could actually save
 and go to cybercafé to print out..."

Newspaper Vendors
  "I dedicate myself to go to newspaper vendors for a whole week..."
State Library
  "For newspapers, I use State library..."
The above findings therefore indicate multiple locations for respondents' information search. It further shows that location of information search is dependent on type of material needed, thus providing additional knowledge to previous findings in Ossai[1] where law students were only found to use textbooks and course packs as print resources and the library for information search; though their usage of the library was found not to be   consistent. However, from the findings of this research, law students frequently use the library and other research locations for their print resources and also use diverse resources for information search.
  The interview findings filled a gap shown in the literature review where the use of phones as information facility was not explored. In this research, mobile phones were found as an information facility for research. It further shows that though Nigerian law students do not use library facilities; they use their phones for information search. These are evidenced below:

"I don't have laptop...have handsets, Nokia E5..."
"I convert materials to PDF and transfer from my handset to
 my system; I browse with my Blackberry..."

"...have never used I.T facility...I just get into the Library
and walk straight to the shelf..."

  "...there's a general belief that the internet is not meant for us...just
the books..."

Though Online Public Access Catalogues (OPAC), and Library internet systems are unpopular facilities used by respondents. However, card catalogues boxes were frequently used compared to OPAC. The quotations below provide evidence of findings from the respondents:

"...I prefer print materials and use card catalogue..."
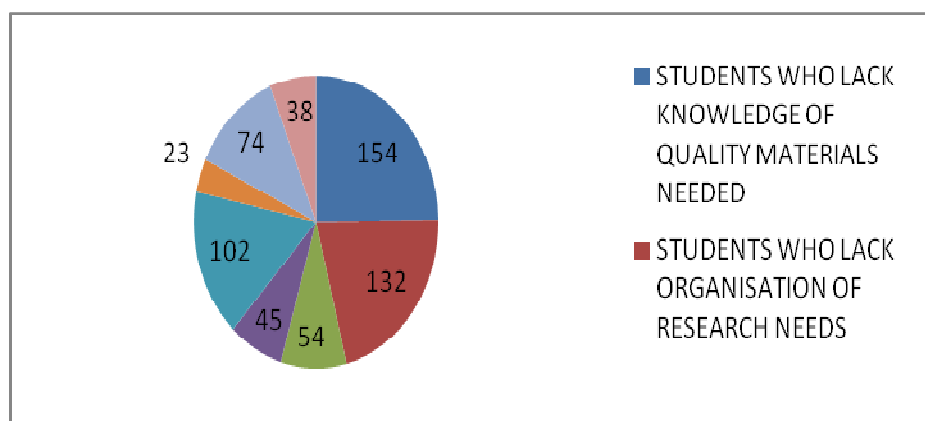

   4.4.Barriers to Information Search

Fig.3: Barriers faced In digital environment

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[1]   Ossai N.B, Library Use Patterns of Law Students at the University of Benin, Benin City, Nigeria.*Simbiosis,*6(1), (2009), http:www.egcti.upr.edu/

Table 7 below shows that majority of the respondents face barriers in search engine environments. The respondents were found to get foreign resources easily compared to Nigerian resources. This was confirmed by the interview findings. Illustrations of the evidence are provided below:

Participant No.9: "Nigerian cases are not so common...you hardly get them online"

More research findings from the questionnaire showed that few of the respondents experience difficulties in the below areas:

a.   Saving of documents.
b.   Mistakenly closing important websites.
c.   Lack of knowledge of the websites to use for information search.
d.   Search terms barriers.

The above findings support the findings in figure 3 above. Figure 3 shows that majority of the respondents lack knowledge of quality materials to use and do not have organisation skills for their research needs.

More research findings from the interview showed that respondents experience difficulty in constructing search queries, get confused on the search results to select, lack knowledge of quality materials needed for research, lack organisational skills for research needs and struggle with time. They were also found to always have scanty materials, irrelevant resources and find it difficult constructing search term queries. The interview findings however showed that many of the respondents plan and organise their research needs in order to save cost of browsing.   For example:

"...Yes, I plan, I read on print and I note the things I   would need to research..."

"...I get prepared...it starts from the money thing...I don't want to be

stopped halfway...before I go online, I have to sort out areas so that

my money would not just be wasting..."

Table 7: Barriers to e-information sourcing and the total students' number

Barriers to e-Information Sourcing	Total students
No. of students that agreed facing barrier.	165
No. of students who disagreed facing barrier.	54
No. of students who agreed finding it easier getting foreign resources in the internet.	178
No. of students who disagreed finding it easier getting foreign resources in the internet.	42
No. of students who are indifferent to finding it easier getting foreign resources in the internet.	13
No of students who are indifferent to finding it easier to get articles than textbooks and journals.	184
No of students who disagreed finding it easier to get articles than textbooks and journals.	38
No of students who are indifferent to finding it easier to get articles than textbooks and journals.	10

The interview findings therefore show that respondents adopt a plan for research in order to save cost of browsing.

Other research findings from the interview are shown below:
irrelevant resources
"It keeps giving you what you don't want..."
Scanty materials
"Don't get enough materials..."
"Scanty materials ...not right materials for my area of need..."

Construction of search queries

"If I type it the way it is given to me, I might not be able to get [it]...

I keep trying   and keep refining ...I use sentence [phrases]..."

  The above evidences of findings show lack of information skills amongst the respondents and confirm previous research (Garcia and Silicia 2003) which shows that students face barriers in internet environment.

  More findings from the interview show that barriers are multifaceted. Nigerian respect norm, Laptop possession, Money, Work load, MTN (telecommunication provider) and Library services are found as barriers to information seeking behaviour (ISB).   Major findings which were reflective of the "sense making" theory of Wilson informed by Dervin(Godbold 2006)   in which he propounds gap navigation as a way of crossing barriers were discovered from the interview analysis. The quotations below provide evidences of findings from the interview respondents.

Library Services

  • Culture:

"...the way our society is built here, you have to respect elders,

you don't need to trouble them, a times when you meet them for help,

  it's as if you are bothering them but normally it's their job and

you can't do anything..."

The findings from this study shows that environment and norms are barriers to Nigerian final year law students. Further findings from the interview show environmental barriers experienced by respondents during information search.   Evidences of the environmental barriers are provided below:

 "When you're coming to read with an expectant heart...by the time

 somebody ...shouts at you ... and ask you rigorous, scrutinising [questions]

you just get so discouraged..."

 Gap Navigation: "...by the time you read for 30minutes, you just begin to wonder 'what is the difference between reading in the Library and actually reading in my room? Your room is better except for the materials..."

  This is reflective of the sense making theory of Dervin (cited in Godbold 2006) in which it is believed that researchers philosophize a lot as a means to navigating their information gap.

     Other barriers found in the Library environment   is evidenced below:

     "...my mind is on my phone and most times you beg and beg..."

Gap Navigation: "It doesn't affect my research".

  This also reflects the gap navigational tendencies by Dervin(cited in Godbold 2006) in which the researcher destroys the information or pretends that it does not exist. Though   in this study, respondents do not destroy information but pretend the barriers they meet in the library in which they have no solution to, does not exist.

Money

          "The issue is money..."

Gap Navigation: "If I see it would take a lot of money photocopying, I copy them...when I go for research [Cybercafé] I put it on estimation...say ₦1000, if it's more than ₦1000, I would shrink it or find a way of making sure it goes into ₦1000..."

MTN (Telecommunication provider)

"MTN and money gets me annoyed...you know we are students and they don't expect us to start using their bundle plan of ₦2,500...when you use your ₦250...before you know it, they'll tell you 'You've exhausted your time'...

 Gap Navigation:"...the last time to be sincere I stopped [laughs], not even for a day...a week but when I had to submit the assignment, I had to go back..."

Thus, respondents dump research as a result   of money and lack of browsing time, for example:

"...when you use your ₦250...before you know it, they'll tell you

You've exhausted your time..."

4.5. *Sentimental Feelings/Behaviours Attached to the Process of   Information Search*
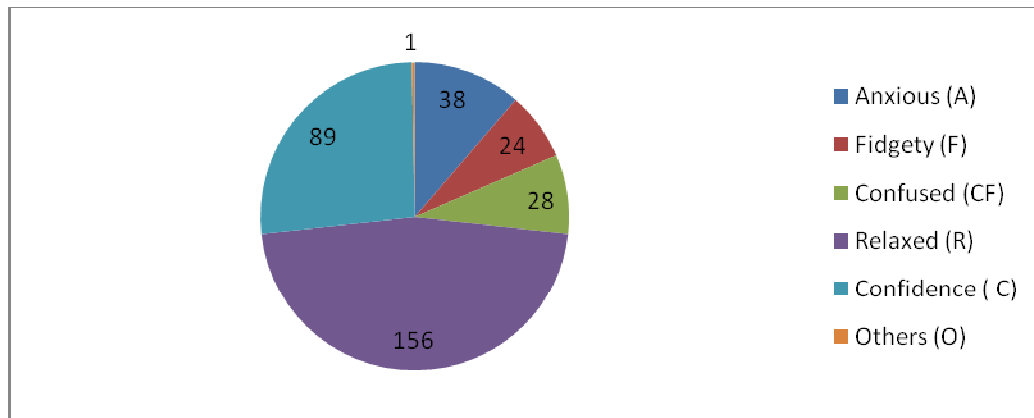

Fig.4: Sentimental feelings/behaviours attached to the process of information search.

  Figure 4 shows that many of the respondents are relaxed and confident during online information search. Though they face barriers as found in figure 3 above, they do not allow it to cause them concern. This supports the findings in OCLC (2002) in which students were found to be confident and savvy. The interview findings provide more behaviour met by respondents within and outside the internet environment.

From the analysis of the interview data, "sense making" tendencies by the respondents are shown. Respondents were found to philosophise on where to get resources and thus use textbooks with cases and materials to source for case laws instead of using Law reports which might be tedious; consult Law reports only where a case is a Locus classicus; edit internet resources to fit into what they need; ignore important e-resources where printing it would incur much cost and visit newspaper vendors in order to pay ₦30.00 and read diverse newspapers for a day (instead of paying ₦150.00 to purchase one newspaper). These are behaviours which have not being found in previous studies.

        The quotations below illustrate evidences   from the above findings:

   "For research, I already planned [assumed] I wouldn't be able to get enough material ...so I resolved that I would use online material".

  The above findings show that students gravitate towards areas where they can get their information needs solved.

4.5.1. *Behaviours exhibited due to money consciousness*
Mindfulness

  "I'm ready to buy ₦400 credit and know that I will open all the sites I'm going to print from...but in such a situation where I'm buying ₦200 credit, I have to be mindful..."
Editing of work

"Those pages I copy them, paste them, remove pix[pictures], reduce the font size, it would be very tiny but I know I can read them no matter how tiny..."
Newspaper behaviour

"If it is political/social, I rely on newspapers...I dedicate myself to go through newspaper vendors for a whole week..."

"Yes, you pay for reading, you won't go with any, and you pay ₦30.00...you can read for a whole day...

"...will be reading and writing and if it is voluminous...you take permission to photocopy...it depends on your relationship with them..."
The above findings portray money related traits within the respondents. It further   shows stalwart spirit and the determination to navigate money related barriers during information search.

4.5.2. *Behaviours attached to Law reports*
Law report skipping

"Actually to be sincere, I don't really use Law reports [laughs]...if we are given cases; I just pick up textbooks..."

   "I don't use Law reports, I prefer to use textbooks...if I use law reports, I might be going outside what the Lecturer want"

  These findings provide additional knowledge to previous finding in Ossai(2011) by showing that law students use textbooks excessively because they see them as substitutes to Law reports. More behaviours from the interview

show that respondents behave differently in final year class, for example:

”...It changed the way I study...because it was when I got to 300 levels that I started coming to the library [and in this final year you visit every day?]Everyday!”

  Thus, final year class elicits seriousness for academic work on the respondents. Apart from the behaviour of consistently using the library, they were also found to do night reading and night browsing in cybercafé; get interested in the skills of computer and dump many of their friends. Below are further quotations which provide evidences of the above findings:

  Dumping of friends

”...you're no more yourself...like the normal usual you...all the friends end up in 400 levels...”

  Sudden interest in computer/internet

”I just developed interest in all these things...[Is it because of law school?] yes...if you're not computer literate...”

  Night reading

“Handling bulk work has being part of me...plans and reads more in the night”

”Sleep 7 am and wake up 11am...and I start reading”.

Other behaviours found from this study show that respondents feel dozy in the library and thus take coffee before visiting the library while they also consistently move out and in as a counter measure to sleeping in the library. For example:

“I normally go out often, if I'm dozing...I go out, come back...If I want to read in the Library, I take Nescafe...I take a light tea ... so I won't sleep...”

Mask wearing

“Personally I don't like having issues with Library staff...just show them my I.D card and they should not ask further questions...No assistance, No...”

The “mask wearing” attitude of the respondents confirms the research conclusion in Ossai(2009) whereby law students do not seek assistance from Library staff. However, it provides additional knowledge by showing that law students intentionally avoid relationship with library staff.

Exam? No Library

”...when it comes to period of exam, I don't even come here...”

  This is also a new finding which shows that respondents do not use the Library during examinations.

Shelf browsing

  The respondents were found to have an attitude of browsing shelves in search of print materials. This interview finding confirmed the finding from the questionnaire which earlier showed that respondents browse shelves for print information resources. This is confirmed in the below research analysis under Table 8. More findings as analysed under Table 8 show that respondents rely on lecturers' reading list as a means of selecting resources. This portrays purposeful behaviour in selection of information resources. Table 9 below further shows purposeful behaviour in which respondents search for research materials for the purpose of project writing. Thus final year law students exhibit purposeful behaviour geared towards passing exams and writing their project papers.

Table 10 below provides new findings which differentiates the type of relationship law students exhibit with library staff and their law librarians; and further provides professional rationale behind the non-relationship attitude they have with library staff who are not lawyers. It shows that they seek assistance from law librarians (who are lawyers) and not from library staff. This could be attached to professional understanding foreseen by law students and frequently exhibited by law librarians; however, this could be a basis for future research.

Table 8: Means of selecting materials

| Means of Selecting Materials	Average Frequency	Value of Frequency
Lecturers' Reading List (LRL)	2*	Frequently
Course Packs (CPks)	3	Occasionally
Browsing the Shelves (BS)	2*	Frequently
Suggestions from Reading Group (RG)	4	Rarely
Using the OPAC (Online Public Access Catalogue) (OPK)	4	Rarely
Browsing through the Card Catalogue Box (CCB)	4	Rarely

Table 9: Purpose to which you currently seek for information

Purpose	Frequency
Project Writing	188
Assignments	95
Exams	156
Others	36

Table 10: Research/Project Topic Selection

Mode of Selecting Research Topic	Frequency
Browsing Through Newspapers (N)	154
Browsing Through Foreign Journals (FJ)	89
Browsing Through Textbooks (T)	176
Browsing Through Nigerian Journals (NJ)	65
Visit to Law Firms (LF)	66
Visit to Court Libraries (CL)	75
*Law Librarians (LL)	166
Library Officers (LO)	45
Others	12

4.6.   *Information Literacy Skills of the Respondents*
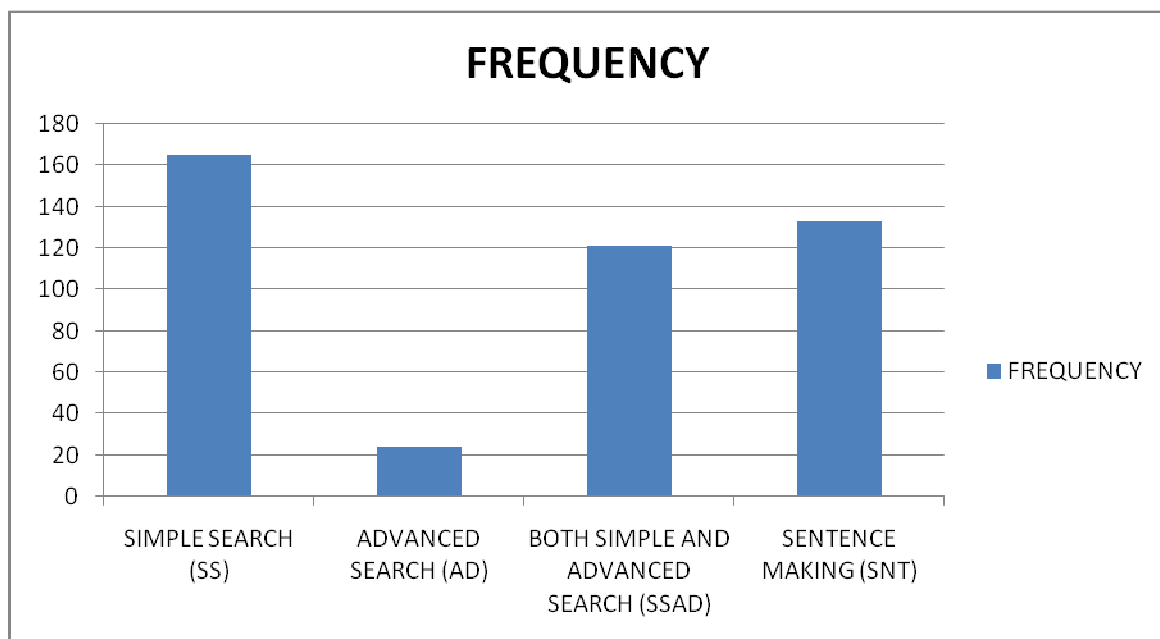
Fig.5: Search term mechanisms used by the respondents
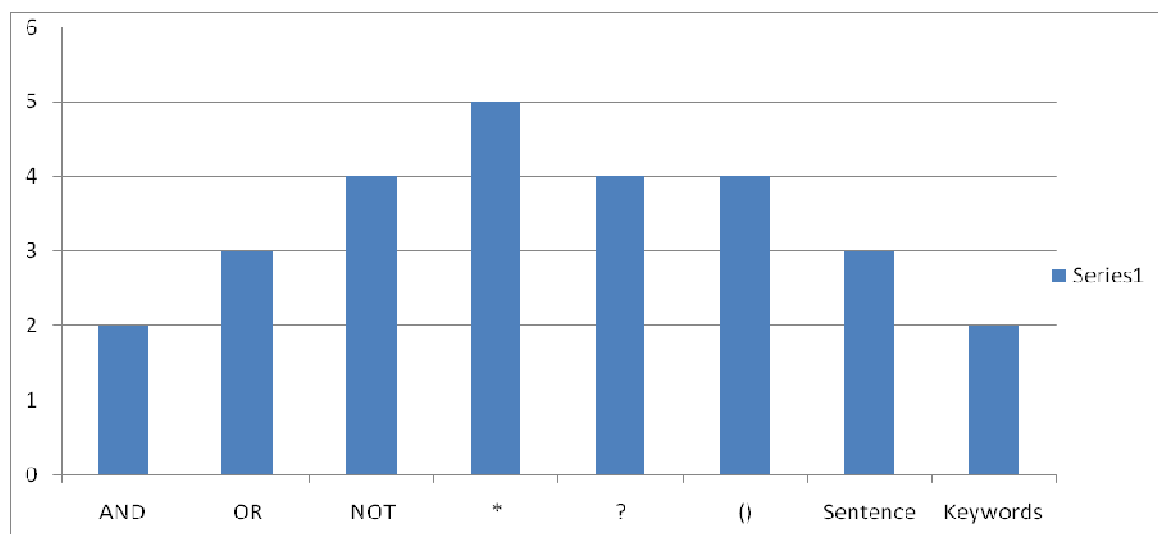
Fig.6: Search term mechanisms used by the respondents.

Figure 5 above shows that majority of the respondents use advanced search term mechanism for information search. This is confirmed in figure 6 which shows that majority of the respondents use Boolean search ("AND") and simple search (keywords). The use of phrases (sentence making) and "or", another advanced search mechanism, follows after Boolean and Keywords (Fig.6).

The use of phrases (sentences and keywords) by majority of the survey respondents is confirmed in the interview findings:

"...I make sentences..."

"I put keywords...I just typed 'Petroleum', come and see different types of things..."

The findings above show that respondents use phrases majorly during information search. However findings from the questionnaire(fig.6 above) shows that phrase making is the second most popular mechanism used by the respondents while the popular search strategies are keywords and Boolean. Using the findings from the two research methods, it would be concluded that respondents use keywords, Boolean and phrases as major search term strategies.

The research findings above contradict the findings in Garcia and Silicia(2003). In Garcia and Silicia, respondents were found to avoid the use of advanced search mechanisms for internet search. The use of advanced search strategy is a feature of information skills, while manipulation and presentation of issues, knowledge of information sources and evaluation skills are others(SCONUL 2007). Table 11 and Table 12 below present more analyses showing the information skills of the respondents.

Table 11 presents analysis of findings which show that respondents lack information skills. The asterisked findings in Table 11 shows lack of information skills while the non asterisked show existence of information skills. Columns showing lack of information skills is higher than columns showing possession of it; thus portraying that respondents lack information skills. However, a research conclusion would not be drawn until findings from other analyses are provided. Table 12 below also provide further research analysis.

www.iiste.org

IISTE

Table11:   Information skills of the Respondent.

Information Literacy	Average Frequency	Value of Frequency
Know Database to carry out Research (DK)	2	Frequently
Know Thesis Research Problem before surfing Net (RP)	2	Frequently
Know Subject Area involved in Search (SA)	2	Frequently
Use Search Engine to select website relevant to their searches (SE)	3	Occasionally
Really Pre -Formulate Search Queries Prior to their Searches (PFQ)	4	Rarely*
Develop Search Plans based on their areas of needs (SP)	3	Occasionally*
Organise information by creating folders for them (ORG)	4	Rarely*
Have a notebook for writing down citations of work (WC)	3	Occasionally*
Write Down Dates of Assessment (DA)	3	Occasionally*
Identify Potential Sources of Information from Search Results (IPS)	3	Occasionally*
Confirm Information from Different Sources (CFI)	3	Occasionally*
Knows Plagiarism (PLG)	2	Frequently

Table 12: Students Ability To Evaluate Resources		
Evaluation	Average Frequency	Value of Frequency
Looks at Authors and only accept Academic Profiles (EV)	3	Occasionally
Read Abstract before Selecting Main Ideas (ABS)	2	Frequently
Compare Information from Several Sources (CP)	2	Frequently
Investigates Viewpoints of Literatures (VP)	3	Occasionally
Identify Information to quote in later research (ITQ)	2	Frequently
Knows Plagiarism (PLG)	2	Frequently

Further findings from the interview portray lack of information skills in the area of evaluation of resources. Though respondents were found to compare information from several sources as a way of evaluating them; this was however not enough evaluative skill as respondents could miss out new developments which are not seen in their text resources. The illustrations below provide evidences of the findings above.

 "What is read in textbooks...if it corresponds with info on Google, then it's authenticated..."

"I chose that which correlates with what I have being taught..."

"I check the laws and statutes and crosscheck with what I have"

 "When I'm researching, I don't just research with just one material, I research with different materials and I try to compare..."

  Thus, the respondents compare online information with textbooks, statutes, lecture notes and other resources as evaluative mechanism. However more interview findings show that some of the respondents select resources which are found on publishers' site without looking at the profile of the authors. This also shows lack of evaluation skill. The illustration below provides evidences of the findings above.

 "...there are some that are publishers...individual articles; I don't really go there..."

 Further interview findings show lack of information skill in the area of copyright. Respondents were found to reference resources to avoid sanctions during long essay writing (project writing) and not as a habit. The illustrations below provide thematic evidence of the above finding.

Copyright Alertness: Plagiarism

"No, to be sincere, No...we don't reference ...we are not publishing it...most times our lecturer's do tell us to make references and we do...you can't expect me to be writing references in my exam papers but for research, you make references or they deduct marks..."

Respondents were also found to lack knowledge of plagiarism. Though they showed confidence of knowing what plagiarism was, they however were found to lack understanding of what it entails. For example:

"Left to me, once I see materials, I don't just dub them without

acknowledging the author...or I put it down in my own

words and I am not plagiarising...Plagiarism is like copying

word for word and not acknowledging it..."

Other respondents were found to intentionally plagiarise. For example:

"I pick the info online and attach it to the one on print ...I don't cite reference..."

Saving of resources

Respondents were found to lack the information skills needed to save resources. They save resources without knowing how relevant the resources are to their information need. For instance:

"When I research, I take up to 3days and just be collating, when satisfied, I start writing it down, picking and dumping..."

However, other respondents save resources which are highlighted by Google and which they assume meet their information needs. For example:

"I check to know the ones highlighted by Google and I read being guided by the highlights..."

"If I see what I need, I just close it and go my way..."

The above analyses further show evidences of lack in evaluation skills. More interview findings as would be seen below portray organisational skills on the part of the respondents. However previous findings which show respondents' lack in informational skills makes their organisational skills not to carry much weight in information skills analyses. For example:

"...Yes, I plan, I read on print and I note the things I would need to research..."

"...I get prepared...it starts from the money thing...I don't want to be stopped halfway...before I go online, I have to sort out areas so that my money would not just be wasting..."

The analyses above portray organisational skills influenced by money.

Evaluation skills

Respondents' were found to lack knowledge of evaluation skills and do not apply it during research. For example:

"...Search engines direct to certain sites with relevant resources..."

"Google first...Google directs me to other websites ..."

Mode of selecting print resources

The mode of selecting print resources from the shelve was found to portray lack of information skills. The shelve browsing attitude of respondents and their recalcitrant attitude towards the use of e-catalogue were found to portray lack of skills to handle library facilities. The illustrations below provide evidences which reflect the findings above:

"...have never used OPAC, card catalogue, maybe once or twice...300

level...so what I do is to enter the Library and search for the materials...

even when I don't know where they are...I just keep walking until I get what I want..."

Respondents' lack of information skills was also found in their lack of skills to select case laws from law reports. For example:

"I use the Library...our Lecturers give us the full citation...I use textbooks...It's difficult to just use Law reports and start searching for cases..."

Thus far, research findings show lack information skills on the part of the respondents. However information literacy skill is not all about information skills, it includes information technology skills. An analysis of information technology skill using computer literacy skill is seen below.

4.7. Computer Skills

Table 13 below shows (under the asterisked columns) that respondents are computer literate. However the non - asterisked columns which are features of information skill is scored low. This confirms findings from previous analyses which showed that respondents lacked information skills but possess computer skills.

This confirms previous findings in Nazim(2008) which showed that students have computer skills but lacked

information skills. The above research finding from this study further provides new findings to information seeking behaviour amongst Nigerian students by showing the type of information literacy skill Nigerian students possess and the type they lack.

Table 13:   The Computer skills of the respondents

Computer Skills	Average Frequency	Value of Frequency
Know how to work on Microsoft Word (M)	2*	Moderately High
Know how to save documents into files (S)	3	Average
Know how to copy and paste in Microsoft Word (C&P)	2*	Moderately High
Know how to highlight a document, copy it and paste (H)	2*	Moderately High
Know how to differentiate (when I am in Internet Environment) between documents that can be saved directly and those that can be highlighted, copied and pasted (D)	4	Moderately Low

4.8.   *Factors Influencing Information Seeking Behaviour*

Table 14: Factors influencing Information   Seeking Behaviour

Factors	Numerical Frequency
Resources Needs (RN)	178*
Library Closure (LC)	78
Access to Databases (AD)	114
My Handset	135*
Information Literacy Skill (IL)	89
Computer Skills (CS)	169*
Awareness of Library Resources (ALR)	172*
Library Database/Internet Training (LT)	43

Table 14 above shows resource needs, awareness of library resources, phones, information literacy skills and computer skills as factors to information seeking behaviour.

 Figure 7 below shows that respondents use phones for information search. The effect of phone use by the respondents was found as a positive factor to information seeking behaviour. The analysis in figure 7 below shows that majority of the respondents use blackberry, followed by Nokia and Samsung for information search.This   is confirmed by findings from the interview.For instance:

>   "I use Nokia C6; it's a keyboard phone..."

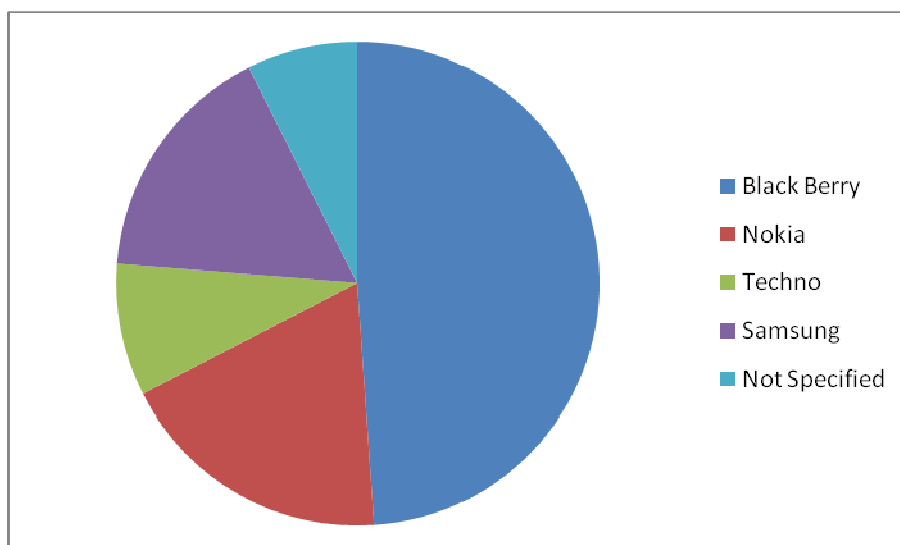>   "I browse with my Blackberry..."

Figure 7: Handset Type

Table 15 below portrays more findings on factors to information seeking behaviour. It shows that respondents become aware of Library resources through library notice boards, the library staff and through stumbling on the resources. The use of Library notice board is the highest means of becoming aware of Library resources. Thus library notice boards are positive factors to information seeking behaviour.

Table 15 below also portray the library as a positive factor to respondents information seeking behaviour. The influence of the Library and Library resources on the respondents was further confirmed in the interview findings. Respondents were found to visit the library due to the resources available which are mostly in print. For example:

"I come to the Library because there are some articles, journals you can't have access to online..."

 "I use the Library; I get background of topics from print because of the ease in getting textbooks..."

Table 15:Awareness of Library Resources

Library Resources	Frequency
Through the Library Blogs (BL)	32
Through the Notice Board(NB)	88
From the Library Staff (SF)	74
From Online Public Access Catalogue (OPAC)	23
I stumble on them (STM)	67
I do not know all	21

While majority of the respondents use the Library because of the resources available, few others do not use it because of the noise, the dress code for Law students which is also observed in the Library and because they assume they would not be able to get a seat. For example:

 "...don't use at all...if it's urgent, I use it and get out of the Library...Library is not quiet here..."

 "I don't have time to use the Law Library... I might get there and I won't get a seat..."

The above research analyses therefore provide one major finding which is that the academic library service is a major influential factor to respondents' information seeking behaviour.

Table 16 below provide data showing the type of library services suggested by the respondents:

Table 16: Suggestions from the respondents on the type of support and services needed for information search.

- Availability of current journals and articles.
- Access to library online resources.
- Requisite aid .from library staff.
- Guidance and explanation when confused.
- 24 hours Library services.
- Friendly and approachable manners.

- Serene Environment.

Interview findings showing further suggestions by the respondents is provided below:

"The Library should move with the world...space...relaxation...it should be a place where one can go and feel comfortable, anything you want online you get it..."

"They should review textbooks and do away with the ones students do not need..."

"...You would have felt somehow that with this automation, students are not using OPAC...there should be training that these things are meant for you...awareness and the benefits..."

The suggestions above portray the essence of building information commons (Britto 2011) in modern law Libraries. It further shows essence of creating awareness of library services, marketing of library services and consistent review of library resources.

Other factors to information seeking behaviour found in this study are money, lecturer's mode of teaching, MTN (a telecommunication provider), printing of resources and cybercafé. These factors were found to provide negative effects on the respondents. Money and MTN (a telecommunication provider) were found as major factors influencing the use of low quality resources by the respondents. For instance:

- *Money*

The analyses under "Money" is provided below:

Printing

(This conversation ensued between the researcher(R) and the below participant)

Participant: "I reduce the number of pages I would be printing..."

R: "even when you know you need the materials?"

Participant: "Yes! I will have to count them, from 1-50; since I don't have much money, I say 'these ones are not relevant, I print from 1-20"

Cybercafé

The analysis below provides effect of money in the use of cybercafé for information search.

"...I use the cybercafé a time...if I use my computer, the money consumption [would be much] and I might want to print..."

MTN (a telecommunication provider)

Respondents were found to speed up their information search in order to save cost of browsing. However, they were found to ignore relevant resources through this means. For example:

"I don't trust MTN, they can take the whole of your money...so I save, take it to the business centre and print... sometimes those ones I don't print are even relevant...because I didn't open everything..."

Another major finding in this research was the teaching style of law lecturers in Nigerian Universities. Lecturers' demands of students to provide only the holdings in a case make respondents to use textbooks with cases and materials which provide holdings of court instead of using law reports which has all the details of the case. For example:

"Lecturer tells you 'I only want what the court held in this case...'"

The above research finding further shows the use of teacher centred method of teaching which prevents students from exploring issues on their own.

4.8.1. *Summary of Research Findings*

The research findings are summarised below. The findings are arranged under themes that show the objectives of this research.

- Information Sources used by respondents

Respondents were found to use search engines and Wikipedia for information search. Google was found as the most frequently used search engine, followed by Wikipedia and then Ask.com.

Print indigenous textbooks were found as most frequently used resources followed by newspaper and statute books. Law reports, Journals and reference resources were found as unpopular law resources.

Phones were found as the most frequently used facility. Blackberry was mostly used followed by Nokia. Card catalogue boxes were found to be preferred to Online Public Access Catalogue (OPAC); and library internet systems were found to be unpopular as information channels.

- Information locations used by respondents

Respondents were found to use Institutional Law Libraries for their print text resources. Information from newspapers was sourced from Newspaper vendors and from Public (State) Libraries.

- Information literacy skills of respondents

The respondents were found to possess computer skills but lack information skills.

- Factors to information search

 Factors to information seeking behaviour were found to be the law library services. Library print resources and law library notice boards were found to be positive factors. However relationship with staff, dress code for law students and access to databases were found as negative factors to information seeking behaviour.

- Barriers to information seeking behaviour

 Lack of information skill was found as a major barrier to respondents' information seeking as students were found to face search terms barriers. Law library services and Nigerian respect norm in which elders are accorded high respect were found as major barriers to information seeking as respondents are afraid to seek help from elders. Lack of money was also found as a major barrier which ignited other barriers like MTN (a telecommunication company). MTN mode of service was found to be unfriendly to students as their service rate was found to be very high.

- Information behaviours

 Respondents were found to suppress their emotions by being relaxed and confident when faced with internet barriers, thus they do not seek help from library staff but try to provide navigations to their barriers. They therefore accept and use resources with less value for their research.

They were also found to dump friends and develop sudden interest in computer skill in their final year class, and avoid any form of relationship with law library staff. However, they feel freer with law librarians and seek help from them.

Conclusion

 This research set out to investigate the information seeking behaviour of Nigerian final year law students. It investigated the respondents information skills, explored the sources and locations they use for information search, investigated the factors/barriers that influence their information search and critically explored the behaviours they exhibit during information search. These were carried out through the use of questionnaire and interview methods. This study has confirmed some earlier studies on students' information skills, provided reasons for some attitudes found in previous research and provided additional knowledge to information seeking behaviour of students. However, it has provided a new study focussed on the information seeking behaviour of Nigerian Final Year Law Students in Nigerian Universities.

Earlier studies in Nigeria showed that Nigerian law students rarely use library facilities, do not relate well with library staff, are unhappy using the library and use only textbooks for information search.   This research has been able to show that there is a professional twist to attitudes of Nigerian law students in their mode of relationship with library staff for they prefer relating with law librarians and avoid library staff especially the elderly ones due to fear. Their lack of information skills has been seen to be tied to lack of good and user friendly library services and mode of acquiring knowledge from lecturers, thus portraying a need for application of best practises on information and library services. This best practise include collaboration with all stake holders in relation to students academic life, and continuous assessment of the impact of library services with the aim of providing better library and information services.

So far, environment is still the underlying factor behind the information seeking behaviour of respondents.   Where respondents would prefer browsing shelves instead of using OPAC(Online Public Access Catalogue); would prefer card catalogue to OPAC and would have the intuition that library facility is not meant for them but only the books portray two issues – lack of awareness positively created and lack of consistent exposures to the facilities through academic assessments and module activities. It also shows lack of relationship between academic staff and students which breeds fear. This brings out more findings in Ossai(2009) where law students were found to avoid library staff and the library facilities. Judging by the findings in this study and the fact that many law faculties are yet to introduce internet and information skills as a course in law program, it becomes worrisome. It is also worrisome where law students would use textbooks to source for case laws instead of using law reports.   This bothers strongly on the style applicable in teaching.

This research and its findings have added to the few resources on the information seeking behaviour of Nigerian law students. If applied as a change mechanism, there is the optimism that great changes on the information seeking behaviour of Nigerian law students and Nigerian final year law students would be seen.

Recommendations

The following recommendations are proffered:
1. That Law students be exposed to interactive learning that would implant the habit and skills of researching with Law reports from 2nd year to 4th year class.

2. That in line with interactive learning mechanism, students should be made to research and write short essays which would be used to assess them under the courses in which they are studying.

3. That Nigerian Law faculty should introduce information and research studies as a course to 4th year Law students. This would prepare 4th year law students for their project/research work in final year class. It is further recommended that Law librarians should be allowed to provide the manual required for this envisaged course.

4. That Library officers/staff should receive bi-annual compulsory seminars on relationship and service provision to Library users.

5. That Library staff should be exposed to consistent training to enhance their professional development.

6. That law faculties and law libraries should provide rules which would encourage students to use law libraries voluntarily. The dress code of white and black should not be extended to law libraries as the library is a place where users have a relaxed mind to study; thus mechanisms should be put in place to encourage a relaxed and friendly atmosphere.

7. That there should be a bi –annual online assessment (inform of questionnaire) to ascertain the impact of Library services to Library users.

8. That academic institution should interact with telecommunication companies as a way of collaborating with them for a cheap communication service to the University or Law faculty community. This could be done by providing Law libraries with customized cards that would provide much communication service for a little cost. This would deter students from cueing up in Cybercafés in order to get internet service.

9. That law libraries should have a large e-library, a Wi-Fi and have their resources accessible online. Through these provisions, students can still assess library print and online resources while also using the internet for other services without opting for the choice of going to cybercafé.

10. That libraries should provide printing services at a cheap cost and provide CD-ROM and DVD at a low cost. This would serve as alternative to printing of resources which incurs more money.

11. That Law Libraries should aspire to provide an information commons which would include the features of web 2.0 into the Library services. Through this way, students would be made to be aware of new Library resources and services while they interact with the library online. This would boost communication and interaction and provide enthusiasm and confidence to use the Library and Library facilities.

12. That Library should provide indexing, abstracting and reference services to students. Due to workload attached to the above services, more staff could be employed while reference enquiry services should be made available to 4th -5th year Law students and Lecturers for a little fee.

13. That Law Libraries should consistently review Law Library resources and shift the outdated ones to archive section of the Library.
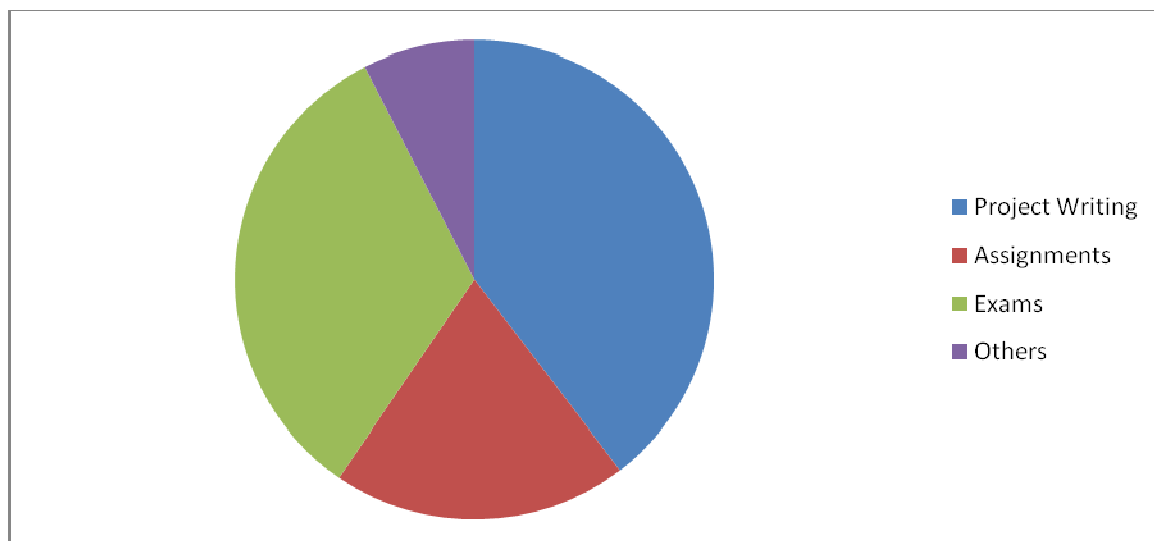
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4.10.1.   Current Purpose for seeking information[1]

This study provides findings that the respondents' main purpose for seeking information in their final year

class is for project writing and for exams. This provides new findings to previous studies which showed that law students main purpose for information search is to do assignments (Ossai 2011),OCLC (2002); it further shows that final year law students have different purpose for seeking for information.

Purpose to which you currently seek for information