

Exploring The Information Seeking Behaviour Of Final Year Law Students In Ekiti State University.

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Keywords:

- Ekiti State University law students,
- Ekiti State University Law Library,
- Final year law students,
- Information seeking behaviour,
- Information skills of law students,
- Information technology and law students,
- Information behaviours of law students.

ABSTRACT: This is a study on the information seeking behaviour of final year law students in Ekiti State University. This study is a follow up to previous study on the information seeking behaviour of Final year law students in South Western Nigerian Universities which was a framework of Wilson's 1999 model of information seeking behaviour. A discursive face-face interview method which was unstructured in style was used to gather data from 25 final year law students of 2012/2013 class in Ekiti State University. A naturalistic approach was also involved as a methodology thus students were observed while they research for their resources. The interview was transcribed and arranged into themes for proper analysis. The research findings show that the respondents browse library shelves, lack knowledge of library services and current resources, use the library for print materials while they browse in cybercafé, avoid the e-library and library facilities and avoid seeking assistance from library staff because they perceive them as being harsh. Respondents were further found to be Google inclined despite numerous complaints and difficulties they face in Google. The barriers found in this study were inadequate resources from the internet search, inability to select right resources needed for research, lack of knowledge on sites to use for information research, money, harshness from library officials and lack of Nigerian resources online. These barriers were found to be affected by lack of information skills, attitude of library staff, ease in getting resources, and bad experiences from previous research. Respondents were also found to lack of information skills in the area of evaluation of resources, copyright and citation skills.

1 INTRODUCTION

Background to the study

The background to this study is Ekiti State University (EKSU). Ekiti State University (EKSU) was made in the offing in 1979, at Ondo State; during the 1979 gubernatorial election. Chief Ajasin, M.A of the U.P.N (Unity Party of Nigeria) made a promise of initialising a university for Ondo state if he is elected to power. He later won the election and in 1982, the "Obafemi Awolowo University (O.A.U) Law" was passed by the Ondo State House of Assembly. This marked the beginning of the university which started in 1983 as the O.A.U. [Olorunloyemi et al], [2006]. However in 1984, the O.A.U's name became changed to Ondo State University to reflect the name of the state.

Obafemi Awolowo University (O.A.U) resumed work with the admission of 136 students and a library of 2000 books was donated to the library by Chief Bada, S.A. O.A.U library resumed in a rented apartment (a storey building) opposite the University Teaching Hospital (U.T.H) in Ado – Ekiti, Ekiti State. By 1990, the University library (U.L) was extended and the extension gave birth to a separate law library, a larger University library, three senior staff offices and a more functional circulation outfit [Olorunloyemi et al], [2006]. In 2005, because of the demands of the NUC (National University Commission) for a separate and larger law library, a law library was built and commissioned by the then governor - Peter Ayodele Fayose – on March, 30th 2006. However in 2011, following a decision made by the Ekiti State House of Assembly for merger of three universities in the state: the University of Education, Ikere Ekiti (TUNEDIK), University of Science and Technology, Ifaki Ekiti (USTI) and the University of Ado – Ekiti (UNAD): a merged university came into being and the name of University of Ado-Ekiti became changed to Ekiti State University (EKSU). Ekiti State University is a state University which is secular and diversionary, thus students from different parts of the world and different religion gain admission into programs in the University. This background becomes necessary because of research data intended to be gotten from this research; which is data of students from different ethnic and religious entities.

Rationale for the study

This study is informed by the need to carry out a research with focus on Ekiti State University (EKSU) as there has been no study on the information seeking behaviour of final year law students in Ekiti State University. It was also rationalised that exploring on the information behaviour of this group would assist in providing teaching and service guide for EKSU Law faculty and EKSU law library.

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Furthermore, as Lee[2010] opined, "law students practicability to seek information by researching ...will not be enhanced without ...special efforts to provide pedagogies of practise...". According to Anderson [2011], "...little empirical work on the information seeking behaviour of law students appears in either legal education literature or library and information science literatures. This study is therefore of high importance to EKSU law faculty and law library as it would provide a guide to drafting a 5 year strategic plan which includes the teaching of information and research studies to law students in Ekiti State University.

Statement of aims and objectives

Studies carried out in Nigeria have shown that Nigerian law students do not extensively use library facilities. According to Ossai[2009], they avoid the use of OPAC and do not seek assistance from library staff. Many law faculties in Nigeria are yet to introduce information studies/research skills/internet skills as a compulsory or selective course in law program [Wokocha 2008] and the mode of learning in Nigerian Law faculties is still teacher centred [Ossai 2011]. If the above are constraining forces facing law students in EKSU and if students are to be assumed to exhibit the same behaviours as seen in Ossai[2009], then they are assumed to be facing a lot of unspoken difficulties. Thus in order to understand law students, this research which aims at exploring the information seeking behaviour of final year law students is initiated. The objectives to this research are as follows:

- a. To understand the motivations/reasons behind final year law students' information behaviours.
- b. To know the factors behind their information behavioural traits.
- c. To find out the barriers they meet while seeking for information.
- d. To examine the ways they navigate the information barriers they meet.
- e. To critically explore their information literacy skills in relation to their information behaviour.

Statement of Hypothesis

The hypotheses which would be tested in this study are:

- i. Ekiti State University final year law students adequately use the law library. Ekiti State University final year law students do not use OPAC and card catalogue to access library resources.
- i. Ekiti State University final year law students do not make use of e-library and databases available in the library.
- ii. Ekiti state University final year law students are not information literate. Ekiti state University final year law students do not seek assistance from library staff for information needs.

LITERATURE REVIEW

Literatures on information seeking behaviour of law students were sourced from Google scholar, Google, Yahoo, Ask.com, Hein online, Jstor and directories like Scirus(www.scirus.com). Literatures from these sources were specifically on law students, though resources from

other disciplines which were of high relevance to this study were also selected. The rationale for focussing on law students was to know at in depth the information seeking behaviour of this distinctive group while the rationale for bringing in literatures on studies from other discipline is because there are few studies on the information seeking behaviour of law students. The authenticity of the information was assured by limiting search on 8years time range. Thus data was retrieved from 2005-2013. Information from the search engines were checked against the profile of the authors and their academic affiliations while the databases, directories and also the search engines were checked in relation to their relevancy to the aim and objectives of this study.

Definition of Information seeking behaviour

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]. However it is not adopted as definition of information seeking behaviour (ISB) in this study. Case[cited in Tibbo, no date] defines ISB as information behaviour. It states that information behaviour encompasses information seeking. Thus his definition of ISB is the totality of other unintentional or passive behaviours such as glimpsing or encountering information as well as purposive behaviours that do not involve seeking such as avoiding information. From the definitions above, ISB for this study is defined as the totality of active and passive expressions, actions or thoughts carried out before information search, during information search and after information search which is affected by factors within the individual and outside the individual thus making him respond in certain ways to place of information search, environments of information search, information received and used and mode of using the information. Literatures on information seeking behaviour have always been focussed on the skills of students or respondents in digital environments. In Makri, Blandford and Cox[2006], Yemisi, Janeke and Ocholla[2012] and etc, information seeking behaviour research was veered towards the information literacy skills of students in digital environments. Thus information literacy skill is an ingredient of study on information seeking behaviour.

Definition of Information literacy

Pitner[2009] defines information literacy(IL) as "a critical set of skills that teach a person to know when and how to do research and use the knowledge effectively in communication and action". This definition is not embrative enough for this study. IL for the purpose of this study is defined as a set of skills required for information search in both print and digital environment which is acquired through different means, which provides good knowledge on how and where to get needed resources, what to use in getting

the needed resources, necessary rules to observe while searching and using the sourced resources and how to apply the sourced materials to solve research need.

A review of literatures on this topic would be carried out under the facets below:

- a. Information behaviours.
- b. Factors/barriers to information seeking behaviours.
- c. Information skills.

Information skills

Information skill has been defined above. Literatures on information behaviours were selected from studies on law students. In Anderson [2011], law students were found to have poor research skills. This research finding on lack of information skills by law students was found in earlier studies on information seeking behaviours. In Makri, Blandford and Cox [2006], Makri[2007] and Technology for digital libraries[2006], research findings also showed that law students lacked information skills. Makri[2007] findings showed that law students found it difficult to use digital law libraries. On further inquiry, it was found that their difficulty arose from poor knowledge of the digital library system rather than from poor knowledge of electronic research. Thus, difference between skill of library digital systems and general knowledge of electronic research were differentiated. In Makri, Blandford and Cox[2006], law students were found to be always helpless in database environment. According to the author, participants "were found to find it difficult to research in digital environment despite the trainings they received on the use of library facilities. The findings of Makri[2007] and Makri, Blandford and Cox[2006] were authenticated in Technology for digital libraries[2006]. In this study, respondents were found to "have no grasp of digital library system and information source". Thus law students' lack of information skills is in the area of library user education; which is lack of skill in the usage of library digital systems. In earlier studies of 2011-2012, Law students were also found to lack information skills. In Jennifer [2011], students were found to lack information literacy skills while the author expressed dismay that there has been little studies on the information seeking behaviour of this distinctive group. In Yemisi, Janneke and Ocholla[2012], respondents who are Nigerian students were also found to lack information skills in accessing library ICT[information and communication technologies]. In conclusion, the literatures above have shown that law students lack information skills in accessing library resources and digital facilities. This study would explore the above research findings in relation to Ekiti state University law students; however, it would probe further into search term strategies they use, copyright awareness, tools they use for research and sites visited during information search.

Barriers/barrier navigations and factors to information seeking behaviours

Barrier to information search is defined as obstruction and limitation 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[Ogba],[2012].

Literatures on information seeking behaviour (ISB) have shown barriers to be within the researcher and outside the researcher. In Tella [2009], students were found to be affected mostly by their "self efficacy". This is interpreted to mean that inadequacies in skills required for research affects them during information search. It was also the findings in this study that the level of enjoyment experienced during information search predicts the behaviours they exhibit during information search. This literature portrayed barrier to be dependent on the individual researcher. However In Yemisi, Janeke and Ocholla [2012], findings show that traditional teaching method normally employed in educating students affects their research skills. This is barrier outside the researcher. According Yemisi, Janeke and Ocholla [2012], traditional style of teaching "does not encourage law students to harness legal information from the University Law libraries". Other barriers found in this study are poor electricity supply, lack of professional and skilled staff and lack of communication by staff. The findings in Tella[2009] on level of enjoyment being a determinant factor or barrier to information behaviour was authenticated in Joeng[2011] and Connaway, Dickey and Radford[2011]. According to Joeng[2011], the "perceived ease of use" of information resource is the "determinant of behavioural intentions" while Connaway, Dickey and Radford[2011] findings show that "convenience" determines choice of source used, satisfaction derived, ease of use and time spent during research. Convenience was also a factor found in earlier research [George et.al], [2006]. In conclusion, the studies above have shown that information seeking behaviours can be affected by convenience and ease in getting resources, traditional style of teaching students and self efficacy (which is interpreted as information skills).

Information behaviours.

Information behaviours have been defined as the totality of active and passive expressions, actions or thoughts carried out in relation to information search; before information search, during information search and after information search; which expressions are affected by factors within the individual and outside the individual which determines locations of information search, form of resources preferred, information received and used and mode of using the information.

Information behaviours have been found to be traditionalistic style of information search[Ossai], [2009] and Ossai [2011] and Ojeaga and Igbinedion [2012], Mask-wearing [Ossai], [2009], Print textbook use [Ossai], [2009] and [Thanuskodi], [2009], ICT inclined behaviours [Stephens], [2011] and search engine use [Ucak], [2007], Rowlands [2008], Information hybrid users[Liu], [2006] and habitual information users [Martzoukou], [2008]. Literatures on the above studies are reviewed below:

a. Traditionalistic style of information search:

Ossai[2009] findings showed that Nigerian law students do not use OPAC(Online Public Access Catalogue)in accessing library resources. They were also found to be shelve-browsers. Thus instead of using OPAC to access library resources, they preferred going directly to the shelves and moving round until they find any book related to their area of research. According to Ojeaga and

Igbinedion[2012], e-learning in Nigeria is still on a very slow pace due to wrong perceptions among the students. What this wrong perception is would be found in this study.

- b. **Mask-wearing:** Ossai[2009] also found that law students avoid seeking any form of relationship with library staff. Thus they do not seek assistance from them when they run into difficulty. This attitude of Nigerian law students was contrasted from the attitude of students from other African countries who seek assistance from library staff when difficulties are encountered [Kakai and Kigongi-bukenya], [2010].
- c. **Print textbook use:** In Ossai[2009] and Thanuskodi[2009], African students were found to use majorly print textbooks for their information search.
- d. **ICT inclined behaviours:** International students were found to be modernistic in their use of information resource.

They access library resources from far distances remote from library physical environment [Stephens], [2011]. **Habitual information users:** students from United Kingdom, especially Aberdeen, were found to stick to certain information sites despite the fact that they do not get maximum satisfaction from them. Thus, it was always hard for them to pick a different information resource site for research [Martzoukou], [2008].

Methodology

An unstructured and discursive interview method was used to get data from 25 final year law students of Ekiti State University (EKSU) who were randomly selected for the purpose of this research. A camcorder was used as the instrument to record a face –face interview data from 25 respondents. The respondents were assured of ethical considerations thus their visual images were not recorded; only their voices. A critical incident methodology in which the respondents talk about their experiences during research was also used. A naturalistic approach was also involved as a methodology thus students were observed while they research for their resources. There was no focussed group as all final year law students found in the e-library was automatically a focused group. They were asked questions during the process of the research. At the commencement of the interview, respondents were informed of the essence of the research and their consent were verbally obtained; though some of the respondents gave consent through nodding of their heads. Respondents were asked questions which focussed on their experiences while searching for information; however, important leads from responses were followed. Though the survey was mainly unstructured, some areas were focussed as guide questions in the interview proceedings. These focussed areas are: how respondents conduct their research, reasons and motivations for their information seeking behaviour, factors to their information seeking behaviour, barriers they encounter in the process of seeking for information, how they navigate the barriers they meet and other questions aimed at their information literacy skills.

Findings

The data in this study would be analysed under the headings below:

- a. Information behaviours.
- b. Information seeking barriers.
- c. Factors to information seeking behaviour.
- d. Information skills.
- e. Expected library services in law library.

• **Information behaviours**

The respondents were found to exhibit the below behaviours:

i. **Print resources-library, digital resources-cybercafé**

The respondents were found to exhibit differential behaviours in respect to different formats of resources. For print resources, they use the law library; however, for their digital resources, they prefer using cybercafés instead of using the law library virtual services. For instance:

Outside...I have never been to e-library before... I knew it was existing but I felt they were all for accreditation stuff..."[R25]

Print resources-library, digital-home or my laptop[R6]

This shows a wrong perception shared by law students about the e-library.

i. **Lackadaisical attitude towards Library resources**

This conversation ensued between respondent 22 and the researcher:

R22: This current lecturer ...gives us cases 2009and 2010 and the Library don't really have them The Researcher: We have them, it depends on the law reports you Are searching..NWLR, we have them up to 2012

R22: Wow...maybe I have to start coming ..."

Thus the respondents are not aware of the type of resources available in the library and how current they are.

i. **Provides references only for long essay writing**

The respondents were found to have an attitude that does not encourage good citation of resources. They only reference respondents for purpose of research and for the fear of marks deduction. For instance:

No, to be sincere you don't reference, we are not publishing it...

You don't expect me to be writing references in my exam...

but for research, you make references or they deduct marks...

just the consciousness of it...[R22]

Knows plagiarism but plagiarises a lot...but when for research

Purposes, references materials...[R1]

ii. None use of library digital facilities

Respondents were found to loathe the use of library facilities, resources like OPAC (Online Public Access catalogue) and the virtual libraries (the databases). Almost all the respondents were found not to use the law library OPAC. Few of the respondents that have used the database only did that once. For instance:

I have never used databases [R10]

iii. Google website use

All the respondents were found to use Google as their first point of contact in internet environment. For instance:

...basically Google [R4]

Hardly will you see 20 good current sites except if you go

through Google [R3]

iv. None use of journals

The respondents were found not to have the attitude of using library journals which are in print form. However they use them only when they are recommended by lecturers. For instance:

I use journals when they are recommended...but I don't really use journals[R4]

v. None use of reference materials during research

The use of reference materials was found to be a non-popular culture. Many of the respondents did not know that reference resources were parts of materials needed for research. For instance:

Don't use Encyclopaedia; those things are like a festive that comes once in a year...like Christmas...valentine day[R3]

i. Avoids the library like a plague

Few of the respondents were found to avoid the law library like a plague. For instance:

Don't use it at all, if it's urgent, I use it and get out, Library is not quiet here [R3]

ii. Avoids any means of seeking assistance from library staff

All the respondents were found to be scared of seeking assistance from library staff. According to them, they fear the responses they might receive if they should ask. For instance, the below conversation which ensued between the researcher and respondent 3 provides evidence:

R3: if you are looking for something and you don't get it, you get disturbed

And do not ask because there's no one to ask...library is automated and I have never used it... we are scared to ask because we don't know what we are going to face..."

RS: Why didn't you ask their boss?

R3: We feel that if they are like that, their boss would be fire

This attitude was seen to be prevalent amongst the respondents as they do not foresee any situation that would make them seek assistance from library staff. For instance:

*No assistance, No...because I know that I'm coming to the library
To seek materials...[R20]*

iii. Working under stress without complaining

The respondents were generally found to have a culture of working under stress. They see difficulty as part of their education and thus they do not complain. For example:

I have tried as much as possible to work under stress

I give myself a tight schedule[R5]

I'm a one man army...when you meet them for help, its as if you

Are bothering them but normally its their job and you can't do anything...

There's always a way...I must get what I want... [R10]

They make noise...I can read even when there's noise so it

Does not affect me as far as I can get what I want [R12]

xii. Risk Taking by the female students

The female students were found to take avoidable risks by going to cybercafé late in the night and coming back late or sleeping in the cybercafé till dawn. For example:

I remember when I had to go to cybercafé 8pm, even 9pm and I left past 10am.

Xiii. Money consciousness

The respondents were found to be excessively conscious of how much money they would spend in cybercafé. Thus it affects the quality of work they get for their research. For instance, this conversation ensued between the researcher(RS) and respondent 13(R13).

R13: I reduce no of pages I would be printing

RS: Even when you know you need the materials?

R13: Yes, I will have to count the print from 1-50, since I do not have much money, I would say – “these ones are not Relevant, I print 1 – 20...

xiv. Shelf browsing

All the respondents were found to have an attitude of browsing shelves to get the resources they need. For instance:

...I use the library everyday...I just get into the library and walk straight to the shelf...[R15]

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

Don't know where they are...I just keep going round until I get what I want [R20]

xv. III feeling towards use of law reports for case laws

All the respondents were found to have sick attitude towards the use of law reports for case laws. Thus they use textbooks with cases and materials, buy them and keep them for the purpose of sourcing case resources. For example:

I first of all get textbooks; it's not so easy to just get law reports And start searching [R14]

I buy books...mostly on cases and materials instead of Coming and searching in law reports...its stressful, it was really stressful [R22].

I use textbooks hardly the law reports, most times you find out –you don't even need the whole, there's a particular principle you need...

going to law reports and reading the whole fact, you might miss out the principle [R6]

However, the respondents would use law reports if they are specifically told to do so by their lecturers and if the citations are given to them. For example, this discussion ensued between the researcher (RS) and R14.

R14: *I use law reports...our lecturer give us citations*

RS: *You've never gone on your own?*

R14: *only when it's something serious...*

xvi. Use of phone in sourcing for information

Many of the respondents were found to use phone mostly in sourcing for online resources. For example:

I use my phone...[R12]

• Information seeking barriers.

The barriers faced by students during information search are as follows:

i. Barriers during search queries in internet environment

All the respondents were found to face barriers during search on the internet. Thus their search results are always inadequate and unable to satisfy their information need. For instance:

Don't always get good search result...that's what is disturbing me

Now...couldn't finish my chapter 3 [R25].

They don't give you the actual material you need and they

give you little little tips[R19]

Gap navigation:

On further inquiry to know how respondents eventually overcome their difficulty. It was found that they do not give up, they keep trying until they get something close to what they want, not actually what they need. For example:

...I keep trying and keep refining...[R12]

Don't get enough materials, just have to make do with what

I have...the issue of trying harder has to do with money[R11]

Some of them were found to cultivate the attitude of filling up the inadequate online information with information they produced from their previous knowledge of that topic. For example:

It's a challenge which will land me into critical thinking on

How to add flesh from my own brain[R12]

They were also found to face the stress of picking relevant results from search query results. Thus they read through all the search results, opening them, in order to know the relevant resources. For example:

...ah, I have to start reading through everything in order to get what is relevant[R25]

Sometimes, I read everything and I discover that I don't even need them

...the whole thing, it might just be a page that I need[and you might have spent a lot of money?- RS] yes[R21].

ii. Lack of knowledge on where to get materials for research

Majority of the respondents were found to lack knowledge on where to get resources needed for their research. For example:

To be sincere, the one on child abuse, I'm not really certain on

How I'm going to get materials...[R22]

iii. Lack of indigenous Nigerian materials on the internet.

All the respondents were found to face difficulty in getting indigenous resources from the internet. For example:

So many information that concerns Nigeria are not

There...situations on Nigeria are not on the net [R19].

iv. Lack of awareness of library services and mode of use

Many of the respondents said they didn't know they could use library facilities on their own and thus, they do not bother trying to use them. For example:

If I knew that I can use it, you will see many people coming to Library to use e-materials. [R3]

However, on previous observation(before the interview), it was observed that some of the respondents actually use e-library to source for resources. Some of them were found to use library database - Jstor, for their information search.

v. Some supervisors don't accept internet materials

Some of the respondents complained bitterly that their supervisors do not accept online resources. For example:

Lecturers not digitally conversant and thus many of them don't want foreign materials[R3]

vi. Dress code requirements even in the library

The respondents complained bitterly that the dress code requirements of white and black for law students which is also applicable in the law library constitutes barrier to their information search by preventing them from visiting the library on non- lecture days. For example:

They insist students must use white and black even to library, even

When students don't have lectures...imagine on Friday when I don't

Have lectures and you expect me to be on black and white...I would

Feel – why should I even go to school today, let me stay in my room [R3].

vii. Relationship with library staff

Respondents complained that their lack of relationship with library staff affects their research as they are unable to seek help from them because of their hostility. For example:

Relationship with library staff is negative, it affects research negatively...they are hostile [R2]

viii. Noise making by Library staff

Respondents complained bitterly about noise making by library staff. This noisemaking stops them from studying in the library for a long time. For example:

You plan for 4hours; you end up using 1 hour because of the noise [R2]

• Factors to information seeking behaviour

This study found out that respondents were mostly affected by lecturers' mode of teaching, the requirements for accessing resources and the ease in getting information resources. It was also the finding that the type of experience respondents have during previous research affects their decisions on use of such information site during subsequent research. For example.

i. Mode of lecturers teaching

Lecturer tells you – I only want what the court held in this case...[R3]

This factor was found to be responsible for respondents' behaviour of substituting law reports with textbooks.

Our lecturer will tell us to attach the materials we get from the internet[R15]

This is a positive act found to make respondents provide citations during assignments.

ii. Experiences from information site

The evidence below shows research finding on wrong perception about the e-library. Respondents who do not use the e-library have the perception that library staff are harsh and thus, they would be more harsh should they try getting close to the e-library facilities since by respondents' assumption, the e-facilities are meant for accreditation. For example:

All those librarians, they are very very harsh on us...

I have never tried...I have never been to e-library before...I felt they

Were there for accreditation stuff[R25]

This is another wrong perception found to hover around the use of the e-library and library facilities.

...just once anyway and after that I have not done it again...

There's a general belief that the internet is not meant for us...

Just the books...[R20]

From observation. It was found that the respondents that use the e-library are those that have good rapport with library staff.

iii. The ease in getting resources

Few of the respondents that use e-library for information search were found to do so because of the ease in getting resources from the internet. For example:

I prefer using digital materials because they are faster and they give me the information that I need...[R19]

• Information skills

The respondents were found to lack information skills. They were found to lack copyright, citation and evaluation skills. The evidences to the above findings are shown below.

i. Evaluation skills

They always make little comments ...I always believe that Google

Is ...trying to get me something...I read the one that is relevant and click it...[R19]

Thus many of the respondents do not understand what it means to evaluate internet resources. They move by the standard of Google. However, some of them were found to have set their own criteria of evaluation; they only use resources by publishers and not individual author. For example:

...there are some that are publishers, individual articles, I don't go there...[R16]

Some of the respondents were found to evaluate online materials by comparing them with other materials. For example:

...I don't research with just one material, I research with different Materials and I try to compare ...[R17]

Some of respondents however, were found to assume that any material they are getting from the internet is good. They back this up with the in-built confidence that they are used to the information site and thus can never get wrong information. For example:

Its good because that is not my first time[you don't know if they are good or not as far as you can get what you want? RS] yes [R15]

ii. Lack of copyright and citation skills

Respondents were found to lack citation and referencing skills. Some of them felt it was not necessary including the

uniform resource locator(URL) in resource reference. For example:

The ones we can get have references so I use the references, not Really the web-page and the authors...[R6]

Some of the respondents were found to be so confident of knowing what plagiarism is; however they were found not to have a good grasp of plagiarism and its application. For example:

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 the author and it's not good[R10]

• Expected library services in law library.

The respondents expressed their views on the type of services required from library staff. They suggested for review of library resources, removal of old resources from the shelves and training of library staff. Respondents also suggested on reorientation for library staff on the need to show friendly behaviours. For example:

They should review textbooks and do away with the ones students do not use[R3] It should be glaring and obvious by the library staff that they are ready to Help...as far as I'm concerned, I think all they do is ...where's your I.D card, make sure you don't go out with library books...they should be friendly[R20]

Authentication of Hypotheses with findings in the study

The hypotheses in this study were found authenticated in the research findings.

Discussions of findings in relation to the Literature review

The findings in this study were compared to previous findings and some similarities and dissimilarities were found. They are discussed under the facets below:

a. Behaviour

Previous studies showed that law students browse library shelves to get resources instead of using OPAC [Ossai],[2009]; this was confirmed in this study as respondents were found to browse library shelves while avoiding the use of library OPAC(Online Public Access Catalogue).. The mask wearing behaviour found in previous research [Ossai],[2009] which prevented law students from seeking assistance was also found in this study. Respondents were found to avoid any means of seeking assistance from library staff. They were also found to assume that they would never need assistance from library staff thus they do not seek for assistance and do not show they need one. This research however went further to find additional finding not shown in previous research. This new finding is the reason behind the above attitude. This study found that library staff were seen by majority of the respondents to be harsh and thus respondents were found to be scared of

their perceived harsh attitudes should they be approached. This perception of harshness from library staff was overstretched as many of the respondents were also found to have the perceived fear that the law librarians would be unapproachable since the library staffs are harsh. In Ojeaga and Igbinedion[2012], law students were found to have wrong perception that affects the use of the e-library. What this wrong perception is was not shown. However, in this study, this wrong perception was found. Respondents were found to feel that the e-facilities were not meant for them, they thought the e-resources and facilities were meant for accreditation. They also wrongly perceived that they are not supposed to use them without being given permission and since they do not like interacting with library staff, they preferred using only the print resources and avoiding the e-facilities. In one of the observations before this research, the researcher approached the law students while they were in the reading hall and asked why they do not use the OPAC. They generally answered that they didn't know it was meant for them. After being informed they could use the OPAC, they were still observed not to use this e-facility. In previous studies, Martzoukou[2008] found that students are habitual with their information source sites and are normally unwilling to change information sites which are not productive. This was evidenced in this research as majority of the respondents who complained about Google also use Google as their first choice of information resource. From observation, they were also found to use Google frequently despite the barriers they normally face.

b. Information seeking factors

The information seeking factors previously found in literatures showed that students are affected by the style of teaching given to them [Yemisi, Janneke and Ocholla],[2012]. This was found in this study as law students who use textbooks as substitutes for law reports were found to do so because of the consistent requirements from their lecturer; requirements that only the holdings in any case be reported. Thus, respondents avoid the law reports and focus on textbooks with cases and materials since they provide the holdings of the court. In Tella[2009], level of enjoyment experienced during information search was found as a factor to information search behaviour. This was evidenced in this research as respondents were found to abhor the e-library because they saw library staff as being harsh. In Connaway, Dickey and Radford [2011], respondents were found to be affected by convenience in using an information resource. This was found to be the underlying reason behind the choice of Google as a major information resource.

c. Information skills

In Yemisi, Janneke and Ocholla[2012], respondents were found to face difficulty in accessing digital resources. In this study, the difficulty experienced by respondents is only in search engine environment as respondents were found to avoid the use of databases. In Makri[2007], respondents were found to have no grasp of digital library system; however in this research, respondents were found not to use library facilities while few that use library facilities go to Google. The difficulty evidenced in this research was in the area of search term formulation and search results

selection. However, respondents were found to lack information skills.

Conclusion

This research has explored the information seeking behaviour of final year law students in Ekiti State University through the means of interview and naturalistic observation. The findings in this study have confirmed some earlier research findings on the information seeking behaviour of respondents while also providing further findings on the information seeking behaviour of law students. New findings which buttress the need to provide library and information services in line with best practices in academic libraries. New findings which buttress the need to equip law lecturers with information skills and digitalised means of imparting knowledge to students – a web based learning which accepts digital resources and not only print. New findings which show the need for law faculty and law library to merge together in provision of guides for knowledge impartation to students. New findings which also show the need to consistently conduct surveys to know the impact of library services to the academic community. These new findings portray the need to involve students in the drafting of strategic plan for the law library, the need to provide compulsory consistent training for library staff and a subsequent follow up to investigate their manner of implementing the knowledge imparted to them, the need to consistently provide monthly reports on every staff of the library which would be used as part of documents for annual review of library staff and all staffs in the University. These findings are revelations which would guide in the drafting of strategic plans for the law library and the University library.

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