# LAW STUDENTS' PROFILES AS CORRELATES OF INFORMATION RESOURCES UTILIZATION IN NIGERIAN LAW SCHOOL LIBRARIES

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## ABSTRACT

_This study examines profiles of Law students' vis-à-vis their utilization of information resources provided at four campuses of the Nigerian Law School. The study aimed at ascertaining the profiles of law students at the Nigerian law schools with regards to utilization of available information resources, bearing in mind the avalanche of complaints received at the reference desk of difficulties encountered in utilizing the resources. Four research questions with one hypothesis were formulated to guide the study. The correlational survey design was adopted with a sample size of 450 from population of 4,500 from across the four campuses. Observation checklist and questionnaire were the instruments used for data collection. Frequencies, percentages, _Pearson correlation statistics, _Multiple regressions statistics were used for the data analysis. Findings revealed that greater percentage of the sample population falls within the age range of 26-30 years while Majority of the respondents were LL.B degree holders; the most utilized information resources are law texts while Hein Online and electronic handbook are not utilized. Though there is significant relationship between law students' age and extent of their utilization of information resources, there is no significant relationship between other profiles of law students and utilization of information resources .Based on the findings, the main objectives of the study was achieved. The study recommended equal provision of information resources and services in all the campuses of the law school. Concerted efforts be made by the library management to provide proper library guides within the library to facilitate effective and efficient utilization of provided information resources and services by the law students._

**Keywords:** Law Students; Profiles; Information; Resources; Utilization; Libraries; Law School

## Introduction

Law libraries as a type of special library are peculiar in nature with peculiar services. A high proportion of their reading is of quick reference type; much materials may be consulted, little except that which is immediately relevant will be read in detail and this results in the creation of an atmosphere of movement and activity not associated in the public mind at least with libraries. Speed allied with accuracy is the essence of law library services. Dada (2011) avers that the indispensability of law library to the studies and practice of law has been universally acknowledged. Gilbert (1908) opined that there is no library of whatever kind, which so directly pertains to the interest, which it is designed to serve as the law library. This assertion points to the fact that law students/legal practitioners and law libraries are like Siamese twins that are inseparable. The study and practice of law is heavily reliant on the use of legal texts and other legal information materials.

The law school library collection, including printed sources, microform, audio visual works, and electronic informational resources are organized to meet the research needs of law school students, lecturers and legal practitioners, satisfy the demands of the law school curriculum, and facilitate the education of the law school students. It should also provide additional collections, and equipment, which are reasonably up-to-date and sufficient in quality, level, scope, and quantity to support fully the law school's programmes, as "no law student or legal practitioner can keep abreast of the law without reading and absorbing at least legal texts, law reports and legal journals" (Haruna & Mabawonku, 2000, p.42). A law school library should have as its core functions the provision of sufficient relevant collections both in quality and quantity. The issue of its collections cannot be compromised since quality collections facilitate the achievement of the aims and objectives of any given law library. It is an integral part of the law school ensures that users are provided with appropriate and up-to-date information resources.

Legal information resources are usually classified into primary and secondary sources according to Ejimofor (2001), who emphasized that Primary sources are the law itself as fashioned out by the legislature. These include case reports, decrees, legislative texts such as edicts, legislations, codes, treaties and statutes or subsidiary rules and regulations. Moys (2013) however, explained that primary and secondary sources vary from one jurisdiction to another with regards to arrangement. According to her, "it is a special feature of the common law system that much of the law is found in reported decisions of the judges in cases before the courts while in many civil law jurisdictions, the law is embodied in detailed codes, which are theoretically intended to provide a certain answer for every eventuality. Secondary sources of law on the other hand are not the actual law but interpretation of the law or commentary on the law. These include texts, law reference books including dictionaries, directories, bibliographies, and journals.

However, information resources in a law library as that of the law school must be appropriate and current and students must be able to retrieve them for their research work on demand. Information is created, organized, preserved and retrieved so that it can be passed on to others for their various needs and uses. Consequently, the demand for effective use of library resources in law libraries calls for need to ensure that students have proper physical and intellectual access to needed resources, contends Nkoyo (2007). One fundamental aspect of information management is the determination of the needs of actual and potential users of information, as this would enable the information provider to select and acquire information resources relevant to the needs of the users. Thus, a relevant information centre collection is one that was built on users' information needs. Such a collection is most likely to be used by intended users. According to Alokun (2003), the library is established for use.

Library use is crucial and important in any special and academic law library because academic law libraries are established among other things to provide intellectual support for research, teaching and learning. Unlike the libraries of old which were satisfied with their role as "custodians" of library materials, present day libraries especially academic law libraries are saddled with the responsibility of information provision and effective access to information resources. The ultimate goal of an information provider is to satisfy the user's information needs. That is, to provide the user with the right information

at the right time, through the right means. A prerequisite for developing personalized services is to rely on user profile representing their information needs. In this study, profiles as age, gender, marital status, class of degree and educational qualifications of law students at the Nigerian law schools was examined vis-a-viz their utilization of information resources to ascertain whether these factors influences their utilization of information resources or not.

The Nigerian Law School is a post graduate vocational institution established in 1962 by the Federal Government of Nigeria vide the Legal Education Act 1962 and the Legal Practitioners Act 1962, later superseded by Legal Education (Consolidation, etc) (Cap. 206) Laws of the Federation of Nigeria 1990 and the Legal Practitioners Act (Cap. 207) Laws of the Federation of Nigeria (L.F.N. 1990), according to Jegede (2003). This provided the legal frameworks for legal education and professional practice in Nigeria. The School was established to train graduate lawyers from the universities both in Nigeria and abroad, the practical aspect of legal education. A major feature of the School in the last fifty-three years is the growing number of aspirants to the Bar, as from the initial eight (8) students in 1963; the number has risen to over six thousand students in 2015.

**Statement of the Problem**

Since the inception of the Nigerian Law School in 1963, there has been a steady and continuous increase in enrolment of students on yearly basis. This increase necessitated the decentralization of the school into six campuses with the attendant challenges of providing the necessary infrastructures including the library in all the campuses, to cater for the information and research needs of both the students and academic staff. Effective utilization of information resources in any library is a function of availability and organization. It is therefore expected that provided information resources in the libraries of the Nigerian Law Schools are sufficient and organize to facilitate effective utilization of the resources in meeting the academic requirements of the students who are of various educational, economic, cultural and social backgrounds. However, constant complaints received at the reference desk and observations at the library headquarters, of difficulties encountered by the students in utilizing information resources in the library points to the fact that there may be challenges associated with the utilization of these resources, based on, probably their profiles. It is against this background that the study investigated law student's profiles as correlates of utilization of information resources in the law school libraries, especially with the mass failure and higher percentage of pass grade recorded in the Bar final examinations of 2015 and previous years respectively, which may likely continue if not addressed in good time.

**Purpose of the Study**

The general purpose of this study is to establish the relationship between law students' profiles and their utilization of information resources and specifically, to:

1. identify the profiles of students of the Nigerian law schools with regards to age, gender, marital status, educational qualifications and class of degree;
2. ascertain the extent of availability of information resources to law students at the libraries;
3. determine the extent of utilization of the resources in Nigerian law schools; and
4. examine the relationship between Law students' profiles and their utilization of information resources.

**Hypothesis:** There is no significant relationship between the mean responses of law students based on their profiles and extent of utilization of information resources in Nigerian Law School libraries.

**Literature Review**

Alonge (2000) in a study on the Nigerian Law School library, Abuja, found out that available resources in the then single law school library were inadequate but well organized. He focused mainly on the resources, organization and services, leaving out the aspect of utilization. With this shortcoming, the

study was not comprehensive enough. Dada (2011) in a valedictory lecture organized in his honour by the Institute of Advanced Legal Studies, as the retiring founding institute librarian, asserts that the institute as well as the law school libraries are central to, and in fact the laboratories for the legal profession. Law libraries are seen as special hybrid of the art and practice of librarianship.

Jegede (2001), Eseyin (2001), Dada (2011) and Okewusi (1998) stated that the uniqueness of law as a different discipline in the comity of subject groupings is incontrovertible, even as they emphasized the effective role law school libraries play in the development of a nation by way of provision of current legal materials and adequate services for all types of law library users. The concept of information generally has been viewed in various ways by different authors as an invaluable tool for the advancement of the individual and society. Abubakar (2013), Diller and Phelps (2008) opined that information is one of the basic needs of human beings and unlimited in scope, closely related to notions of constraints, communication, control, data, instruction, knowledge, meaning, mental stimulus, pattern, perception and representation. Information is a message received and understood; knowledge acquired through study or experience or instruction; a collection of facts from which conclusions may be drawn; a numerical measure of uncertainty of an outcome. They affirm that people seek information from different sources and formats for undertaking a variety of tasks that are necessary requirement for the attainment of personal goals and objectives.

Much research has been conducted on information resources and utilization among various professional groups and such studies reveal that over a long period of time human beings have been able to record their memories, ideas and discoveries into forms that are classifiable such that information organizers have been able to produce certain categories of information resources. Serema and Mooko (2002), Ikoja-Odongo (2002), Muteshewa (2004), Anaeme (2004), Moys (2013) viewed information resources as materials consulted for aid or information on a topic, theme, an event, a date, a place or even a word. Ejimofor (2001) however sees legal information resources as an embodying, inter-related or structured data used for the practice of law, teaching and study of law as well as for the conduct of legal research. Ukpanah and Afolabi (2011) assert that the vast information resources in whatever form in law libraries are of vital importance in tackling the challenges and problems of legal studies and law development, hence the increase in investment by Nigerian law school and other tertiary educational institutions in Nigeria to provision legal of information resources.

Attama (2013), Uhegbu (2007) viewed utilization of library resources as taking advantage of the resources available in the library by a user for learning and research purposes and the actual putting into appropriate use of acquired information. Library resources utilization according to them differs from person to person and from one corporate organization to another in accordance with their information needs and other socio economic and cultural imperatives. Literature on utilization affirms that law students/lawyers have been found to be among the heaviest users of information. This is because of the nature of programmes conducted in law schools and law faculties. No wonder Okiy (2006), Ekuoye (2000), Bello (1994) argued that books are the tools of trade of the legal profession; hence a well-stocked law library is an indispensable tool to the lawyer at any level and at any given time. The current study which is to cover the aspects that some of these reviews did not cover would give an insight into the usefulness or otherwise of the resources of the library under study. User profile is seen as the identity or characteristics of users such as age, sex, marital status, qualifications and class of degree that predisposes them to the utilization of information resources and services. One of the main goals of any information system is to provide pinpointed, exhaustive and expeditious service to its users and the ultimate goal of an information provider is to satisfy the user information needs. That is to provide the user with the right information at the right time through the right means.

**Methodology**

The study adopted the correlational survey design. The study covers four campuses of the law school located in four geo-political zones of Nigeria. These include Abuja (North central), Enugu (South East), Kano (North West) and Lagos (South West). The population of the study is 4,500 with a sample of 450 (10%) sampled through proportionate stratified random sampling technique. The instruments used for data collection were Questionnaire and Observation Checklist. Questionnaire comprises of five items structured on a four (4) point scale of Always, Sometimes, Rarely and Not At All, with 4,3,2,1 point values attached to them respectively. The observation checklist was used to answer research question 2. These instruments were validated by two experts in library and information science and one expert in measurement and evaluation. The internal consistency reliability coefficient of 0.74, 0.78, 0.62, 0.72, and 0.93 were obtained for the various clusters with an over-all index of 0.94 using Cronbach alpha methods. Percentages, Means and standard deviations, Pearson Product Moment correlation and multiple regressions were used for analysis of obtained data.

**Sample Size**

| Abuja | | Enugu | | Kano | | Lagos | | Total Sample |
|---|---|---|---|---|---|---|---|---|
| Freq. | 10% | Freq. | 10% | Freq. | 10% | Freq. | 10% | |
| 1671 | 167 | 875 | 87 | 716 | 72 | 1,238 | 124 | **4,500** |
| **167** | | **87** | | **72** | | **124** | | **450** |

**Source:** *Student's registered list provided by the Secretary to the Council/Director of Administration for the 2013/2014 set.*

**Findings and Discussion**

**Table 1: Extent of Availability of Information Resources in the Law school libraries**

| Sn | Profiles | Frequency | Percentage |
|---|---|---|---|
| | *Age* | | |
| | 20-25 years | 107 | 26.2 |
| | 26-30 years | 131 | 32.0 |
| | 31-35 years | 74 | 18.1 |
| | 36-40 years | 48 | 11.7 |
| | 41 and above | 49 | 12.0 |
| | Total | 409 | 100.0 |
| | | | |
| | *Gender* | | |
| | Male | 218 | 53.3 |
| | Female | 191 | 46.7 |
| | Total | 409 | 100.0 |
| | | | |
| | *Marital Status* | | |
| | Single | 242 | 59.2 |
| | Married | 149 | 36.4 |
| | Widow | 15 | 3.7 |
| | Divorce | 3 | .7 |
| | Total | 409 | 100.0 |
| | | | |
| | *Educational Qualifications* | | |
| | LL.B | 332 | 81.2 |
| | B.Sc. | 40 | 9.8 |

| | | |
|---|---|---|
| LL.M | 23 | 5.6 |
| M.A/M.Sc./M.Phil | 2 | .5 |
| PhD | 12 | 2.9 |
| Total | 409 | 100.0 |
| | | |
| *Class of Degree* | | |
| 1st class | 38 | 9.3 |
| 2nd class (upper) | 133 | 32.5 |
| 2nd class (lower) | 166 | 40.6 |
| 3rd class | 50 | 12.2 |
| Pass | 22 | 5.4 |
| Total | 409 | 100.0 |

Table 1 shows the respondents' profiles, with age indicating that majority of the respondents fall within the range of 26-30 years (32.0%) while those within the range of 36-40 (11.7%) years recorded the lowest frequency. As regards gender, majority of the respondents were male (53.3%), while majority of the respondents were single (59.2%) as regards their marital status, with the divorced recording the lowest frequency (.7%). In terms of educational qualification, the table shows that majority of the respondents were LL.B degree certificate holders (81.2%) while respondents with M.A/MSc/M.Phil. holders (.5%) recorded the lowest frequency. The table further shows that respondents with 2nd class (Lower) degree certificate (40.6%) are more in the study while holders of pass degree certificate (5.4%) have the lowest frequency. This explains that majority of the respondents were 2nd class (lower) degree certificate holders.

From the findings on the profiles, it is clear that majority of law students at the Nigerian Law School are young people with the males dominating the number of the total respondents, as well as the singles forming the greater part of the respondents. Those with LL.B degree certificate alone dominate the study while respondents with second class (lower) degree are more in number in the study. This finding implies that law students of younger age especially those within the age bracket of 20-30 years most likely utilize the library resources more than any other age group. It then stands to reason that age as a profile factor has significant relationship with academic attainment.

**Table 2: Observation Checklist on Available Information Resources in the Libraries**

| SN | Resources | School Location | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Abuja | | Enugu | | Lagos | | Kano | | | |
| | | A | NA | A | NA | A | NA | A | NA | A | |
| 1 | Laws | √ | | √ | | √ | | √ | | 100 % | A |
| 2 | Law Reports | √ | | √ | | √ | | √ | | 100 % | A |
| 3 | Law Texts | √ | | √ | | √ | | √ | | 100 % | A |
| 4 | Law Journals | √ | | √ | | √ | | √ | | 100 % | A |
| 5 | Gazettes | √ | | √ | | √ | | √ | | 100 % | A |
| 6 | Statutes | √ | | √ | | √ | | √ | | 100 % | A |
| 7 | Dictionaries | √ | | √ | | √ | | √ | | 100 % | A |
| 8 | Indexes/Abstracts | √ | | √ | | √ | | √ | | `100 | A |

| # | Resource | Abuja | | Enugu | | Lagos | | Kano | | % | R |
|---|----------|---|---|---|---|---|---|---|---|---|---|
| 9 | Encyclopaedias | √ | | √ | | √ | | √ | | 100% | A |
| 10 | Newspapers/Magazines | √ | | √ | | √ | | √ | | 100% | A |
| 11 | Internet Resources | √ | | √ | | √ | | | √ | 75% | A |
| 12 | LexisNexis | | √ | | √ | √ | | | √ | 25% | NA |
| 13 | Westlaw | √ | | √ | | √ | | √ | | 100% | A |
| 14 | Law Pavilion | √ | | √ | | √ | | √ | | 100% | A |
| 15 | Easy Law Legalpedia | √ | | | √ | | √ | | √ | 25% | NA |
| 16 | Hein Online | | √ | | √ | | √ | | √ | 100% | A |
| 17 | Electronic Handbook | | √ | | √ | | √ | | √ | 100% | A |
| 18 | Audio Visual Materials | √ | | √ | | √ | | √ | | 100% | A |
| | **Total%** | **83.3%** | **16.7%** | **77.8%** | **22.2%** | **83.3%** | **16.7%** | **72.2%** | **27.8%** | | |
| | Decision | A | | A | | A | | A | | | |

**KEY:** *NA= Not Available, A=Available, R= Remark*

The result in table 2 showed that out of eighteen information resources mentioned in the study, an aggregate of sixteen are available, while two, Hein Online and Law pavilion are not available. In Abuja Campus library, 15(83.3%) of information resources are available and in use, 3(16.7%) are not available. In Enugu campus library, 14(77.8%) of information resources are available, while 4(22.8%) are not available. Similarly, in Lagos campus library, 15(83.3%) of information resources are available, while 3(16.7%) are not available. Finally, in Kano campus library, 13(72.2%) of information resources are available, while 5(27.8%) are not available. The result presented in Tables 2 indicate that out of the eighteen (18) listed information resources, Abuja and Lagos campuses have more items each respectively in availability while few of the listed information resources are not available in Kano campus. Although, the focus of this study is on utilization, availability of information resources is sine qua non to utilization, as what is not available cannot be utilized. Provision of information resources therefore enables the users to obtain needed information. From the findings availability of information resources are not evenly distributed in all the campuses of the law schools.

**Table 3: Mean rating of Respondents on Extent of Utilization of Available Resources**
**N= 409**

| | Information Resources | School | | | | | | | | Overall | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Abuja | | Enugu | | Lagos | | Kano | | | | | |
| | | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | R | D |
| 1 | Law texts | 3.38 | .74 | 3.37 | .74 | 3.37 | .76 | 3.43 | .67 | 3.38 | .73 | 1ST | AU |
| 2 | Law Journal | 3.23 | .88 | 3.44 | .67 | 3.16 | .95 | 3.35 | .78 | 3.27 | .86 | 2nd | SU |

| | | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | Rank | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Laws | 3.21 | .89 | 3.51 | .73 | 3.02 | .91 | 3.55 | .75 | 3.26 | .87 | 3rd | SU |
| 4 | Law reports | 3.21 | .89 | 3.21 | .67 | 3.19 | .99 | 3.20 | .76 | 3.20 | .86 | 4th | SU |
| 5 | Statutes | 3.15 | .79 | 3.01 | .87 | 3.20 | .74 | 3.03 | .88 | 3.12 | .81 | 5th | SU |
| 6 | Gazettes | 3.07 | 1.02 | 2.79 | 1.12 | 3.15 | 1.02 | 2.90 | .99 | 3.02 | 1.04 | 6th | SU |
| 7 | Newspaper/Magazines | 3.00 | 1.14 | 3.04 | 1.25 | 2.88 | 1.16 | 3.25 | 1.17 | 3.01 | 1.17 | 7th | SU |
| 8 | Encyclopedias | 2.90 | 1.04 | 2.95 | .93 | 2.88 | 1.11 | 2.83 | .94 | 2.89 | 1.03 | 8th | SU |
| 9 | Internet Resources | 2.87 | 1.01 | 2.82 | .99 | 2.86 | 1.03 | 2.88 | .98 | 2.86 | 1.00 | 9th | SU |
| 10 | Indexes/Abstract | 2.79 | 1.15 | 2.85 | 1.10 | 2.79 | 1.14 | 2.77 | 1.18 | 2.80 | 1.14 | 10th | SU |
| 11 | Dictionaries | 2.70 | .95 | 2.89 | .95 | 2.59 | .94 | 2.93 | .94 | 2.74 | .95 | 11th | SU |
| 12 | Westlaw | 2.85 | 1.02 | 2.89 | .95 | 2.50 | 1.05 | 2.40 | 1.06 | 2.70 | 1.04 | 12th | SU |
| 13 | Audio Visual material | 2.55 | 1.18 | 2.71 | 1.16 | 2.61 | 1.14 | 2.78 | .94 | 2.63 | 1.13 | 13th | SU |
| 14 | LexisNexis | 2.78 | 1.21 | 2.08 | 1.26 | 2.25 | 1.26 | 2.70 | .91 | 2.50 | 1.23 | 14th | SU |
| 15 | Easy Law Legalpedia | 2.38 | 1.28 | 2.62 | 1.23 | 2.15 | 1.25 | 2.97 | 1.21 | 2.45 | 1.28 | 15th | RU |
| 16 | Law Pavilion | 2.41 | 1.04 | 2.41 | 1.17 | 2.14 | 1.06 | 2.38 | 1.15 | 2.33 | 1.09 | 16th | RU |
| 17 | Hein online | 2.28 | 1.09 | 2.36 | 1.20 | 2.20 | 1.09 | 2.02 | 1.08 | 2.23 | 1.11 | 17th | NU |
| 18 | Electronic Handbook | 1.99 | 1.08 | 2.07 | 1.12 | 2.00 | 1.02 | 2.30 | 1.24 | 2.05 | 1.10 | 18th | NU |

**KEY:** *AU-Always Utilized; SU- Sometimes Utilized; RU- Rarely Utilized, NU –Not Utilized; $\bar{x}$ – mean, SD-Standard Deviation, D- Decision.*

The overall mean results reveal that Law texts as an information resource is mostly utilized (mean=3.38) by Law students. Also, items 2-14 were utilized sometimes in the Nigerian Law School libraries. Nevertheless, items 15 and 16 are rarely utilized, while items 17 and 18 are not utilized in the Nigerian Law School libraries. The result from the table indicates that in Abuja, Enugu, Lagos and Kano Law schools, Law texts with (mean = 3.38, 3.37, 3.37 and 3.43, respectively)is ranked highest, while in Abuja , Enugu and Lagos, Electronic Handbook (mean = 1.99, 2.07 and 2.00 respectively) and in Kano law school Hein online (mean=2.02) is ranked lowest as available utilized information resources.

Findings on Table 3 indicates that law texts as an information resource is most utilized by the students from the four campuses, while Easy Law Legalpedia and Law Pavilion are rarely utilized, even as Hein Online and Electronic Handbook are not utilized at all by the students. The rare and non-utilization of these four formats of information resources is attributed to the fact that the students are strange to these resources because they are not in existence in some campus libraries. In those campuses where some of these resources are available, the resources need constant supply of electricity to facilitate their utilization. Supply of electricity is so epileptic and a serious issue in some of the libraries under

study as observed by the researchers. Secondly, utilizing these electronic information resources need some level of computer literacy, which is lacking among many of the students. Skills for utilizing computers and other electronic resources are necessary for effective utilization of provided electronic resources in a given library like the law schools.

**Table 4: Pearson Correlation between Students' Profiles and Utilization of Resources**

| | | Level of utilization of information resources | Age range | Sex | Class of degree | Educational qualification | Marital status |
|---|---|---|---|---|---|---|---|
| Pearson Correlation | level of utilization of information resources | 1.000 | .088 | -.052 | -.003 | -.022 | -.030 |
| | age range | .088 | 1.000 | -.023 | .301 | .020 | .389 |
| | Sex | -.052 | -.023 | 1.000 | .024 | -.014 | -.071 |
| | class of Degree | -.003 | .301 | .024 | 1.000 | -.208 | .078 |
| | educational qualification | -.022 | .020 | -.014 | -.208 | 1.000 | .218 |
| | marital status | -.030 | .389 | -.071 | .078 | .218 | 1.000 |
| Sig. (2-tailed) | level of utilization of information resources | . | .037 | .149 | .474 | .328 | .269 |
| | age range | .037 | . | .324 | .000 | .343 | .000 |
| | Sex | .149 | .324 | . | .317 | .391 | .075 |
| | class of Degree | .474 | .000 | .317 | . | .000 | .058 |
| | educational qualification | .328 | .343 | .391 | .000 | . | .000 |
| | marital status | .269 | .000 | .075 | .058 | .000 | . |
| N | level of utilization of information resources | 409 | 409 | 409 | 409 | 409 | 409 |
| | age range | 409 | 409 | 409 | 409 | 409 | 409 |
| | Sex | 409 | 409 | 409 | 409 | 409 | 409 |
| | class of Degree | 409 | 409 | 409 | 409 | 409 | 409 |
| | educational qualification | 409 | 409 | 409 | 409 | 409 | 409 |
| | marital status | 409 | 409 | 409 | 409 | 409 | 409 |

Table 4 above presents the correlation between relationship of law students' profiles and their utilization of information resources at law school libraries. The statistics was tested at 0.05 level of significance. The table indicates that only age was significant at $P>0.05$, while sex, class of degree, educational qualification and marital status were not significant at ($P<0.05$). This implies that there is a statistically significant correlation between age and utilization of information resources of law students at the Nigerian law schools.

**Hypothesis:** There is no significant relationship between mean responses of law students based on their profile and extent of utilization of information resources in Nigerian Law School libraries.

**Table 5: Multiple Regression Analysis showing Students' Profiles on Extent of Relationship in their Utilization of Information Resources**

|  | Unstandardized Coefficients | | Standardized Coefficients | T | Sig |
|---|---|---|---|---|---|
|  | B | Std. Error | Beta |  |  |
| **(Constant)** | 1.908 | .110 |  | 17.327 | .000 |
| **age range** | .024 | .019 | .072 | 1.283 | .200 |
| **Sex** | -.030 | .044 | -.035 | -.697 | .486 |
| **class of Degree** | -.035 | .024 | -.077 | -1.447 | .149 |
| **educational qualification** | -.016 | .027 | -.031 | -.602 | .548 |
| **marital status** | -.044 | .040 | -.062 | -1.112 | .267 |

*Dependent Variable: level of utilization of information resources*

Table 5 above shows the combined profile of Law students and their influence on utilization of information resources. The results of the Data analysis as shown above revealed that the five variables; Age, Sex, class of degree, educational qualification and marital status were not statistically significant: age (B=.072, p>.200), sex (B=-.035, p>.486). Class of Degree (B=-.077, p>.149). Educational qualification (B=-.031, p>.548). Marital status (B=-.062, p>.267). The results obtained from tables 4 and 5 to ascertain the extent of relationship between law students' profiles and their utilization of information resources reveals that though age has significant correlation, there is no significant correlation between other profiles of the law students and utilization of information resources. The null hypothesis is therefore rejected as findings indicated that age had significant effect on the extent of utilization of information resources. The hypothesis was tested with multiple regression analysis statistics.

**Conclusion and Recommendations**

Utilization of the Nigerian law school libraries by the respondents is basically for passing the Bar final examinations which is a pre-requisite for call to the Nigerian Bar. Provisions of information resources at the various campus libraries were not evenly distributed. Although there is a significant relationship between ages as a profile, there is no significant relationship between other profiles of the students and utilization of provided information resources. With this outcome, it is assumed that the main objectives of the study has been achieved, but to overcome the challenges discovered as a result of the findings, the following recommendations made to the relevant authorities to improve law students' utilization of information resources in the libraries should be taken into consideration with some concern.

1. There should be proper provision of information resources and services in all the campuses of the law school including the other two campuses not covered in this study as the curriculum is the same and the students write the same qualifying examination for enrollment to the Nigerian Bar.
2. There should be collaboration and networking between all the Nigerian law school campus libraries to facilitate inter-library cooperation and enhance the stocking and acquisition of information resources for the law school libraries.
3. Advanced computer training programme be introduced for final year law students at the faculty prior to their graduation to the Nigerian law school. This input should be initiated by the Council of Legal Education that is the agency responsible for regulating legal education and practice in Nigeria.

4. Modern facilities to digitize all the campus libraries should be provided. Such facilities include a dedicated server for effective utilization of Information and Communication Technology (ICT) based e-resources.

5. To ensure proper utilization of provided information resources, it is recommended that all librarians in the service of the Council be retrained on the use of modern ICT since they are the ones guiding students in the use of e-resources.

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