

DIGITAL LITERACY SKILLS AND USE OF LIBRARY INFORMATION RESOURCES BY NIGERIA LAW SCHOOL STUDENTS, LAGOS CAMPUS

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Abstract

Purpose: The purpose of this paper is to investigate the impact of digital literacy skills on library information resources among Nigeria law school students.

Design/Methodology/Approach: Survey design of correlational types was adopted and systematic random technique method was used to select participants for the study. In all, 337 law school students participated in the study. Self-structured questionnaire tagged "Library Information Resources and digital Literacy Skills (LIRDL)" was used to elicit responses from the respondents.

Findings: the study showed that most Law school materials are sourced from reference sources such as dictionary and encyclopaedia, followed by the electronic database, textbooks, journals etc. The findings further showed that most potent digital skills come from the students' ability to evaluate information critically, digital proficiency, and extent of information needed, accessing required information among others and that a positive relationship exists between digital literacy skills and use of library information resources.

Implication: It is pertinent that the Nigerian Law School should provide adequate infrastructure such as computers, internet facilities and the enabling environment that will facilitate acquisition of digital literacy skills by law school students.

Originality/Value: Nigerian libraries should urgently develop and improve its e-library components by procuring all necessary facilities and make the accessibility worthwhile for effective usage. More efforts should also be made to incorporate digital literacy training and programmes in their institutional curricular.

Keywords: Library information resources, Digital literacy skills, Information resources utilisation

Introduction

Academic libraries are the vanguard for providing information services to their respective communities which comprise students, lecturers and researchers to support their teaching, learning and research needs. Scholars have accentuated the crucial role of academic libraries in research and scholarship in institutions of higher learning. Academic libraries, in most cases, are regarded as the heart or nerve centres of institutions of higher learning where all academic activities revolved (Abubakar, 2011). The academic library of the 21st Century has changed tremendously as human civilisation has made this possible. This transformation which is mainly brought about

by the intrusion, adoption and use of Information and Communication Technologies (ICTs) both at the individual and organisational level has shifted the standard and this has great implication on the expectations from the library. Information and Communication Technologies (ICTs) developments such as digital technologies (social media and multimedia communication) have greatly revolutionized how things are done and academic libraries are not left out.

By nature, the law profession is information and incentive-based that seeks to harness and derive efficient values from every available information that are relevant to its course. To be able to ensure this, the relevant legal information is no longer contained solely in

published form or in-house documentation, expertise, and discrete legal transactions (Tice, 2011). Many of these types of legal-related information are now drawn into more formal information systems and become intellectual capital within these vigorous competitive environments. This is an embarkation of any library/information system (Alabi, 2018). Thus, a law library is not just a collection of books managed by librarians, but a collection built and organised to facilitate the learning, research and practice of law (American Bar Association, 2011). Ali, Owoeye and Anasi (2010) point that law libraries are not just ordinary libraries but a special hybrid of librarianship because of the mixture of both traditional print legal resources and the growing number of electronic resources (law databases) available therein.

The law libraries enjoy some peculiarities in the services they provide, as a greater percentage of their contents are made up of quick reference sources such as statutes and law reports. The primary objective of the library is to provide users with free access to the information kept therein through the help of well-trained librarians. The American Association of Law Libraries (2014) explains that law libraries provide law sources, while law librarians enable access to the e-sources and also guide users in locating relevant legal information sources. Thus, speed matched with accuracy is the essence of law library services. Dada (2011) observes that the indispensability of law library to the study and practice of law has been universally acknowledged; a viewpoint shared by Malomo and Sholaja (2001) which explains that law librarianship is a *sine qua non* to the administration of justice and legal studies.

To be able to provide the legal framework for legal education and professional practice in Nigeria, the Nigerian Law School was established as a training ground for graduate lawyers from the universities (both in Nigeria and from overseas) (Alabi, 2018). It is, therefore, expedient for the available information services in the law libraries, particularly the Nigerian Law Schools, to be well organised to facilitate effective utilisation in

meeting the academic requirements of the students who are of various educational and cultural backgrounds. Where this is found missing or unattended to, the process and provision of legal information service to law students is seriously weakened. Muhammed (2015) noted that all human activities encompassing social, environmental, economic and political spheres must recognise and take cues from the legal profession. The tabloid maintained that with the existence of the legal framework, the law library is of much significance and improving the quality of legal education could be tied to the prompt availability of legal information service in law libraries.

Lawyers are trained specifically in such a way that their output or results should meet up with the needs of agencies and institutions such as governments, companies, international organizations, academic teaching, research institutions, mercantile associations and various social, family and domestic groups etc. (Oke-Samuel, 2008). However, it is a common knowledge that a good lawyer is not the one who memorises all the law but the one who knows where and how to find the law with relative ease whenever the need arises. This helps point to the place and relevance of information-seeking behaviour; an essential human activity that is as old as the human race. Information remains a basic need of human being. It is needed by all walks of life for socioeconomic development. Reddy (2010) explains that information-seeking behaviour is synonymous to humans' need for air, water, food, and shelter. Students must make effective use of the law library information sources and services to further enhance the achievement of their educational goals and prepare them for future tasks ahead in the field of Law.

Despite the avalanche of information resources and services at the doorsteps of students in academic libraries, law students are yet to make proper and effective use of these resources; a serious concern that is attributable to poor digital literacy skills. The modern academic libraries have incorporated and integrated the use of electronic journals, databases and online

services to complement its conventional contents delivery. Thus, for the law students to harness this, time, effort and skills are required on their sides to be able to access and utilize them. Law information sources are the lifeline upon which legal practice and scholarship rest. It, however, takes proficiency in digital literacy skills to fully unlock it.

The term 'digital literacy skill (DLS)' is not only limited to simply knowing the computer and internet operations and orientations but also involves a variety of knowledge theories and ethical issues due to the special nature of digital technologies (Attahir, 2018). DLS is the 'survival skill' for students if they truly desire and aspire to derive maximum benefits from the opportunities the digital revolution has brought to their doorsteps. Academic excellence in the law profession, therefore, cannot be attained without these technical and critical thinking skills that will enable the students to digest, integrate, present, and make use of multiple forms of media to further their studies. Noticeably, the needed skills by the law students to manipulate and navigate these facilities towards getting the exact information and resources required is seriously missing or inadequate. It is against this backdrop that this study examined the impact of digital literacy skills on library information resources among Nigeria law school students.

Research Questions

The following research questions formed the objectives to be achieved in the study:

- i. What information searching techniques are used by the Nigerian Law School students?
- ii. What digital literacy skills are possessed by the Nigerian Law School students?
- iii. What is the level of digital literacy skills of the Nigerian Law School students?
- iv. Is there any significant relationship between digital literacy and the use of library and information resources use by law school students?
- v. What is the contribution of digital literacy skills to library and information

resources use of Nigeria Law School Students?

Review of Literature

Library Information Resources and Digital Literacy Skills

Information is vital to human existence and the overall development of today's world greatly depends on proper access and use of information. It is the outcomes of processing, manipulating and organizing data in a way that adds to the knowledge of the receiver (Chimah and Nwokocha, 2013). Information is synonymous to humans' need for air, water, food, and shelter (Reddy, 2010). Satija (2013) describes information as a magical good commodity. Just like the legal practitioners, law students work in information flourish constant flux with ongoing trends of statutes and other legal affairs for learning and legal research (Kerins, Madden and Fulton, 2004). However, the ways of legal information provision have changed radically in the last couple of years following the entry of law in the so-called knowledge-soup. In the same vein, library and information centres are ever-changing from traditional to electronic mode of operation to support computer-assisted legal research.

Library information resources are indispensable tools in the teaching and learning process of any academic community. Barfi, Afful-Authur and Agyapong (2013) describe library information resources as the raw materials that ensure the provision of vital services in the teaching and learning process. Onye (2016) while acknowledging the relevance of library noted that without the information resources provided by the library, teaching, learning, research and other reasons for using the library resources will not enjoy requisite support. A library can only be regarded as the hub of all academic activities where there are adequate library resources that are well utilized (Aladeniyi and Owokole 2018). Thus, the worth and impact of a library can only be felt through the availability and utilization of the various resources acquired by the library. It is, therefore, essential that libraries have in their custody possible collections of books and other essential materials if truly they are meant to serve the academic communities.

However, it is pertinent to note that having collections of up-to-date books and other materials in the library is not just sufficient if the underlying objectives behind the establishment of academic libraries are to be achieved. This has to be accompanied with proper access, search, retrieval, recognition, evaluation, operation and application of meaningful contents. But this is not without a cost, which is the skills and competencies required to be able to tap into and make good use of these resources. Digital Literacy Skills (DLS) represents the 'survival skill' for students that is needed to derive maximum benefits from the opportunities brought about by the digital revolution. DLS refers to the degree of mastering and use of a wide range of social, cognitive, and technological competencies. These competencies are not restricted only to the ability to effectively operate computers and navigate the internet but including how to manage and deal with huge volumes of information, evaluate its reliability and critically assess them (Lankshear and Knobel, 2006).

Thus, a lot of studies have attempted to unravel the level, relevance and impact of digital literacy skills on academic performance of students, including the law students. Prakasha and Muniyappa (2017) investigated digital literacy among students and research scholars of the Faculty of Science at Bangalore University. The study found that 75% responded that they need and make use of electronic information to complement the traditional print sources. Saubari and Baharuddin (2016) examined the students' awareness level concerning digital literacy skills. The study found that the awareness level of the students was high and that the students confirmed that they prefer to make use of digital contents in their works. Bansal (2015) investigated the level of digital literacy skills among students' community in Hisar District. The study found that a good percentage of students from commerce stream possess their desktop, laptop and smartphones. 45.52 % of students are familiar with E-mail while very few of them are familiar with Twitter, Blog and Skype. These findings pointed to the need to impact more digital literacy skills on the students to be able to improve on the current

picture, thereby becoming part of the knowledgeable society.

Abdollahyan and Ahmadi (2011) engaged in an analysis of digital literacy skills among undergraduate students of the University of Tehran in Iran. The findings of this survey indicated that generally, student's digital literacy skills are not desirable. It further showed a direct and positive relation between times spent on internet and familiarity with digital literacy skills. Cuffe (2002) examined how Australian law students successfully utilise digital sources. The survey results found that although law students heavily utilised digital sources, the sources were not effectively used because the law students could not transfer the skills to new and different situations. Cordell (2013) claims that a lack of digital literacy entails a risk of social exclusion and more social inequality. This inequality manifests itself in several areas. In further confirmation of the importance of digital literacy skills in this digital era, Ahmad (2009) carried out a study on e-resources usage at Makerere University. The results of this study indicated low usage of e-resources due to poor digital literacy skills possessed by the students. Ossai (2011) engaged in a study on the utilization of information by the University of Benin law students. The study found that most of the law students indicated that they heavily used library resources in the course of their academic programs. However, the study further revealed that most of the law students had difficulty in locating and identifying suitable library information sources for case law, legislation and legal journal articles. This problem can be attributed to poor digital literacy skills.

From the reviewed literature presented thus far, it is evident that there is underutilisation of available library information resources by the students; which is attributable to lack of skills and competencies required to identify, digest and integrate these library resources to boost their academic endeavours.

Methodology

The study adopted a survey research design of correlational type. This research design is considered appropriate for this study because

the set of variables used were examined and analysed in their true forms bereft of any manipulation. The population of the study consisted of library users who are duly registered students of Nigerian law school. This comprised of 1350 law students registered for bar part II, Nigeria. The systematic random technique, which allows for equal opportunity for law students to be selected as part of the study was adopted for the study. Given this sampling technique, every fourth law students out of the total population were selected. Thus, a total number of 337 Law School students in Lagos campus, Nigeria made up the respondents.

Data were collected through a self-structured questionnaire tagged "LIBRARY INFORMATION RESOURCES AND DIGITAL LITERACY SKILLS (LIRDL) by Nigerian Law Students". The questionnaire was structured in three sections: section one dealt with demographic characteristics of the respondents, section two focused on the library information resources used by the students and section three focused on the digital literacy skills possessed by the students.

To be able to ensure the reliability of the instrument, it was pilot tested on 30 participants (law library users) from the Nigerian Law School, Abuja campus (whose area lies outside the study area). The following Cronbach Alpha reliability coefficients results were obtained: Section B (Library Information Resources) $r = 0.78$ and Section C (Digital literacy Skills) $r = 0.82$.

Method of Data Analysis

For Item Analysis is used for research question 1- 3, Correlaton Analysis for research question 4, while we used simple regression analysis was used for research question five.

Results

RQ 1: What information searching techniques are used by the Nigerian Law School students?

The response rates on the information searching techniques used by the Nigerian Law school students are presented in Table 1.

Table 1 shows the types of information resources used by students in Nigerian Law School, Lagos Campus. The findings revealed that law students make use of reference sources such as dictionary and encyclopaedia ($\bar{x} = 3.68$; std dev. $= .466$); electronic database ($\bar{x} = 3.54$; std dev. $= .499$); textbooks, ($\bar{x} = 3.47$; std dev. $= .509$); journals ($\bar{x} = 3.43$; std dev. $= .496$); LexisNexis ($\bar{x} = 3.33$; std dev. $= .563$); internet resources ($\bar{x} = 3.25$; std dev. $= .445$) and law pavilion ($\bar{x} = 3.21$; std dev. $= .424$). The least library information resources used include: prospectus ($\bar{x} = 2.02$; std dev. $= .204$) and inaugural lectures ($\bar{x} = 2.06$; std dev. $= .257$).

Based on this, it can be inferred that the most prominent types of library information resources used for academic activities by Nigerian law school students are from reference sources such as dictionary and encyclopaedia, followed by the electronic database, textbooks, journals, LexisNexis, Legalpedia, newspapers and magazines, internet resources, law pavilion among others.

Table 1: Types of library information resources used for academic activities by Nigerian Law School Students, Lagos Campus.

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
1.	Journals	132 (39.5)	202 (60.5)	0 (0.0)	0 (0.0)	3.40	.490
2.	Textbooks	156 (46.7)	178 (53.3)	0 (0.0)	0 (0.0)	3.47	.500
3.	Project works	5 (1.5)	15 (4.5)	261 (78.1)	53 (15.9)	1.92	.507
4.	Newspapers and magazines	72 (21.6)	262 (78.4)	0 (0.0)	0 (0.0)	3.22	.412
5.	Prospectus	7 (2.1)	31 (9.4)	291 (88.4)	0 (0.0)	2.14	.401
6.	Electronic database	67 (20.1)	265 (79.3)	2 (0.6)	0 (0.0)	3.19	.411
7.	Patents	4 (1.2)	25 (7.5)	305 (91.3)	0 (0.0)	2.10	.337
8.	Reference sources e.g. Dictionary, encyclopedia	228 (68.3)	106 (31.7)	0 (0.0)	0 (0.0)	3.68	.466
9.	Internet Resources	84 (25.1)	248 (74.3)	2 (0.6)	0 (0.0)	3.25	.445
10.	Inaugural Lectures	2 (0.6)	15 (4.5)	317 (94.9)	0 (0.0)	2.06	.257
11.	Journals	143 (42.8)	191 (57.2)	0 (0.0)	0 (0.0)	3.43	.496
12.	Textbooks	149 (44.6)	185 (55.4)	0 (0.0)	0 (0.0)	3.45	.498
13.	Project works	2 (0.6)	7 (2.1)	313 (93.7)	12 (3.6)	2.00	.285
14.	Newspapers and magazines	100 (29.9)	231 (69.2)	3 (0.9)	0 (0.0)	3.29	.474
15.	Prospectus	10 (3.0)	320 (95.8)	4 (1.2)	0 (0.0)	2.02	.204
16.	Electronic database	180 (53.9)	154 (46.1)	0(0.0)	0(0.0)	3.54	.499
17.	Law pavilion	73 (21.9)	259 (77.5)	2 (0.6)	0 (0.0)	3.21	.424
18.	LexisNexis	125 (37.4)	193 (57.8)	16 (4.8)	0 (0.0)	3.33	.563
19.	Legalpedia	101 (30.2)	229 (68.6)	4 (1.2)	0 (0.0)	3.29	.480
20.	CD-ROM Databases	24 (7.2)	240 (71.9)	70 (21.0)	0 (0.0)	2.86	.513
21.	Open access resources	24 (7.2)	123 (36.8)	180 (53.9)	7 (2.1)	2.49	.661
22.	Zotero	13 (3.9)	169 (50.6)	0 (0.0)	152 (45.5)	1.58	.567

The findings of Asein (2005) corroborated this result by affirming that law material sources are from the formal source, historical source, literary or material source and the legal source. The study maintained that law students use sources like physical law books (constitution, law reports and law textbooks), where written

laws can be accessed. Olowu and Lasebikan (2006) also identified the primary law sources from Nigerian legislation, English laws and Subsidiary instruments, Nigerian judicial precedents or case law and customary rules, which include the Islamic law. Another resource used by law students is secondary sources,

secondary sources which were described by Deakin University (2014) as the tools that assist users in locating and understanding the relevant primary sources, which include: law textbooks, library catalogues, legal dictionaries, legal encyclopaedias, journal articles and index to

journal articles.

RQ 2: What digital literacy skills are possessed by the Nigerian Law School students?

The result of digital literacy skills possessed by the Nigerian law school students is presented in Table 2 as follows;

Table 2: Digital literacy skills possessed by Nigerian Law School students, Lagos Campus

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
Digital Proficiency							
1.	I know how to operate digital devices effectively	62 (18.7)	250 (75.3)	20 (6.0)	0 (0.0)	3.13	0.48
2.	I can use digital devices to access information	51 (15.3)	281 (84.1)	2 (0.6)	0 (0.0)	3.15	0.37
3.	I can download information using digital devices	63 (18.9)	271 (81.1)	0 (0.0)	0 (0.0)	3.19	0.39
4.	I can organize information saved on digital devices irrespective of format	22 (6.6)	312 (93.4)	0 (0.0)	0 (0.0)	3.07	0.25
5.	I can know how to share files using digital devices	89 (26.6)	243 (72.8)	2 (0.6)	0 (0.0)	3.26	0.45
6.	I am well to learn new technologies	136 (40.7)	190 (56.9)	8 (2.4)	0 (0.0)	3.38	0.53
7.	Using digital devices has enhanced my academic performance	188 (56.6)	142 (42.8)	2 (0.6)	0 (0.0)	3.56	0.51
Cluster Mean						3.25	0.43
Extent of information needed							
8.	I can identify key words in a question	69 (20.7)	263 (78.7)	2 (0.6)	0 (0.0)	3.20	.416
9.	I plan my strategy of searching for information in advance	85 (25.4)	247 (74.0)	2 (0.6)	0 (0.0)	3.25	.446
10.	I can categorize needed information	67 (20.1)	256 (76.6)	11 (3.3)	0 (0.0)	3.17	.454
11.	I know the relevant sources that can assist in accessing the needed information	107 (32.0)	217 (65.0)	10 (3.0)	0 (0.0)	3.29	.516
12.	I am willing to spend more time searching till get desired information	216 (64.7)	118 (35.3)	0 (0.0)	0 (0.0)	3.65	.479
13.	I am willing to use my resources (money, subscription) to get desired information	209 (62.6)	88 (26.3)	37 (11.1)	0 (0.0)	3.51	.688
						3.35	0.50
Accessing required information							
14.	I can develop successful search strategies to access information	82 (24.6)	249 (74.8)	2 (0.6)	0 (0.0)	3.24	.442
15.	I know how to search for the information with the use of information search techniques like BOOLEAN operators	141 (42.2)	179 (53.6)	14 (4.2)	0 (0.0)	3.38	.566
16.	I am familiar with the different types of internet search engines where I can access information	81 (24.3)	237 (71.0)	16 (4.8)	0 (0.0)	3.19	.503
17.	I can use advanced search to limit or refine search	95 (28.4)	231 (69.2)	8 (2.4)	0 (0.0)	3.26	.491
18.	I can define keywords in discipline in order to search for information online	98 (29.3)	236 (70.7)	0 (0.0)	0 (0.0)	3.29	.456
19.	I can use skimming/ scanning techniques to quickly access relevant information online	153 (45.8)	181 (54.2)	0 (0.0)	0 (0.0)	3.46	.499
						3.30	0.49

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
Source and evidence							
20.	I am aware of different sources of information	160 (47.9)	174 (52.1)	0 (0.0)	0 (0.0)	3.48	.500
21.	I know which information sources will meet specific needs	93 (27.8)	241 (72.2)	0 (0.0)	0 (0.0)	3.28	.449
22.	I know when to consult human sources to meet my needs	54 (16.2)	278 (83.2)	2 (0.6)	0 (0.0)	3.16	.379
23.	I know what information can be found online	32 (9.6)	292 (87.4)	10 (3.0)	0 (0.0)	3.07	.349
24.	I have the ability to select specific subject based databases to access information to meet my information needs	52 (15.6)	280 (83.8)	2 (0.6)	0 (0.0)	3.15	.374
						3.23	0.41
Evaluating information critically							
25.	I can evaluate a web page found online	62 (18.6)	225 (67.4)	47 (14.1)	0 (0.0)	3.04	.570
26.	I know not every information found online is accurate	206 (61.7)	119 (35.6)	9 (2.7)	0 (0.0)	3.59	.545
27.	I know scholarly databases to access information for academic purposes	43 (12.9)	289 (86.5)	2 (0.6)	0 (0.0)	3.14	.453
28.	I prefer referring to well-known authors and scientific documents.	125 (37.4)	199 (59.6)	8 (2.4)	0 (0.0)	3.37	.596
29.	I can distinguish between facts and opinions	83 (24.9)	242 (72.5)	9 (2.7)	0 (0.0)	3.22	.476
30.	I can analyse information gathered from various sources	114 (34.1)	220 (65.9)	0 (0.0)	0 (0.0)	3.34	.475
31.	I can evaluate the reliability of information before use in terms of authority, accuracy and currency	120 (35.9)	212 (63.5)	2 (0.6)	0 (0.0)	3.35	.491
						3.29	0.52
Using information							
32.	I can retrieve information from different electronic sources	79 (23.7)	255 (76.3)	0 (0.0)	0 (0.0)	3.24	.426
33.	I can use information in different media e.g tablets, camera, video	62 (18.6)	270(80 .8)	2(0.6)	0 (0.0)	3.18	.400
34.	I use information for different academic purposes	122 (36.5)	210 (62.9)	2(0.6)	0 (0.0)	3.36	.493
35.	I can save information in files and folders and retrieve them when I need them	72 (21.6)	262 (78.4)	0 (0.0)	0 (0.0)	3.22	.412
36.	I can retrieve information from different electronic sources for academic use	123 (36.8)	209 (62.6)	2 (0.6)	0 (0.0)	3.36	.494
						3.27	0.45
Accessing and using information ethically and legally							
37.	Establishing who owns information and ideas you find online	59 (17.7)	275 (82.3)	0 (0.0)	0 (0.0)	3.18	.382
38.	I can use other people's work found online without plagiarism	40 (12.0)	292 (87.4)	2 (0.6)	0 (0.0)	3.11	.336
39.	I can cite information sources correctly to an online resource when doing assignment	111 (33.2)	217 (65.0)	6 (1.8)	0 (0.0)	3.31	.502
40.	I know how to paraphrase in academic writing	88 (26.3)	238 (71.3)	8 (2.4)	0 (0.0)	3.24	.480
41.	I understand copyright law and adhere to it	60 (18.0)	262 (78.4)	12 (3.6)	0 (0.0)	3.14	.442
42.	I am concerned about other people's privacy when communicating through social media	55 (16.5)	277 (82.9)	2 (0.6)	0 (0.0)	3.16	.382
						3.19	0.42

S/N	Items	SA	A	D	SD	\bar{x}	Std Dev
Digital communication							
43.	I can work with others online to create a shared document or presentation	68 (20.4)	264 (79.0)	2 (0.6)	0 (0.0)	3.20	.414
44.	I am open to meeting new people in my discipline online and share information with them	119 (35.6)	211 (63.2)	4 (1.2)	0 (0.0)	3.34	.500
45.	I use social media as a source of information and medium to communicate with friends	90 (26.9)	232 (69.5)	12 (3.6)	0 (0.0)	3.23	.502
46.	I participate fully in online discussion	47 (14.1)	285 (85.3)	2(0.6)	0 (0.0)	3.13	.359
47.	I can share information and works designed by each other with friends and colleagues	52 (15.6)	280 (83.8)	2(0.6)	0 (0.0)	3.15	.374
48.	I participate and share information via online discussion forums	49 (14.7)	281 (84.1)	4(1.2)	0 (0.0)	3.13	.375
						3.20	0.42

Table 2 reveals the digital literacy skills possessed by Nigerian law school students. The result of table (Table 2) explains that some of the potent digital skills possessed by the students include: the ability to spend more time searching till getting desired information, ability to know that not every information found online is accurate, ability to use digital devices to enhance their academic performance, ability and willingness to use their resources (money, subscription) to get desired information, ability to be aware of different sources of information, ability to make use of skimming/ scanning techniques to quickly access relevant information online, ability to refer to well-known authors and scientific documents among others.

By categorising these skills into eight (8) sub-groups, the result reveals that the most effective digital skills come from being able to evaluate information critically, followed by digital proficiency, the extent of information needed, accessing required information, using information, sources and evidence, digital communication and accessing and using information ethically and legally.

This result enjoys the support of the earlier finding by Prakasha and Muniyappa (2017) which found that 75% responded that they need and make use of electronic information to complement the traditional print sources. Besides, Saubari and Baharuddin (2016) found while examining the students' awareness level concerning digital literacy skills that students make good use of the available information resources due to the high degree of digital literacy skills and competencies they possessed.

RQ 3: What is the level of digital literacy skills of the Nigerian Law School students?

Given the information provided by respondents in Table 2, a test of norms was conducted to ascertain the level of digital literacy skills possessed by the Nigerian Law School students. Results show that scale 1 – 64 is low; 65 – 128 is moderate, while 129 – 192 is high. The overall mean for digital literacy skills of the Nigerian Law School students is "156.5" which falls between the scales "129-192". It can, therefore, be concluded that the level of digital literacy skills possessed by the Nigerian Law School students, Lagos Campus is high.

In support of this finding, Saubari and Baharuddin (2016) found that the awareness level of the students was high and that the students confirmed that they prefer to make use of digital contents in their works. On the contrary, Bansal (2015) through investigation of the level of digital literacy skills among students' community in Hisar District found that a good percentage of students from commerce stream possess their desktop, laptop and smartphones. 45.52 % of students are familiar with E-mail while very few of them are familiar with Twitter, Blog and Skype. These findings point to the poor digital literacy skills possessed by the students and the need to impact more digital literacy skills on the students to be able to improve on the current picture, thereby becoming part of the knowledgeable society.

RQ 4: Is there any significant relationship between digital literacy and the use of library and information resources use by Law School

students?

The analysis showing the relationship between digital literacy and the use of library and

information resources use by law school students are presented in Table 4.

Table 4: Relationship between digital literacy skills and library information resources use

Variables	N	Mean	St.Dev	Df	r	Sig
Digital literacy skills	334	156.47	6.014	333	.232	.016
Use of library information resources	334	54.54	2.965			

Table 4 shows the relationship between digital literacy skills and the use of library information resources among Nigerian Law school students, Lagos Campus. The table reveals that digital literacy skills ($r = 0.232$; $p > 0.05$) has a significant relationship with the use of library information resources among the Nigerian Law school students. This implies that there is a linear association between digital literacy skills and use of library information resources among Nigerian Law School students, Lagos Campus. Thus, the hypothesis stating that there is no significant relationship between digital literacy skills and the use of library information resources used by law school students is hereby rejected.

This result enjoys the support of Khan, Bhatt and Bhatti (2011) who found through their survey on information seeking behaviour of law Practitioners: A survey of Bahawalpur City. that most of the respondents claim that ICT has

made their information-seeking process easier, thereby pointing towards the positive relationship that exists between the digital skills they possessed and library resources. However, their findings further reveals that a few of the respondents rate their information retrieval skill as poor. **Cuffe (2002) in his examination of how Australian law students successfully utilise digital sources, found that digital literacy skills and information resources-hanging.** However, the finding further shows that although law students heavily utilised digital sources, the sources were not effectively used because the law students could not transfer the skills to new and different situations.

RQ 5: What is the contribution of digital literacy skills to library and information resources use of Nigeria Law School Students?

Table 5 presents the result of the contribution of digital literacy skills toward the use of library information resources.

Table 5: Contributions of Digital literacy skills toward library information resources use

Variable	Un-standardised Coefficients		Standardized Coefficients		t	P	Remark
	Model	(B)	Std. Error	Beta			
Constant		49.608	5.189		5.712	.000	-
Digital literacy skills		.075	.027	0.152	2.732	.007	Sig

Table 5 shows that there is a significant contribution of the independent variable (digital literacy skills) on the dependent variable (use of library information resources) expressed as beta weights. This shows that digital literacy skills ($\beta = 0.251$, $t = 2.642$, $p < 0.05$) has significantly predicted the use of library information resources. This result is supported by the finding of Erstad (2006) who found out that the

digital literacy skills of students have positive effects on students' information-seeking behaviour that are essential for successful learning. Digital literacy skills give undergraduates the ability to take advantage of the wealth of new and emerging opportunities associated with digital technologies whilst also remaining alert to the various challenges technology can present.

Conclusion

Library information resources use is indispensable to any students, law students in particular, who aspire to excel in his/her academic pursuit. However, effective use of these resources is consequent upon the skills, competences and ability to digest and integrate these resources to meet up with the students' educational needs. Failure to possess some desirable amount of these skills will undermine the availability, usage and the inherent benefits of these resources.

Recommendations

Based on the findings of this study, the following recommendations are hereby considered essential:

1. The Law School library should urgently develop and improve its e-library components by procuring all necessary facilities and make the accessibility worthwhile for effective usage.
2. More efforts should also be made to incorporate digital literacy training and programmes in their institutional curricular.
3. There should be a collaborative effort between the librarians and researchers to ensure effective mentoring and usage of the available resources in the library.

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