

# **Cognitive Styles, Information Needs, And Utilization of Legal Information Resources in Law Faculties of Universities in the South East Zone of Nigeria**

Ugochukwu Darlington Imeremba Ph.D<sup>1</sup>, Samuel .K. Ibenne Ph.D<sup>2</sup> and Esther D.J. Okai Ph.D<sup>3</sup>

<sup>1,2,3</sup> Department of Library and Information Science, Abia State University .P.M.B. 2000, Uturu, Nigeria.

---

## **Abstract**

Lecturers effectiveness has the greatest potential to influence students university education. However, the unencouraging students performance and quality of some Law Lecturers in Nigeria have been linked to low level of teaching effectiveness among law lecturers. Previous studies on teaching effectiveness in Law faculties have focused on accessibility to and utilization of library information resources (Legal information resources) than on the effects of cognitive styles and information needs, factors. This study, therefore examines the contribution of cognitive styles, information needs, accessibility to and utilization of library information resources to teaching effectiveness of Law lecturers in South Eastern Nigeria. The survey research design is adopted. Seven universities running programmes in Law were selected for the study. The total enumeration sampling technique (census) was adopted to cover the total number of law lecturers in these Universities. Data was collected using a questionnaire with five subscales: cognitive styles ( $\alpha = 0.73$ ), information Needs ( $\alpha = 0.82$ ), Accessibility to library information Resources ( $\alpha = 0.93$ ), utilization of library information Resources ( $\alpha = 0.92$ ) and Teaching effectiveness ( $\alpha = 0.82$ ) scales, Data would be analyzed using descriptive statistics, Pearson product Movement correlation and mobile regression at 0.05 level of significance

**Keywords:** Cognitive, Cognitive styles, Information needs, utilization, legal information and law faculty

---

Date of Submission: 12-11-2025

Date of Acceptance: 23-11-2025

---

## **I. Introduction**

Legal education in Nigeria has come a long way since 1863 when it started as an offshoot of the introduction of English law in the colony of Lagos. Later, in 1876, the Supreme Court Ordinance of that year provided as follows:

“the Chief Justice shall have power to approve, admit and enroll to practice as Barristers and Solicitors in the courts such person as shall have been admitted as solicitors in any of the courts of London Dublin and Edinburg”, (Nigerian law school e-handbook 2020)

As at the point in time those who practiced as barristers and solicitors in Nigerian Courts of the English Model had their legal training abroad. They received their legal training either in London, Dublin in Ireland or Edinburg in Scotland (Ogwurike, 2021). It was not until ten years after the promulgation of the supreme court ordinance in 1886 that the first legal practitioner (one William Nash Hamilton) was enrolled in Nigeria. By December 1907 the number rose to twenty nine giving an average of three lawyers per year being produced to be admitted and enrolled to practice as barristers and solicitors in the country. A first Degree in Law, viz., LLB or BCL, was not a pre-requisite to call to the English Bar. The B.L which was a professional qualification, was all that was needed by one to be called to the Bar, and to qualify for admission and enrolment to practice as Barrister and Solicitor in Nigeria. A minimum of eighteen months after secondary school was enough for a good student to obtain the B.L.

What culminated today into what we may term contemporary Legal Education in Nigeria however started, according to Ogwarike (2021) in 1959 with the Unsworth's committee. To correct certain anomalies that resulted from more Nigerians going to Britain for their legal education which could only be obtained abroad, the government of the federation of Nigeria in April 1929 appointed a committee consisting of the regional Attorneys General, the solicitor general of the Federation, the Legal Secretary of the Southern Cameroons and

distinguished legal practitioners under the chairmanship of the Army General of the Federation, E1, G Unsworth. The committee was mandated so consider and make recommendations for the future of the legal education and admission to practice, the right of audience before the court and the making of reciprocal arrangement in this connection with other countries". From the committee's report published in October 1959, the following recommendations among others emerged "(a) Nigeria should establish its own system of legal education (b) A faculty of law should be established, first at the university college, Ibadan, and subsequently, at any other university to be established in future (c) A law school, to be known as the Nigerian Law school be established in Lagos to provide vocational course" (Nigerian Law School. E-handbook, 2010).

Today, faculties of Law in Nigeria are found in some universities (federal, state or private) offering approved courses in substantive law at degree and higher degree levels aimed at producing manpower for the legal profession. The Nigerian law school originally established in Lagos, has been decentralized and now operates a multi-campus structure with campuses in Abuja, Kano, Lagos, Enugu, and Bayelsa. It offers approved courses in Adjectival law or procedural Law. It serves as a vocational facility for trainee lawyers. Whether in the faculties of law (which are university based) or at the different campuses of the Nigerian law school, special (subject specific) libraries called law libraries are established and equipped to support the education of lawyers. It is here that legal information resources are acquired, organized and made available to support legal education.

Law lecturers are the teachers, legal educators, and researchers who are the champions of legal scholarship both at the university based faculties of law and at the law schools. They hold higher degrees in law (LLM, Mphil, PhD) and are listed in the university calendar as lecturer II, lecturers I, Senior lecturers, readers, and or Professors. They are one major group of stakeholders in the process of producing manpower for the legal profession, and as such they are involved in teaching, research and community service in this field. Law faculties, therefore, are expected to have adequate and qualified teaching staff so as to be able to produce enough manpower in the area of law. Law School and faculty librarians are also equally required to be highly qualified both in law (hold degrees in law) in addition to their professional qualification as librarians (hold degrees in library science). This is because, the provision of opportunities to meet the basic learning needs of students of law and their lecturers is a first step towards preparing trainee lawyers in Nigeria for the emerging global society (Edegbo, 2022) The roles of Law librarians are of great importance in facilitating teaching through information dissemination. Edegbo (2022, p4) submits that "a librarian has to act as a facilitator, advisor, consultant, instructor, navigator searcher, researcher, evaluator, organizer, preservers, promoter, communicator, technical expert as well as a manager, leader, entrepreneur and visionary". Librarians enjoy equal status with academics in terms of appointment, promotion and discipline in institutions of highest learning in Nigeria. One of the most important aspects of manpower development in legal education, is improved education system for trainee lawyers at the university level.

Legal information resources, according to Uluocha (2020) could be referred to as legal literature. They include law reports, legislations and statutes, legal periodicals, government publications, reference materials, conference papers, and e-resources. Legal literature is an indispensable tool for legal education. The law student requires access to it; and the law lecturer too cannot perform optimally without access to legal literature. The law lecturer, to be current today cannot function without legal information resources. Even the judge as an author of legal literature needs it every day. Legal literature is a means whereby legal reforms can be readily achieved. Through it the objective of transforming the legal culture can be achieved (Obilade, 1980, cited in Dada, 2023). The legal institutions as a whole depend solely on legal literature, legislations court decisions, rulings and, citations as its authority (Ogundipe, 2024)

According to Ayoa (2021) legal research is concerned with the development or elaboration of legal doctrine and the normative purposes of law, using such materials as laws, regulations, rulings and cases. That is to say, what a legal scholar does is to organize his study around legal propositions, use law reports and other conventional legal materials as his principal sources of data and draw conclusion from these legal materials. This has been the main pre-occupation of legal scholarship. Therefore legal research generally involves tasks such as finding primary sources of law or primary authorities in a given jurisdiction (cases, statutes, encyclopedias) for background information about a legal topic and search non-legal sources for investigative or supporting information (Gasiokwu 2019). The conduct of legal research; as Dada (2023) opines in tails the identification of and the ability to use the various findings aids to the contents of this materials facilitates effective research into the various aspect of law.

Law textbooks. Uluocha (2020) further opines, are very useful research materials. There are several types of test books, ranging from practitioners book so student textbooks which are less concerned with details but more into describing the general principles of law. There are also casebooks, which reprint or summarizes key cases and other materials on a topic. Law textbooks could be in print or electronic format. Ascending to Todd (2024) and Makri (2024), some law publishers are starting to provide texts in electronic formats. Also

Butterworths has launched books on screen in which selected paper texts have been placed on CD along with electronic versions or related legislations and case law.

Dada (2023) opines that, among the primary sources in law are government publications. In this regard, the weekly gazette is the most valuable among government publications and it is categorized into two parts namely, the ordinary and the supplements. However, from the law librarians point of view, the supplementary parts are the most valued and most useful. This is because, this is the part containing the bills and the acts of the parliament. As is common knowledge; bills are proposed laws while acts are the already passed bills. Therefore since gazettes are weekly publications, the loose copies of such supplements constitute an invaluable resource for updating the existing reference stocks on the laws of the country or of the particular state of the federation.

Law lecturers rely on the law reference librarian in a law library to make such fresh information readily available. Also law lecturers and legal practitioners highly regard unreported judgments which as a rule are rendered verbatim and kept in the law libraries. While the significance of such judgments cannot be overestimated, when it comes to appeals and law reporting, the reference law librarian needs to keep track of these and get them properly arranged in special pamphlet boxes for easy consultation. Also learned papers delivered in conferences, and reports of seminars are equally very significant materials, the research Journals are also very vital research tools for legal research. According to Ajegbomogan and Akintola (2023), journals expose researchers to new developments in their field and enable them make useful and positive contributions to national developments.

However, as laudable as the objectives of legal education are, studies show inadequate qualified law lecturers in all Faculties of Law in Nigeria (Ajihero 2019, Saleh, 2021, Edegbo, 2022) some of the faculties of Law in Nigerian universities do not have the full complement of teaching staff (Edegbo, 2022), In order to fill the gap, the faculties of law resort to hiring part-time lecturers whose commitment and devotion to duty may not be guaranteed.

The committee on Needs Assessment of Nigerian public Universities reports in The Punch newspaper that "teaching staff distribution in the country, both by qualification and by rank, indicates that Nigeria's university system is in crises of manpower with only 43% academics having Doctor of Philosophy degree (Ph.Ds) (Alechenu, 2021). This implies that one of the problems facing universities in Nigeria is getting qualified academic staff which could have serious academic consequences. The deplorable staffing situation cuts across all the universities in Nigeria. Study fellowships for higher degrees and research grants have become a privilege; the common complaint is lack of funds, law lecturers happen to be a subset of the academic community in Nigeria, so this could have been the same for legal education.

However, it is interesting to note the intervention of the Tertiary Education Trust Fund (TETFUND) in the training of academic staff of institutions of higher learning in Nigeria. TETFUND had earmarked N10.052 billion from 2009 till 2014 for institution based research grant. With this development, universities in Nigeria are likely to witness a remarkable change in their staffing situations in the nearest future. However, it was reported that the institutions concerned are yet to access over N7.8. billion research development fund allocated in them (Idoko, 2018).

Within the universities in Nigeria and with particular reference to law faculties in these universities, the goals of legal education may be far from being achieved. Therefore to be able to fulfill the set objectives, law faculties are expected to be well, staffed with highly qualified lecturers adequately equipped to perform their statutory functions, that is, teaching/research and community service. Managers and academics of universities in Nigeria should be forthcoming in accessing the fund in order to change the fortunes of the institutions. The sum of N5.005 billion had been allocated to public universities in the country for this purpose. (Onifade, 2015).

Ogwurike (2021) writing on the issue of standards in legal education in Nigeria, whether or not, a high standard has been achieved in Legal Education today in Nigeria argued that, that issue can meaningfully be discussed, if we relate the present standard to the earlier standard, when legal education was obtained abroad. This professor of law recalled that, then, it used to be a joy and great inspiration to those wanting to be legal practitioners, to see lawyers perform in court. Their cute and neat manner of dressing, their decorum, and their relationships to one another, were such that added motivation, and inspired the aspirants. The higher Bench made up of Judges appointed from the lawyers, was a model to look at. Things were well organized, and there was great discipline and honour at the Bar. But what can we say of today's lawyers and the Higher bench now with a cortege of our locally trained lawyers? There is no doubt that the standards are no more what they used to be. The learned professor of law argued that the main reasons for the fallen standards are many among which the following stand prominent: (i) The Nigerian Social values and economic factors (ii). The inadequacy of facilities, and the programmes available in the country, for legal training; and, (iii) The admission methods into institutions that offer legal training to would be lawyers. One can hardly produce the best in an atmosphere that is not conducive to learning.

Again Unegbu (2021) writing on what he called poverty of legal scholarship in Nigeria argued that, to find a meaningful solution to the problem, we must undertake a study of the causes and the different dimensions

of the problem. Being a one time dean of a faculty of law, and a lecturer of law who had observed the problems involved in the study of law and the paucity of academic learning among law students of today, argues that the university system offers only a basic foundation for the problem. The major problem begins to manifest when those sub-standard legal trainees are unleashed on the society by the universities and the law school. In the field of legal practice, no member of the bar and the bench can seriously argue that he has both witnessed at least one embarrassing case of poverty of legal scholarship. The legal profession in Nigeria is one of the professions that are controlled by statutes. The control begins from the stage of legal training in the tertiary institutions and continues even after the qualification of the trainee to practice law in Nigeria. The various provisions of the statutes that deal with legal training and practice cannot be stated here suffice it to say that Unegbu (2021) highlighted the following short comings in our legal system and legal training some of which are relevant to the present study. They are: Economic poverty and lack of infrastructures, books and necessary materials; laziness; get rich quick syndrome; defective legal training; and delays emanating from frivolous adjournments.

These short comings (causes of poverty of legal scholarship) are most times inter-related and interconnected for instance, economic poverty is the root cause of lack of law reports, learned journals and textbooks in law libraries in the universities, the courts and ministries of justice all over the country. Gone are the days when court libraries and ministry of justice libraries were available to assist judges, lawyers and trainee lawyers. Gone are the days when private law libraries were equipped with up-to-date legal resource materials. Gone are the days when students were comfortably accommodated in hostels and fed regularly by school authorities in such atmosphere as would allow for full concentration on their studies. Infact only a few students today can afford the minimum comfort it takes to study law successfully. Similarly only few of them have the opportunity to do their pupillage in reputable chambers with good libraries, good case files to read and proper guide from experienced seniors. The majority of law students and fresh lawyers are left to wade through the maze of unguarded legal education. The result is obvious-a host of half trained lawyers are pumped into society every year. Defective legal training, therefore, is about the most serious cause of poverty of legal scholarship.

More importantly, it must be noted that teaching as a specialized task may be taken as a set of component skills for the realization of specific set of instructional objectives. The purpose of classroom teaching and learning is to accomplish the set objectives of instruction with the aim of attaining the goals of education (Adeleke, 2020). The teaching approach that a teacher adopts is one factor that may affect students' achievement. A good teacher is expected to be able to translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass down to others (Claxton, 2019). Therefore, the use of appropriate teaching method is critical to the successful teaching and learning of students in law. The more the students learn, the deeper the cognitive levels at which they gain knowledge, and the better they can communicate (or perform) what they have learned, the more effective a lecturer's teaching. If instructional objectives are met, it can be deduced that there is a measure of success on the part of the teacher. Hence many researchers are interested in teaching effectiveness.

According to Wang (2025), education is an information system, while teaching is a typical information transmitting and processing process. Regarding teaching process, information source is the information set required to be transmitted in order to realize certain teaching objectives. It is stored in books, teaching tools, teaching plans as well as in the brains and behaviours of teachers. The information channel refers to teachers and their operational systems, which fulfils the transmission task with light and sound signals as carrier. Information sink refers to students, that is, the recipient of educational information, the nature of the research on educational system is the study on information. How to improve teaching effectiveness is virtually how to increase the transmission of effective information in teaching.

As Onifade (2020) rightly pointed out; most of the time, the concepts of teaching effectiveness and effective teaching are used interchangeably. Meanwhile, there seems to be a thin line of demarcation between the two. While effective teaching involves "demonstration of knowledge of the curriculum and provision of instruction to students in a variety of approaches that measurably increase student achievement, teaching effectiveness involves a more demanding and all encompassing activity on the part of the teacher. Precisely, effective teaching can be described as one of the activities that will promote teaching effectiveness" (Odunlade, 2019). An effective teaching is one that results in the pupils learning maximally what is taught them (Ojo and Falaye, 2022).

Teaching effectiveness variables and indicators could be used to assess the effectiveness of Law lecturers in performing their teaching functions, much in the same way as the quality of their research function is usually assessed by the quality of research activity and publications (Popoola and Haliso, 2023; Adeoye and Popools, 2021). The evidence produced can also be used the major decision that after education system as a whole by all stakeholders. In this regard, administrators' evaluation, self-evaluation by lecturers themselves and students' evaluation of their teachers' quality of teaching have been emphasized in the literature as good methods of ascertaining the teaching effectiveness of academic staff. Evaluation of teachers' effectiveness, with

specific reference to legal education, is the process of measuring the actual performance of the law lecturer on all pedagogic skills involved in teaching and classroom management" (Okwilagwe and Samuel 2021).

Libraries are part of educational services and law libraries are established to support teaching and research which are the primary responsibilities of law lecturers. Law lecturers need library resources for teaching, research and community service. Library Information resources are expected to be available and adequate both in quality and quantity. University based law libraries have the responsibility of selecting, acquiring organizing and preserving relevant and current library information resources needed for teaching and research. Locating and retrieving (accessibility) of library information resources entail going through the storage medium provided by the law libraries. Easy access to library information resources encourage the use and saves the time of law lecturers.

Teachers' cognitive styles could influence their responses to different situations, thus affecting teachers' performance or teaching effectiveness. Research conducted in the field of cognitive styles suggest that there are certain teaching styles which can be identified and measured. However, the literature points out that a neglected aspect of research is an exploration of relationships between teachers' cognitive styles and teaching performances. Law lecturers have diverse teaching styles and cognitive orientations. Students also have different learning styles. Therefore the law lecturer is expected to cater for the increasing diverse learning needs of be students in order to ensure a synergy in the classroom. According to Saracho (2017), cognitive styles, are "information processing habit which represent the teacher's modes of perceiving, thinking, remembering, and solving problems". Cognitive styles identify the ways individuals react to different situations. It is one way to characterize individuals differences (preferences). Cognitive styles describe consistencies it using cognitive processes. Furthermore, cognitive styles deal with skills in performing or solving a task (Ojo, 2020 cited in Adeleke and Elugbadebo 2024) cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking and solving problems.

Information needs is another construct presumed to have relationship with teaching effectiveness. Law lecturers in the faculties of law need job related information in form of library information resources (LIRS) library information resources are information bearing materials that are both in print and electronic formats provided to meet the teaching functions of law lecturers. Library information resources are in form of textbooks, the internet/E-mail, video tapes/cassettes, magnetic discs, computers, and microforms among others (Popoola and Haliso, 2023; Adeoye and Popoola, 2021) library Information resources are not only expected to be acquired, organized, and preserved by the law libraries, or university libraries but information in them disseminated to the law lecturers.

Accessibility to library information resources is of yet another variable that could probably have positive association with teaching effectiveness. If information needs for teaching and research have been determined by the law lecturers, attempt is made to locate and retrieve the materials. The business of the law library in particular, and the information profession in general, is how to guarantee access to information resources. In carrying out this business, Ochogwu (2017) opines, a lot of activities aimed at ensuring bibliographic control of the library information resources come to play. These activities involve cataloguing and classification, indexing and abstracting, compilation of bibliographies by subjects, shelving LIRs into various sections of the law library or the university library, as the case may be, among others. Some of these activities enhance access to information while others restrict access to them. Access to library LIRs is a means to an end. It is assumed that if information is accessible to law lecturers, it could be used for teaching.

Emasealu (2024) avers that accessibility to information materials is one of the prerequisites of information utilization" information utilization is also one of the variables that may presumably affect teaching effectiveness. Information utilization is the practical and maximum use of library information materials identified and acquired by a user for the purpose of solving a problem. Information utilization which varies among individuals, social groups, institutions, government agencies, organizations and establishments, is constrained by lack of awareness of the information resources available to seekers, and users, stock and render failures, bibliographic obstacles, poor infrastructures etc, just to mention but a few.

## **II. Statement of the Problem**

Legal Education m Nigeria has reached such a mile-stone, where it needs an overhaul. Any honourable profession comes to a point in time when there is need to take stock, and take necessary steps to maintain, if not improve cherished standards (Oputa, 1997). From the British trained, to what we may term Pioneers of the law school lawyers. and now our contemporary advocates trained in Nigeria, we see how the standard of legal Education has gravitated. We know that law is an instrument of social change. Any state or country uses statutory enactments (decrees, Acts of parliaments, Edicts and Laws) in order to reach the goals they may call development. The interpretation of those statutes, Acts, Decrees and edits is for the Lawyers and judges in the exercise of their professional knowledge. If the interpretation, is distorted not in the right direction to achieve

the desired social change, the law becomes an obstacle to development and the achievement of the aspirations of the citizenry.

Despite the efforts of the council for legal Education at improving the quality and learning out comes in Legal Education especially at the university level in Nigeria, student's academic achievements still do not match the efforts of the Council of Legal Education and ether parental investments. The person and prevailing average performance of students of law, has been traced in low level of teaching effectiveness of the law lecturers. Some of these lecturers though are highly qualified but few of them do not have the standard teaching qualification of Doctor of Philosophy (Ph.D) degree in law and none of them has the basic teaching qualification of bachelor of Education degree The bulk of lecturers are found to be in the lower academic cadre, while those in the senior cadre capable of supervising postgraduate students are few. Poor staffing situations in colleges and Faculties of Law could also lead to excess workload on the available few law lecturers.

There are indications that the law libraries established in these faculties of law, sometimes do not meet the information needs of law lecturers as a result of paucity of funds. Accessibility to library information resources by law lecturers is sometimes hindered by the law libraries' ineffective retrieval systems. Utilization of law library information resources by law lecturers is also constrained by lack of awareness of the information resources available to them, stock and reader failures, bibliographic obstacles, poor infrastructures, among others. The literature and research on cognitive styles suggest considerable variability in the information processing modes of law lecturers, and that the students are no exception. These differences in cognitive styles may be significant factors to consider by law lecturers to understand, explains and define elements of the teaching- learning process in the faculties of law. There is an urgent need to consider in investigating the teaching effectiveness of law lecturers in the South East of Nigeria, in relation to their cognitive styles, information needs, accessibility to and utilization of library information resources in the faculties of law in universities within this geographical region of Nigeria.

### **Objectives of the Study**

The main objective of the study is to suggest ways of improving teaching effectiveness of the university Law Lecturers in South Eastern Nigeria using cognitive styles, information needs, accessibility to and utilization of law library information resources as correlates. Thus, the specific objectives are to:

1. determine the dominant type of cognitive styles of law lecturers in South Eastern Nigeria
2. find out the major information needs of law lecturers in South Eastern Nigeria.
3. ascertain the most accessible law library information resources to law lecturers in South Eastern Nigeria.
4. Determine the major law library information resources utilized by law lecturers in South East Nigeria.

### **III. Methodology**

The study will adopt the descriptive survey research design of the correlational type which describes the relationship which exist among the identified variables in the study. The independent variables are, cognitive styles, information needs, accessibility to library information resources, while the dependent variable is utilization of these resources. The population of the study comprised all the law lecturers teaching at the eight law faculties of the conventional universities in South East Nigeria a total of 397 lecturers and resource persons. The data on population of the law lecturers was collected from the internal records of the eight universities law faculties under study. They were made up of two (2) federal universities and five (5) state owned universities and one private university located in the five states of the South East Nigeria, geopolitical zone of the Nigerian federation. The total enumeration method of sampling was adopted to cover all the teaching staff teaching in the five universities (both federal, private and state running fully accredited law (legal studies) programmes.

### **IV. Results and findings**

**Research Question One:** What is the dominant type of cognitive style of law lecturers in Southeastern Nigeria?

**Table 1: Mean Ratings and Standard Deviations on the Dominant Cognitive Styles of Law Lecturers in Southeastern Nigeria**

S/N	Item Statements	SA	A	D	SD	Mean	Std. Dev.
1	I prefer to analyse legal problems independently before discussing them with others.	94	177	86	40	2.82	.909
2	I find it easier to understand legal concepts when they are presented in a structured and organised format.	94	180	90	33	2.84	.880
3	I tend to rely on logical reasoning rather than intuition when interpreting legal cases.	89	178	100	30	2.82	.865
4	I enjoy engaging in discussions that involve multiple viewpoints						

5	and perspectives on legal issues.	70	156	112	59	2.60	.945
	I often use real-life examples and practical experiences to connect abstract legal theories during my lectures.	83	200	92	22	2.87	.804
							2.79

The finding in Table 1 addresses the research question on the dominant cognitive styles of law lecturers in Southeastern Nigeria. The data reveal that law lecturers generally exhibit a strong inclination toward analytical and structured modes of thinking, as reflected in their responses to the individual items and the criterion benchmark of 2.50 and the grand mean of 2.79 returned.

**Research Question Two:** What are the major information needs of law lecturers in South-Eastern Nigeria?

**Table 2: Mean Ratings and Standard Deviations on the Major Information Needs of Law Lecturers in Southeastern Nigeria**

S/N	Item Statements	SA	A	D	SD	Mean	Std. Dev.
1	I need information on recent legal reforms and judicial precedents to update my teaching materials.	127	129	94	47	2.85	1.005
2	I need information on emerging areas of law such as cyber law, environmental law, and human rights law.	121	177	72	27	2.99	.872
3	I require access to research databases and digital legal resources to enhance my academic writing and publications.	91	171	95	40	2.79	.910
4	I need information on effective teaching methodologies for improving student engagement in law courses.	79	144	123	51	2.63	.943
5	I require current information on conferences, workshops, and professional development opportunities in legal education.	74	151	128	44	2.64	.909
							2.78

The data in Table 2 present the responses of law lecturers to their major information needs. The results reveal that law lecturers in Southeastern Nigeria have diverse but overlapping information requirements essential for effective teaching, research, and professional development. Overall, the mean scores across all five items (ranging from 2.63 to 2.99) reveal that law lecturers in Southeastern Nigeria have high information needs, particularly in three key areas: Emerging legal fields (cyber law, environmental law, human rights law); Current legal reforms and judicial precedents; and Access to research databases and digital legal resources. These findings underscore that lecturers prioritise staying updated with new legal knowledge, improving their scholarly productivity, and maintaining relevance in a rapidly changing legal environment. While they also express interest in pedagogical improvement and professional development opportunities, their dominant information needs are content-driven and research-oriented.

**Research Question Three**

What are the most accessible law library information resources to law lecturers in the South East, Nigeria?

**Table 3: Mean Ratings and Standard Deviations on the Most Accessible Law Library Information Resources to Law Lecturers in Southeastern Nigeria**

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Mean	Std. Dev.
1	Print law reports and statutes (e.g., Supreme Court Reports, Nigerian Law Reports) are readily accessible in my institution's law library.	98	189	79	31	2.89	.865
2	Electronic databases such as LexisNexis, Hein Online, and Law Pavilion are easily accessible for research and reference.	102	141	108	46	2.75	.966
3	Online journals and e-books on law and related disciplines are readily available for my academic use.	117	178	75	27	2.97	.870
4	The law library provides efficient internet and ICT facilities to support access to digital legal resources.	77	169	111	40	2.71	.892
5	The library staff are available and supportive in helping lecturers locate and access the needed information resources.	66	156	139	36	2.63	.865

The data presented in Table 3 reveal the perceptions of law lecturers on the accessibility of law library information resources in their institutions. The findings suggest varying levels of access to both print and electronic legal resources, as well as institutional and staff support for information retrieval. Overall, the mean scores (ranging from 2.63 to 2.97) reveal that law lecturers in Southeastern Nigeria find online journals, e-

books, and print law reports as the most accessible resources in their law libraries. However, access to electronic databases and ICT facilities remains moderate, and library staff support.

#### Research Question Four

What are the major law library information resources utilised by law lecturers in the South East, Nigeria?

**Table 4: Mean Ratings and Standard Deviations on the Major Law Library Information Resources Utilised by Law Lecturers in Southeastern Nigeria**

S/N	Item Statements	VHE (4)	HE (3)	LE (2)	VLE (1)	Mean	Std. Dev.
1	I regularly use printed law reports and statutes for teaching and research purposes.	102	156	97	42	<b>2.80</b>	<b>.942</b>
2	I frequently utilise electronic legal databases such as Hein Online, Law Pavilion, and LexisNexis for research and citation.	110	147	108	32	<b>2.84</b>	<b>.922</b>
3	I often use online journals and open-access repositories for accessing current legal scholarship.	77	162	124	34	<b>2.71</b>	<b>.876</b>
4	I rely on textbooks, reference materials, and casebooks provided in the law library for preparing lectures.	99	216	60	22	<b>2.99</b>	<b>.790</b>
5	I make use of library-provided ICT and internet facilities to retrieve digital legal resources.	53	155	132	57	<b>2.52</b>	<b>.903</b>

The data presented in Table 4 describe the extent to which law lecturers in Southeastern Nigeria utilise various law library information resources for their academic and professional activities. The results indicate varying levels of use across both print and electronic resources, reflecting the lecturers' efforts to balance traditional and digital means of accessing legal information. Overall, the mean scores (ranging from 2.52 to 2.99) indicate that law lecturers in Southeastern Nigeria primarily utilise print-based legal resources, such as textbooks, statutes, and law reports, more frequently than digital or electronic sources.

### V. SUMMARY OF MAJOR FINDINGS

Summary of major findings as revealed by the analysis are as follows:

1. The dominant cognitive styles of the lecturers of law in South East Nigeria were the analytical and structured models
2. The Law lecturers in South East Nigerian universities have diverse but overlapping information needs. And they prioritize staying updated with new legal knowledge
3. The perceptions of law lecturers on the accessibility of Law library information resources are positive. They have varying levels of access to both print and electronic legal resources (on-line journals, e-books, and print law reports).
4. The extent to which law lecturers in South Eastern Nigeria utilise various Law library information resources for their academic and professional activities also Vary. There are varying levels of use accross both print and electronic resources; print based resources being used much more than the electronic formats.

### VI. Conclusion:

The inference that can be drawn from the outcome of this study is that legal education at all levels in Eastern Nigeria relies heavily for its success on the use of a variety of available Print and electronic legal resources; and physical access to information and other resources of a well equipped modern library system, to supplement for oral instruction, and group based education. Thus, the availability, accessibility and use of such support infrastructures as library resources and ICT resources; must form part of the necessary delivery packages of legal education; as it plays a crucial role in Enhancing the quality of the education provided and functions to make legal education a cost-effective system of instruction independent of time, location, pace and space. It accommodates diverse learning styles, provides access to remote and normally inaccessible or under represented control over what to learn and when to learn it.

### VII. Recommendations:

- 1.) It will be timely to set in motion Processes geared towards making special arrangements to reinforce, and accommodate the instructional needs and requirements of the law lecturers, and of the legal education community in Nigeria.
2. Lecturers and even students of legal education and other programmes of the universities in Eastern Nigeria need on-campus facilities. They need library resources; and technology in the form of information and Communication technology (ICTs); and electronic legal resources, in line with what is obtainable all over the world.



3) The provision and organisation of these information services for legal education Programmes should therefore be seen as cyclical process which, would entail defining the needs, establishing the objectives in light of the needs, putting in place services to meet the objectives, running them, following up and evaluation; then revisiting the objectives, and so on.

4.) Using well trained information facilitators at all these stages would ensure that the best provisions are made for interactive access and that legal information accessed and well utilized correspond in the best possible way to the information and communication needs of lecturers of law, and of the legal education Community they serve.

#### **GAP IN KNOWLEDGE/LIMITATION OF THE STUDYS:**

The study only considered the eight universities in South East geo-political zone in Nigeria that had received the National Universities Commission (Nuc) accreditation to run faculties of law as at the time of this study. But, there are six geo-political zones, and over 190 universities in Nigeria made up of federal, state and private universities, spread across the six zones of the country. Many of these universities have faculties of law accredited by the Nuc. The ideal thing to do should have been to shop for and select such universities from the six zones of the country for a balanced reporting.

Secondly, the independent variables of the study are narrowed to cognitive styles, information needs, accessibility to and utilization of library information resources to teaching effectiveness of law lecturers in South East Nigeria. But the problems of legal education in Nigeria go beyond these variables to include over subscription of admissions, examination malpractices, mass communications for educational communication, curriculum designing and evaluation, funding), and economic globalization, Course development, government prioritisation of legal education, development of multimedia CDs, development of on-line materials, and many more.

#### **REFERNCES**

- [1]. Uluocha, A. (2020) Legal information resources availability, accessibility, utilization and demographic characteristics as factors influencing law lecturers' research productivity in Nigerian university. Ph.D Thesis. Dept. of LARIS University of Ibadan. Nigeria
- [2]. Ademola, A. (1994) .. Keynote address. In Jegede O. (Ed) Law libraries for the future: proceedings of the 1994 conference of the Nigerian Association of law libraries. Lagos: Nigerian Association of Law Libraries. Xvii-xxiii.
- [3]. Logan, R.G. (1989). Legal literature information source in law. London. Gower. 8.
- [4]. Ogwurike, C. (2021) Contemporary Legal education of Legal Scholarships (Essays in Honour of Ernest Ojukwu) Abia State University Law centre. Faculty of Law ABSU Pp 5-12
- [5]. Unegbu M. O. (2021) Alleviating poverty of Legal scholarship through continuing Education Programme (Being a paper presented at a seminar/cocktail party organized by friends to mark the 40 birthday anniversary of Ernest Ojukwu on 26/9/2000) in. In search of legal scholarship (Essays in Honour of Ernest Ojukwu. Abia State University Law centre. Faculty of Law ABSU pp.1-4.
- [6]. Onifade, G. O. (2020). Cognitive styles, information needs, accessibility to and utilization of library information resources as correlates of teaching effectiveness of Nigerian library educators. A Ph.D Thesis. Dept of LARIS. University of Ibadan. Nigeria.
- [7]. Wang, Z. (2025). Impact of information entropy on teaching effectiveness. *US-China Education Review* 4.3:77-80.
- [8]. Caxton, 2019. What's the point of school. Retrieved Sept. 12, 2019 from <http://www.dvstalk.com>
- [9]. Adeleke, J.O. (2020). Effective teaching of secondary school mathematics through mastery learning strategy. Contemporary issues of education., health and sports: the forward: book of reading in honour of Prof. J.A. Ajala B.O. Ogundele, O.A. Morankola and J.F. Babalola. Eds. Ibadan: Department of Human Kinetics and health Education, University of Ibadan 89-98.
- [10]. Popoola, S.O. and Abioye, A. (2021), Faculty awareness about library and information products and services in Nigerian Universities. *Gateway Library Journal* 4.1& 21-11
- [11]. Popoola, S.O. and Haliso, Y. (2023), Use of information resources and services as predictor of teaching effectiveness of social scientists in Nigerian universities, *African Journal of Library, Archival and Information Science*. 19.1.65-17.
- [12]. Odunlade, R.O. (2019) Information resources utilization and teaching effectiveness of lecturers in federal polytechnics in Nigeria PhD Thesis. Post graduate studies, Babcock University, Beshan-Remmo Nigeria
- [13]. Ojo, L.A. and Falaye, F.V (2022). Developing and validation of students evaluation of teaching effectiveness scale (SETPS-CE) *West African Journal of Education* xxxii: 39-47
- [14]. Okwilagwe, EA. and Sammel, E.O. (2021). Students evaluation of social studies teachings' effectiveness in selected junior secondary schools in Oyo State. *African Journal of Educational Research* 15.1&2:12.
- [15]. Saracho, O.N. (2017). Teachers and students' cognitive styles in early childhood education. Westport: Bergin & Garvey 206 p. retrieved. Feb 2. 2019. From <http://www.questia.com/read.2761947/teachers-andstudents-cognitive-styles-in-early-education>.
- [16]. Adeleke, D. and Elugbadebo, S. (2024). The factor of cognitive styles in mathematical performance on senior secondary school students in Osun State Nigeria. *African Journal of Educational Research* 16:35-43.
- [17]. Ojo, L.A. (2020). A study of relationship between cognitive styles ad achievements in biology among senior secondary school students in Ilife area, osun State. M.A. Dissertation Obafemi Awolowo University, Ile-Ife, Nigeria.
- [18]. Adeoye, S. and Popoola, S O. (2021) Teaching effectiveness, availability, accessibility and use of library and information resources among teaching staff of schools of nursing in Onun and Oyo States, Nigeria Library Philosophy and practice. Retrieved Oct. 26, 2012. From <http://unlin.unl.edu/llp/adepooye-popoola.htm>.
- [19]. Emeasealu, H.U. (2024), information needs accessibility and utilization of library information as determinants of psychological well-being of prison inmates in Nigeria. Ph.D Thesis. Department of Library, Archival and Information Studies University of Ibadan, Nigeria vix. 146 p.
- [20]. Ochogwu, M.G.(2021) (Instructional and research resources for library education in Nigeria, problem of availability and accessibility. *World libraries*. 22.1-9.
- [21]. Alechenu, J. (2022). Nigerian Universities lack enough lecturers, *The Punch*. Nov. 13:43.

- [22]. Edegbo, Wilson, O. (2022). Curriculum development in library and information science education in Nigerian universities: issues and prospects. *Library and Philosophy practice*. Retrieved 3th December, 2024 from <http://lunlib.un.ed/llp/Edegbo.htm>.
- [23]. Ajegbomogun, F.O. and Akintola, B.O. (2024). Gateway library journal: a content analysis. *Gateway library Journal*. 7.1:87-98.
- [24]. Dadd T.O. (2023) "Imperatives for Adequate Funding of law libraries in the 21 century in Nigeria." Paper delivered at the Annual General meeting of the Nigerian Association of law libraries held at Jos, April 21-23.
- [25]. Todd, K.M. (2024), Lawyers need more than an electronic library. *Legal Times* July 10.
- [26]. Makri, S. (2024). A study of lawyers' information behaviour leading to the development of two methods for evaluating electronic resources. Unpublished Ph.D thesis University college London 15.
- [27]. Gasiokwu, M.U. (2019). Legal Research and methodology: the A-Z, of writing these and dissertation in a nutshell. Jos, FAB, 1-14.
- [28]. Dadd, T.O. (2023) "Imperatives of Adequate Funding of law libraries in the 21h century Nigerian in Association of Law Libraries held at Jos. April 21-23.
- [29]. Ayra, I. (2021). In Azinge, E (2002), Information technology and legal Practice. Pape presented at the 10th Advanced course in practice and procedure held at the Nigerian institute of Advanced legal Students, university of Lagos campus 20.
- [30]. Ogundipe, F.A. (2024), Welcome address at the opening ceremony of the 28 National Conference and Annual General Meeting of the Association of Law Libraries held in Kwara State, lorin. April 7.
- [31]. Seth, M.K. and Parida, B. (2021). Information need and use pattern of disadvantage communities: a case Study. *Library philosophy and practice*, 9.1 retrieved may 20, 2022 from <http://www.webpages.uidaho.edu-mbolin/seth.htm>.