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Contents

Perceived Usefulness And Behavioural Intention To Use Electronic Law Information Resources By Postgraduate Law Students In Selected Universities In South-west, Nigeria

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Abstract

Legal research is highly information intensive. For postgraduate law students to carry out effective legal research and practice, they need legal information in abundance. Electronic law information resources have the advantage of easy access and convenience. To take the benefit of these advantages, however, there is the need for postgraduate law students in Nigerian universities to develop good perception of the usefulness of and have the intention to use electronic law information resources. It is against this background that the study investigated the perceived usefulness and behavioural intention as determinants of electronic law information resources use by postgraduate law students in three universities in South-west Nigeria. The study adopted the survey research design with the questionnaire as instrument for data collection. Total enumeration method was used to select 336 postgraduate law students in the three universities. Data analysis was undertaken using simple descriptive statistics and Pearson Product Moment Correlation. The findings of the study revealed that LexisNexis, Westlaw and e-journals were some of the electronic law information resources frequently used by postgraduate law students. It was also established that perceived usefulness had a significant relationship with use of electronic law information resources by postgraduate law students and there was a significant relationship between behavioural intention and use of electronic law information resources.

Keywords: Perceived usefulness, Behavioural intention, Electronic law information resources, Postgraduate law students, , Nigeria.
Word Count: 212

Introduction

Information is the backbone of any meaningful academic research. Teachers and students in higher institutions rely heavily on information resources for effective teaching, learning and research. The widespread patronage of electronic information resources has totally redefined the concept of learning and research from being linear to sequential mode of learning process. Legal education and research as a discipline relies heavily on information resources such as codes, statutes, regulations, guides and judicial decisions.

Libraries and information centres have been employing ICT and electronic information resources and services to satisfy the diverse information needs of their users. E-journals, CD-ROM databases, online databases, e-books, web-based resources, and a variety of other electronic media are fast replacing the traditional resources of libraries (Williams and Channaveeraiah, 2008). Furthermore, academic institutions offering law degree programme at the postgraduate level have been making frantic efforts to ensure the availability of and accessibility to electronic information resources in law, just as is the case in other disciplines, by subscribing to both online and offline electronic databases through the university libraries. This is aimed at complementing the available legal resources in other formats in the library and promoting access to legal information by students, lecturers and other researchers.

Dadzie (2005), noted that electronic resources are invaluable research tools that complement print-based resources in any traditional library with the advantages of "access to information that might be restricted to the user because of geographical location or finances, access to current information, and provision of extensive links to additional resources or related content" (Dadzie, 2005).

While provision of electronic resources is very essential, the resources must be utilised by

students at all levels. Thanuskodi (2012) described the postgraduate students as major users of university library information resources and services. This is so against the backdrop of library information resources being imperative for them in meeting diverse academic needs such as writing seminar papers, term papers, assignments and other academic engagements. Research is the most important component of postgraduate studies (Ismail, Abiddin and Hassan, 2011). Research enables postgraduate students to systematically investigate society's problems, proffer solutions to them and extend the frontiers of knowledge. Postgraduate students all over the world now have access to digital information resources and create their information electronically (Adeleke and Emeahara, 2016).

The importance of legal information also lies in the nature of the legal system. In the common law jurisdictions, accumulated judicial decisions called precedents or case law constitute an important source of law. This body of precedents influences future judicial decisions and also serves as a veritable source of legal research for postgraduate students.

Furthermore, developments in ICT have enabled postgraduate students to have access to vast amount of information through a variety of sources in different formats, among which electronic information resources have received greater attention as they enhance the learning process by providing relevant information and by allowing an interactive communication medium. Reitz (2004) in the Online Dictionary of Library and Information Science described e-resources as materials consisting of data and/or computer programmes encoded for reading and manipulation by a computer or by using a peripheral device directly connected to the computer, such as a CD-ROM drive, or remotely via a network such as the Internet. Typical examples of e-resources include e-journals, e-books, online databases, CD-ROMs and OPACs.

Vasishta and Dhingra (2007) described electronic information resources as the information resources, which are available in remotely located databases and can be accessed through interactive communication with the help of computers and communication channels. They also include collection of library or archival materials converted to machine-readable format for preservation, access and use. Electronic information resources are being added to library collections at exponential rates. Libraries do extensive work to make e-resources available without the need for individuals to enter the library complex.

According to Lamidi, Alafiatayo and Dangwaran (2016), electronic information resources are "the raw materials that libraries acquire, catalogue, stock, and make available to their patrons, as well as use to provide various other services". Electronic information resources are products of advanced technology which may require special equipment to operate (Abioye, 2012). Specifically, Amusa and Atinmo (2016) defined electronic law information resources as legal documents, concerned with law which requires computer and its accessories to be accessed. Electronic law information resources are specifically designed for law students, legal professionals and law lecturers and they make research work fast and enhance efficiency due to powerful searching and cross-referencing technology (Mafix Digital, 2010).

The rapid development of Information and Communication Technology (ICT) has resulted in an unprecedented growth in information in various fields of knowledge and formats. Most recently, the Information Age has also necessitated increased reliance on electronic-based information resources by researchers and graduate students. Information acquisition and use, according to Aghaee, Hansson, Tedre and Drougge (2014), is no more restricted by time or place. A structured and specific set of e-resources regarding courses enables students to access the required information independently, which facilitates self-directed learning. The advancement in ICT and the associated benefits have greatly compelled the law libraries to acquire and subscribe to both online and offline electronic law information resources to complement the existing printed resources. This is to promote wider access to information for legal research, particularly at the postgraduate level.

Electronic information resources are

becoming more popular among the academic community and the emergence of the electronic information resources had made enormous changes to the information use behaviour of students. They are convenient to use, provide current knowledge, highly efficient and save time of users as well as provide opportunities to users to access a variety of information resources. Therefore, many university libraries across the world are spending large amount of money on subscription to electronic information resources and introducing innovative electronic based services in order to facilitate quality service delivery to their library users.

It is getting more and more realised that legal information professionals must support legal research by managing and improving access to a proliferating and increasingly complex array of information in a climate of already shrinking resources worldwide (Smith, 2003a). Information is a powerful tool in addressing legal research needs and if it is used appropriately, it can radically change a nation's legal system (Tshabalala, 2001). Thus, today's law students will require new abilities to thrive in the future, and information management plays a vital role in this regard. When postgraduate law students possess a favourable judgement of e-resources ease of use, they tend to be inclined to believe the usefulness of e-resources in learning and research activities and thus, develop positive attitude toward the actual use of the e-resources. Although studies abound in the area of technology and information use, few studies have been carried out, particularly on electronic law information resources use by law students in universities in South-west, Nigeria. This study, therefore, focuses on perceived usefulness and behavioural intention as factors determining the use of electronic law information resources by postgraduate law students in universities in South- west Nigeria.

Objectives of the study

The objectives of the study are to:

I. identify the types of electronic law information resources used by postgraduate law students in South- west, Nigeria;

ii. ascertain the frequency of use of electronic law information resources by postgraduate

law students in South- west, Nigeria;

iii. determine the level of perceived usefulness of electronic law information resources to postgraduate law students in South- west, Nigeria; and

iv. find out the behavioural intention of postgraduate law students in South-west, Nigeria to use electronic law information resources.

Literature review

Electronic information resources may be defined as information resources that are available and can be accessed electronically through such computer networked facilities as online library catalogues, the Internet and the World Wide Web, digital libraries and archives, government portals and websites, CD-ROM databases, online academic databases, such as Medline or Commercial databases such as LexisNexis as noted by Ekwelem, Okafor and Ukwoma (2009).Joseph (2010) identified about seven categories of electronic information resources including federated search, virtual reference, digital institutional repository, online databases, digital libraries, virtual libraries, and open access repository.

The development of information and communication technologies in the 1990s and the free availability of case law material from the courts helped both smaller commercial legal publishers and public legal information providers to succeed in the legal information arena. In the 1990s, many digital start-ups entered the legal information market (e.g., LoisLaw, VersusLaw, and Findlaw), in part because primary legal information was now more readily available through government agencies. These start-ups offered different sets of information services at much lower prices than Westlaw and LexisNexis. They were agents of change as well as outputs of the changes that had been occurring (Zhu, 2012). Many libraries, including law firm libraries, have come to rely solely on electronic law information resources (Gallacher, 2008). The problem, however, is that the digital environment lacks an effective system through which the public can access comprehensive electronic law information resources in the manner

of the public library during the print era (Arewa, 2006).

Electronic information resources are considered as an indispensable tool for scholarly work, especially in legal research. They provide high quality information in support of teaching and research by academic staff members as well as acquisition of knowledge by the students (Sivathaasan, Achchuthan and Kajananthan, 2013). Electronic information has gradually become a major resource in every university across the globe. The emergence of electronic information resources has tremendously transformed information handling and management in academic environments. Further, researchers and scholars utilise electronic resources in their academic activities (Shuling, 2006).

According to Renwick (2005), people use e-resources for communication, professional development and professional related tasks, supporting teaching and administrative tasks, personal use, research activities, and recreation. Empirical evidences have shown that e-resources have positive impacts on the teaching-learning process. A study conducted by Bhukuvhani, Chiparausha and Zuvalinyenga (2012) showed that lecturers used e-resources for preparing lecture notes which reflect the current state of science and technological development. This positive impact of e-resources to the teaching-learning process is due to the currency of most e-resources compared to print materials. It is also known that a single e-resource can be used by multiple users at a time, which is not the case with print resources. From the user's point of view, e-resources hold many advantages such as time and place convenience, timeliness, ability to search directly on text, ability to link to further reading material and ability to disseminate and share information (Quadri, 2012). The use of e-resources in institutions of learning usually increases with improved academic performance (Sivathaasan and Velnampy, 2013; Egberongbe, 2011).

While print publications continue to be important, changes in the publishing industry and the rise of the Internet have led to the increasing importance of finding information available only or primarily in electronic format (Katsh, 1995 cited in Miller, 2001). Increasingly, students and others seem to believe that all legal research can be done online and that electronic information resources, no matter what their provenance, are as reliable as those produced by commercial publishers (Miller, 2001).

In this Information Age, several electronic law information resources are being made readily available to law students and researchers. These include several web sites providing searchable access to State laws (statutes and regulations), LexisNexis Academic (providing access to all 50 states' statutes in the US but no regulations, and such access as individual country make available through the Web, i.e., through the legislature's web sites. However, the use of the resources and the associated technology to a large extent is dependent on perceived usefulness by the users.

Perceived usefulness refers to the subjective probability that using the technology would improve the way a user could complete a given task (Guriting and Ndubisi, 2006; Jaruwachirathanakul and Fink, 2005). Based on the Technology Acceptance Model (TAM), perceived usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance (Jahangir and Begum, 2008). Davis, Bagozzi and Warshaw (1992) cited in Jahangir and Begum (2008), referred to perceived usefulness as consumers' perceptions regarding the outcome of the experience. Jahangir and Begum (2008) further cited Davis (1993) who defined perceived usefulness as the individual's perception that using the new technology will enhance or improve her/his performance. Similarly, Mathwick et al., (2001) defined perceived usefulness as the extent to which a person deems a particular system to boost his or her job performance.

Perceived usefulness is one of the main factors that impact the behavioural intention directly. Davis, Bagozzi and Warshaw (1989) cited in Phua, Wong and Abu (2012) defined perceived usefulness as the degree to which an individual believes that using a particular system would enhance one's performance. Masrom (2007) and Venkatesh and Morris (2000) asserted that perceived usefulness has a positive and significant influence on individual behaviour governing one's intention to use a

technology. Sun, Tsai, Finger, Chen and Yeh (2008), Ong and Lai (2006) and Selim (2003) also highlighted that individual's acceptance and intention to use a course web site will most likely be increased when one perceived the web site as useful. The review on ninety articles by Li, Qi and Shu (2008) supported the findings of many studies. They found that perceived usefulness showed forty five significant relationships with dependent variables such as intention and actual usage behaviour.

Lau and Woods (2008) investigated the user perceptions and attitude towards learning objects. The findings revealed that an individual's attitude towards the use of the learning objects (e-resources alike) is significantly influenced by the individual's perceived ease of use and usefulness. Perceived usefulness was found to have a stronger influence on attitudes than user's perceived ease of use of the learning objects. Moreover, perceived usefulness was found to be the most significant factor influencing the user's acceptance of learning objects while the behavioural intention to use the learning objects was highly related to the attitude and perceived usefulness.

Teo and Schaik (2009) have found that perceived usefulness variables explain 69% of the variance in attitude towards computer use among students. This means that attitude towards e-resources use, whether positive or negative, are shaped by how graduate students perceive the usefulness of technology in learning and research activities. Furthermore, perceived usefulness has direct and indirect effects on behavioural intention. Teo et al. (2008) found that perceived usefulness has a positive and direct effect on pre-service (Singaporean and Malaysian) teachers' intention to use technology. This means that a student will tend to use technology if he/she perceives technology to be a useful and meaningful way to work more effectively.

Intentions not only comprise a person's motivation towards a goal in terms of direction and intensity, but also a necessary prerequisite for life-style changes (Sheeran, 2002). Intentions are the best predictors of behaviour. However, meta-analyses have shown that intentions alone are not sufficient to predict behavioural change

satisfactorily (Sheeran, 2002). Lin, Tzeng, Chin and Chang (2010) emphasised the behavioural intention to use e-books, rather than actual usage. Davis, Bagozzi and Warshaw (1989) cited in Phua et al. (2012) were able to demonstrate that behavioural intention was significantly correlated with actual usage and that behavioural intention was a major determinant of user behaviour.

Behavioural intention is the probability or a measure of strength of one's intention to perform a specific behaviour (Fishbein and Ajzen, 1975 cited in Phua, Wong and Abu, 2012). Strong behavioural intention to use a technology will reflect the individual's acceptance and use of the technology, and this is the key measure of the success of the technology system in the classroom (Yi, Jackson, Park and Probst, 2006).

Wong, Osman, Choo and Rhamat (2013) studied the student teachers' behavioural intention to use technology in relation to the Technology Acceptance Model (TAM) in Malaysia. The study revealed that perceived usefulness had a significant influence on attitude towards computer use and behavioural intention while perceived ease of use significantly influenced perceived usefulness, and lastly, behavioural intention was found to be influenced by attitude towards computer use. The findings of the research contributed to the literature by validating the TAM in the Malaysian context and provided several prominent implications for the research and practice of technology integration development.

Several researchers asserted that behavioural intention is the most important determinant of actual behaviour (Abubakar and Ahmad, 2013). Behavioural intention has been widely researched, especially in the information system research; however, there is need for further research to further enhance understanding of the phenomenon.

Methodology

This study adopted a survey research design to investigate perceived usefulness and behavioural intention to use electronic law information resources by postgraduate law students

in South- west, of Nigeria. The population of the study was made up of 336 postgraduate law students in three universities in South- west, Nigeria namely University of Ibadan, Olabisi Onabanjo University and Obafemi Awolowo University (See Table 1). In view of the manageable size of the population, the total enumeration sampling technique was adopted to select the entire population of 336 postgraduate students. A self-developed questionnaire was used to collect data for the study. The questionnaire contained three sub-scales on perceived usefulness, behavioural intention and use of electronic law information resources. Copies of the questionnaire were administered to 336 postgraduate students in the three universities (92 from Olabisi Onabanjo University, 97 from University of Ibadan and 115 from Obafemi Awolowo University) used for the study and the process of questionnaire administration lasted for three months. The data collected were analysed using simple descriptive statistics and Pearson Product Moment Correlation run with Statistical Package for the Social Sciences.

Results and discussion

Out of the total number of 304 copies of questionnaire distributed to respondents in the three universities, 214 copies were duly completed and returned. Eighty one of these were from Olabisi Onabanjo University (OOU) representing 88%, 62 from University of Ibadan (UI) representing 64.9% and 71 from Obafemi Awolowo University (OAU) representing 61.7%. Overall, there was a total 70.1% response rate (Table 1).

Table 1: Questionnaire response

S/N	Name of Institutions	Sample	Return	Percentage (%)
1	Olabisi Onabanjo University	92	81	88.0
2	University of Ibadan	97	62	64.9
3	Obafemi Awolowo University	115	71	61.7
	TOTAL	304	214	70.1

Demographic profiles of the respondents
The demographic profiles of the respondents are contained in Table 2.

Table 2: Demographic profiles of the respondents

Variables		Frequency	Percentage (%)
Sex	Male	124	57.9
	Female	90	42.1
Age Range	21-25 years	11	5.1
	26-30 years	15	7.0
	31-35 years	45	21.0
	36-40 years	79	37.0
	41 and above	64	30.0
Programme of study	LL.M	150	70.1
	Ph.D	64	29.9

As shown in Table 2, most of the respondents, 124(57.9%) in the selected universities were males while there were 90(42.1%) female respondents. The distribution of the respondents by age showed that there were more respondents 79(37.0%) in the age bracket of 36 to 40 years. Sixty-four respondents representing 30% were 41 years and above while the least number of the respondents 11(5.1%) were between 21 and 25 years. More than half of the total respondents 159(59.6%) were married while 57(21.3%) of them were still single, and only 5 of them were separated. As far as the programme of study of the respondents was concerned, most of the respondents, 150(70.1%), were LL.M students, while 64(29.9%) of the respondents were Ph.D. students.

Types of electronic law information resources used

The data representing the types of electronic law information resources mostly used are presented in Table 3.

Table 3: Types of electronic law information resources used

S/N	Electronic law information resources	Frequency	Percentage
1	LexisNexis	200	93.5%
2	Westlaw	171	79.9%
3	LoisLaw	-	--
4	VersusLaw	-	--
4	Findlaw	-	--
5	JUSTIS	101	47.2%
6	Legalpedia	59	27.6%
7	E-books	112	52.3%
8	E-journals	124	57.9%
9	JSTOR	120	56.1%
10	Institutional repositories	60	28.0%
11	EBSCOHOST	100	46.7%
12	Law Portals	60	28.0%
13	Law Pavilion	109	50.9%
14	Google Scholar	--	--

Table 3 showed some of the electronic law information resources used by postgraduate law students in the universities. Majority of the respondents 200(93.5%) used LexisNexis followed by Westlaw with 171(79.9%) respondents, and e-journals as indicated by 57.9% respondents. The least number of the respondents 59(27.6%) indicated legalpedia. Other electronic law information resources used by the postgraduate law students in the selected universities included JSTOR, Law pavilion, and e-books. This finding implies that the postgraduate law students in UI, OOU and OAU were very familiar with electronic law information resources like LexisNexis, WestLaw and electronic law journals which they used in their academic and research activities.

Frequency of use of electronic law information resources

The data on the frequency of use of electronic law information resources by the postgraduate law students are presented in Table 4.

Table 4: Frequency of use of electronic law information resources

S\N	Frequency of use	Daily	At least twice per week	Occasio-nally	Rarely	Never	Mean	S.D
a	LexisNexis	191 89.3%	15 7.0%	8 3.7%	-	-	4.86	.447
b	E-books	112 52.3%	58 27.1%	27 12.6%	15 7.0%	2 .9%	4.23	.983
c	Law Pavilion	102 47.7%	62 29.0%	15 7.0%	22 10.3%	13 6.1%	4.02	1.229
d	Legalpedia	103 48.1%	49 22.9%	30 14.0%	19 8.9%	13 6.1%	3.98	1.237
e	E-journals	53 24.8%	99 46.3%	46 21.5%	6 2.8%	10 4.7%	3.84	.986
f.	Law Portals	68 31.8%	76 35.5%	39 18.2%	25 11.7%	6 2.8%	3.82	1.092
g	Google Scholar	102 47.7%	62 29.0%	15 7.0%	22 10.3%	13 6.1%	3.68	1.354
h	Westlaw	30 14.0%	78 36.4%	53 24.8%	24 11.2%	29 13.6%	3.26	1.232
i	JSTOR	20 9.3%	67 31.3%	49 22.9%	40 18.7%	38 17.8%	2.96	1.261
j	Institutional repositories	32 15.0%	41 19.2%	59 27.6%	51 23.8%	31 14.5%	2.96	1.270
k	EBSCOHOST	27 12.6%	43 20.1%	69 32.2%	38 17.8%	37 17.3%	2.93	1.256
l	JUSTIS	33 15.4%	45 21.0%	48 22.4%	46 21.5%	42 19.6%	2.91	1.352
m	LoisLaw	17 7.9%	34 15.9%	90 42.1%	34 15.9%	39 18.2%	2.79	1.153
n	VersusLaw	20 9.3%	37 17.3%	68 31.8%	39 18.2%	50 23.4%	2.71	1.260
	Findlaw	8 3.7%	50 23.4%	63 29.4%	44 20.6%	49 22.9%	2.64	1.117
o	Findlaw	8 3.7%	50 23.4%	63 29.4%	44 20.6%	49 22.9%	2.64	1.117

Table 4 showed that LexisNexis constituted the most frequently used electronic law information resource with the highest mean score of 4.86. this was followed by e-books (mean score of 4.23), Law Pavilion (4.02), Legalpedia (3.98) and e-journals (3.98). The least frequently used electronic law information resource was Findlaw with a mean score of 2.64.

Perceived usefulness of electronic law information resources

The data representing perceived usefulness of electronic law information resources is presented in Table 5.

Table 5: Perceived usefulness of electronic law information resources

S\N	Perceived usefulness	Extremely Likely	Quite Likely	Slightly Likely	Neither	Slightly Unlikely	Quite Unlikely	Extremely Unlikely	Mean	SD
	Using electronic law information resources in my research would enable me to accomplish tasks more quickly.	120 56.1%	53 24.8%	37 17.3%	2 .9%	1 .5	-	1 .5	6.33	.908
	Using electronic law information resources would improve my learning and research performance.	95 44.4%	56 26.2%	57 26.6%	6 2.8%	-	-	-	6.12	.901
	Using electronic law information resources in my research would increase my productivity	63 29.4%	63 29.4%	74 34.6%	14 6.5%	-	-	-	5.82	.934
	Using electronic law information resources would enhance my effectiveness in my studies	59 27.6%	55 25.7%	63 29.4%	37 17.3%	-	-	-	5.64	1.065
	Using electronic law information resources would make it easier to do my work.	92 43.0%	85 39.7%	32 15.0%	5 2.3%	-	-	-	6.23	.788
	I would find electronic law information resources useful in my studies.	66 30.8%	96 44.9%	43 20.1%	9 4.2%	-	-	-	6.02	.825

The perceived usefulness of electronic law information resources to the postgraduate law students as shown in Table 5 which revealed that most of the respondents 120(56.2%) are extremely likely while 53(24.8%) are quite likely to use electronic law information resources because they believed that using them in their research would enable them to accomplish tasks more quickly. Also, 95(44.4%) respondents perceived that it is extremely likely that using electronic law information resources would improve learning and research performance. The least number of the respondents indicated that they would find electronic law information resources useful in their studies.

Behavioural intention to use electronic law information resources
Table 6 presents data on behavioural intention of postgraduate law students to use electronic law information resources.

Table 6: Behavioural intention to use electronic law information resources

S/N	Behavioural intention	A	U	D	Mean	S.D
a.	In future, I intend to use electronic information resources in law for research	204 95.3%	8 3.7%	2 0.9%	4.25	.673
b.	I will use electronic law information resources if given the opportunity to do so.	190 88.8%	22 10.3%	2 0.9%	4.22	.777
c.	I will increase the use of electronic law information resources in learning and research.	107 79.4%	43 20.1%	1 0.5%	4.04	.916
d.	In future, I wish to access electronic information resources to acquire more information concerning current trends in legal practices.	149 69.7%	55 25.7%	10 4.7%	3.92	.879
e.	I intend to recommend the use of electronic law information resources to other law graduates because it is very useful for research.	149 69.7	56 23.0%	3 1.4%	3.73	965
f.	I have no objection to the use of electronic law information resources for legal research.	127 59.3%	67 31.3%	20 9.3%	4.23	1.016
g.	I do not have any intention to use electronic law information resources for learning and research.	178 83.2%	22 10.3	14 6.5%	4.14	.814
h.	I will stop using the electronic law information resources for learning and research because they are not beneficial at all	182 85.0%	25 11.7%	7 3.3%	3.97	.978
i.	I will not stop using electronic law information resources for learning and research activities	149 69.6%	51 23.8%	14 6.6%	3.61	.544

Table 6 revealed that the majority of the respondents 204(95.3%) indicated the intention to use electronic law information resources for research while 190 (88.8%) would use them if given the opportunity to do so. About 69.6% which constituted the least number of respondents manifested the intention not to stop using electronic law information resources for learning and research. The result, therefore, indicated that the postgraduate law students in the selected universities had good intentions to use electronic law information resources for academic and research activities.

Discussion of the findings
Types of electronic law information resources used by postgraduate law students
The study found that LexisNexis, Westlaw and e-journals were some of the electronic law information resources that postgraduate law students were familiar with and used. Other electronic law information resources used by the

postgraduate law students in the selected universities included JSTOR, Law pavilion, and e-books. This finding implies that the postgraduate law students in UI, OOU and OAU were very familiar with electronic law information resources like LexisNexis, WestLaw and electronic law journals which they used in their academic and research activities. This study corroborates Olorunfemi (2015) which observed that legal sources and databases can be used to access judicial decisions electronically stored through ICT facilities. These law databases include LexisNexis, Westlaw, Legalpedia, Law Journal Online, Compulaw, Hein Online, JSTOR, Law Pavilion, and Find Law among others.

Frequency of use of electronic law information resources by postgraduate law students
The study found that LexisNexis, e-books, Law Pavilion, Legalpedia and e-journals were the most frequently used electronic law information

resources by the postgraduate law students, as they were used on daily basis or at least twice in a week. Legalpedia, electronic law journals, law portals and Google Scholar were also used frequently by some of the postgraduate law students. However, Findlaw was the least frequently used electronic law information resources. The findings are in line with those of Anyaogu and Mabawonku (2014) in their study on legal information resources availability and utilization by law lecturers. They also agree with Olorunfemi (2015) position that postgraduate law students are expected to utilise electronic law libraries to access the law sources and resources for legal research. The law databases and Internet are fundamental and relevant to lawyer education. Likewise, Afro and Lamptey (2012) found that law lecturers have diverse information needs and they rely greatly on electronic law information resources, law reports, law journals and textbooks.

Perceived usefulness of electronic law information resources to postgraduate law students

The study revealed that perceived usefulness of electronic law information resources by the postgraduate law students was high. Most of the students were likely to use electronic law information resources because they believed using it in their research would enable them to accomplish tasks more quickly. Also, it was perceived by many that using electronic law information resources would improve learning and research performance; while they would find electronic law information resources useful in their studies. This finding is an attestation to the fact that users are more likely to use electronic law information resources if they perceived it to be very useful for their academic and research activities. This is supported by Madhunsundhan (2009) which highlighted the use of electronic resources by students and researchers of some universities in Bangladesh. The study reported that researchers and scholars perceived electronic resources as very important tool in accessing information.

Behavioural intention of postgraduate law students to use electronic law information resources

The study revealed that postgraduate law students

exhibited behavioural intention to use electronic law information resources for research in future. They also would use electronic information resources if given the opportunity to do so, while they would not stop using the resources for learning and research activities. Thus, the study established that postgraduate law students in the selected universities had good intentions to use electronic law information resources for academic and research activities. This is in line with the position in Masrom (2007) and Venkatesh and Morris (2000) that perceived usefulness has a positive and significant influence on individual behaviour governing one's intention to use a technology.

Conclusion

Electronic law information resources have gained more popularity among postgraduate law students in Nigerian universities. Postgraduate law research students depend greatly on information for their research and academic activities, hence the use of electronic resources. The postgraduate students frequently used electronic information resources like LexisNexis, law e-books, law pavilion, and others. This could be attributed to their perceived usefulness and behavioural intention to use the electronic law information resources. It was established that perceived usefulness and behavioural intention have significant relationship with use of electronic information resources by postgraduate law students in selected universities in South-west Nigeria.

Recommendations

The following recommendations are made based on the findings of this study:

1. In view of the finding that non-utilization of some of the electronic law information resources was due to absence of subscription to them, the university libraries are enjoined to facilitate access to electronic law information resources by subscribing to full text law databases. This will encourage the postgraduate law students to use them more often than before. It will also help to overcome the high cost of accessing electronic law information resources through personal subscription which some of the students cannot afford.

2. University libraries should ensure sustained

availability of electronic law information resources in the library in adequate number.

3. University libraries should also promote and enhance the intention to use available electronic information resources in the library by engaging in sensitization programme and raising the level of awareness of students about electronic law information resources available in the libraries. Such publicity can be carried out through the official bulletin of the university, creating access link to the law resources on the library and university websites, as well as through the individual student mailing group.

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