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Bushra Mansha Mrs.
University of the Punjab, Lahore., bushra.arch@pu.edu.pk

Muhammad Shahzad Chaudhry Dr.
Government College University, Lahore Pakistan, almoeed@hotmail.com

Imran Ghaffar Sulehri Mr.
Pakistan Institute of Fashion and Design, Lahore., igsulehri@hotmail.com

Mudassar Zafar Bhatti
University of Central Punjab, Lahore., mudassar.zafar@ucp.edu.pk

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Dr. Muhammad Shahzad Chaudhry (Corresponding Author)

Government College University, Lahore. almoeed@hotmail.com

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Abstract

In any society and institution the libraries play an important role in nation building and to create knowledgeable society. Law students during their whole life try to read and locate the relevant references related to their cases. Therefore, they are considered the information literate and able to locate the relevant information. During the studies, libraries and their professional usage make the law students able to locate their needed information from anywhere using their skills and abilities acquired during the studies. This study is conducted by following the quantitative research method and the population of the study was law students. Results reflect that majority of law students are aware of the available resources within their institutional libraries and they possess the skills to locate their needed information. Moreover, their purpose to the visit the libraries is the study purposes and they have basic level information needs. They also use digital resources and able to search the resources with good skills. This study will inform about the information behaviors of the law students.

Key Words: Law Students, Library Use, Awareness Level, Skills Level, Digital Resources

1. Background of the Study

Now a days, in any societies the information is considered as an important element for socio-economic, socio-political and cultural development. Whiteworth (1997) said that human civilizations is moving towards information, this age could be called as an information age. This transformation of society has been increased, grown as well as utilization of information is increased. Now societies are information dependent and information has become source for

development at all levels. These societies could be called information societies and used information effectively in all activities of their lives. It is therefore, the information societies need such individuals who can find, and locate information effectively for their use as well as they are independent, confidents, and self-regulated learners equipped with lifelong learning capabilities.

Riedling (1998) said that the extensive growth of information had increase the need to develop skills to get and use information effectively. Lenox and Walker (1992) stated that data has been originated in variety of resources such as personal computers, books, personal discussions and many other resources. Information literate students are able to become independent learners. They could easily refine their exact information needs and which resources will be suitable for fulfillment of their required information needs. They could work in independently and use their creative abilities for finding required information. These students would be able to work in group as a group member or individually.

Law students are consider the information literate and they lay significant role in establishing the peaceful societies. Law schools of United State were failed to prepare the law students for law practice. The law students were failed in practice of law because there were some deficiencies in education and information literacy skills which were being delivered to law students (Armond and Nevers, 2011; Callister, 2003; Hackerson, 2010). There was no proper planning about what would be taught to students for legal research (Chiorazzi and Condit, 2011; Kim-Prieto, 2011).

Libraries in any society are considered as the information hubs. In academic institution availability of the libraries are sign of knowledge which possess the relevant resources for fulfilling the information needs of their users. Therefore it is needed to explore the usage of libraries by law students, their awareness level about the available resources in their libraries and their skills to

find out their relevant information through proper searching techniques. So, this study will inform to the readers about the law students and the libraries because both play an important role in making the society peaceful through their existence.

2. Objectives of the Study

The main objectives of the study are:

- To explore awareness level of Law students about their institutional libraries and their resources.

- To find out the major purposes for which the libraries are being used by the Law students.

- To assess usage and level of skills possessed by Law Students to handle the libraries and their resources.

- To explore the searching skills of Law students to locate their needed information.

3. Literature Review

Hundred years ago, it was said that people were proficient and could compose their names and also could discuss ideas in basic writings. The information was generated mostly in print form at that time for example in books, daily newspapers and magazines. Verification of information was depended upon the people who decoded information (Bishop, 2003). Patterson (2009) found that post graduate students mostly used basic searching techniques rather that advanced searching technique. They were used internet for fulfillment of their information needs.

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Nierstheimer et al. (2000) stressed that teachers or instructors should taught or instill information literacy skills among students because it is the need of hour that every individual should be information literate. Few specialists also mentioned that the mostly students of 1990s were not superior from the students of 1980s but there were some institutions where information skills have been taught. Implementing information literacy skills needs a sensible exercise for learning. To accomplish this, an examination of different information literacy models that have showed up for in the course of recent years is required.

Balog and Siber (2016) revealed that students were mostly used online resources to fulfill their information needs. They mostly used Law webpages to obtain their desired information. The students used three resources TV, Radio and Internet for information. Majority of the students were not familiar about the physical collection of the libraries because they visited library rarely.

Mahmood (2013) concluded that students were more expert in basic searching skills but they had less knowledge about the advanced searching skills. He suggested that higher authorities should take measures to implement effective information literacy programs for all levels of education. Rafique (2014) pointed out that faculty members rarely visit the library, and it is the dire need to express them about the resources and value of the libraries at their university. Hamid and Ahmad (2016) revealed that users appreciated the user education programs which were being offered by library. They suggested that user education programs should be incorporated in their curriculum and library should organize more formal trainings for user education programs.

Ullah and Ameen (2014) concluded that information literacy skills at medical college libraries in Pakistan were at their infancy stage. The libraries were offered only orientation to new comers of college. There were only a few medical colleges where information literacy skills were offered at research stage of medical students.

Ullah and Ameen (2016) identified the barriers to implement information literacy instruction programs in medical colleges of Pakistan using explanatory sequential mixed methods research design. They identified twelve barriers. Lack of trainings, and lack of policies for information literacy instructions are the most significant problems indicated by both public and private sector medical librarians. Hussaini, Vashistha and Jimah (2018) said that female students use more library as compare to male students as well as majority of students are well aware with their library resources which also impact the use of library at NIMS University. Further, majority of students visit library to consult books, e-books, magazines and newspapers.

Taala, Franco and Teresa (2019) elaborated that library literacy programs enable students to search and consume information needed to them for their study purposes and it also empower them to handle the fake information.

Olaniran (2020) prescribes that library and literacy are not two different things in the society and the society draw literacy from the libraries. Burhansab, Batcha and Ahmad (2020) prescribed that students often visit the library and their major purpose to visit the libraries is issue-return the books while a big number of students are not well aware with the available resources and services of their libraries.

Zan, Colaklar, Altay and Taskin (2021) narrated in their study that in the current age digital skills are very important university students and those students who have better digital skills can better use the library resources.

4. Research Design and Methodology

Quantitative research approach for the present study is being followed. Quantitative research approach is considered suitable for quantifying the individual's beliefs, attitudes and behaviors towards a phenomenon as well as survey research design is suitable method for quantitative research approach. The population of this study consisted on all currently enrolled students of LLB and LLM from Law colleges of Lahore. Currently there are 9 Law colleges in Lahore and total strength of these colleges' enrolled Law students is 25,000.

Table 1: Names of Law Colleges, Lahore

Sr. No	Names of Law colleges, Lahore
1	National Law College
2	Punjab Law College
3	Pakistan Law College
4	School of Law
5	Punjab University Law College
6	Superior Law College
7	Lahore Law College
8	Hmayet-e-Islam Law College
9	Toppers Law College

The researchers adopted convenient sampling technique for selection of participants. The reason behind the adaptation of convenient sampling was that random sampling or stratified random sampling was not possible due to accessibility issues. For random sampling it is necessary that the population must be identifiable and listed. It is impossible for researchers to get all

population as a listed in hand due to accessibility issues. The convenient sampling was done due to issues in sample accessibility and the time limitation. Convenient sample is the selection of participants on the base of access, expediency, cost, efficiency and other reasons (Teddlie & Tashakkori, 2009).

A sample size of 383 is drawn from the total population, with 95% confidence level and 5% confidence interval (margin of error), by using online sample calculator ("*Survey monkey,*" 2017). The researchers proposed to use self-structured questionnaire for data collection from respondents because no any already use tool was found from the literature. The researchers used their personal contacts in reaching to the participants of the study. An introductory explanation was given to the respondents to obtain valid responses. There were 315 questionnaire distributed among students, the researchers succeeded in receiving 267 questionnaire from the participants. The response rate percentage was 84.76%. The researchers distributed 35 questionnaires in each targeted Law College.

5. Data Analysis

Data analysis and interpretation of data is start when data collection is completed. The collected data was coded and entered into SPSS (Statistical Package for Social Sciences) 22nd version. After data entry, the data was analyzed by applying descriptive statistics. Descriptive statistics were utilized for description of data such frequencies and cumulative percentages.

5.1 Demographic Information

The demographic information includes level of education, gender and age of respondents.

Table 2: Level of Education

Study program	Frequency	Percent	Cumulative Percent
L.L.B	233	87.2	87.2
L.L.M	34	12.8	100.0
Total	267	100.0	

The statistics showed that researcher received total 265 questionnaires in response. There were 87.2% students belongs to L.L.B program and only 12.8% were from L.L.M study program.

Table 3: Gender of Respondents

Students gender	Frequency	Percent	Cumulative Percent
Male	195	73.4	73.4
Female	72	26.6	100.0
Total	267	100.0	

The statistics showed in table 3 that gender wise participation as per data collected was 73.4% belongs to male and 26.6% from females.

Table 4: Age of Respondents

Students age	Frequency	Percent	Cumulative Percent
16-20	17	6.4	6.4
21-25	192	71.9	78.3
26-30	41	15.7	94.0
31-35	17	6.0	100.0
Total	267	100.0	

There were 6.4% belongs to age group 16-20, 71.9% from 21-25 age group, 15.7% were from 26-30 age group, 6.0 % from 31-35 age group.

5.2 Students' Library Usage

The respondents were asked about library usage.

Table 5: Library Visit

Library visit	Frequency	Percent	Cumulative Percent
Very Frequently	53	19.9	19.9
Frequently	105	39.0	58.9
Less Frequently	31	11.6	70.5
Rarely	78	29.5	100.0
Total	267	100.0	

According to data in table 5 about the question that how many times do you go to college library the answer were punched under the likert scale, such as 19.9 % stated they went to the college library very frequently, 39.0% frequently goes to the library, 11.6 % less frequently used the library and 29.5% rarely used to go to the library respectively. Thus, it showed frequently library users were high; there were 158 out 267 respondents who visited library frequently or more.

The question was asked that what the purpose of the use of library was; according to the above tabulated data the following outcomes were received. For study purpose 62.5%, official use 15.7%, for recreational purpose 15.8% and 6.0% used library for research purpose. And only 6% uses the library any other purpose respectively. Thus, the majority of the library users consult the library only for study purpose. There were 167 out of 267 participant used the library for study purpose.

Table 6: Purpose of Library Use

Purpose of library use	Frequency	Percent	Cumulative Percent
Study	167	62.5	62.5
Official	42	15.7	78.2
Recreational	40	15.8	94.0
Research	16	6.0	100.0
Total	267	100.0	

Table 7: Awareness about Library Resources

Awareness about library resources	Frequency	Percent	Cumulative Percent
Yes	158	58.8	58.8
No	96	35.6	94.4
Do not know about library resources	13	4.6	100.0
Total	267	100.0	

According to the data in table 7, the question was asked about the awareness of library resources, 58.8% stated yes and 35.6% said no and 4.6% respondents don't know that library has resources. Thus, the majority of the respondents said yes; they were aware about the library resources. The total 158 out of 267 respondents were aware about the college library resources.

Table 8: Level of Needed Information

Level of information	Frequency	Percent	Cumulative Percent
Basic	120	44.6	44.6
Moderate	125	46.4	91.0
Advanced	22	9.0	100.0
Total	267	100.0	

From the above data 44.6% respondents stated that they needed basic level information, 46.4% needed moderate level information, and 9% needed advance level information respectively. Thus, majority of the law students used the library for basic and moderate level information need instead of advance level information need.

5.3 Cataloguing Skills

The researcher was asked about cataloguing skills from law students.

Table 9: Familiar with Online Public Access Catalogue (OPAC)

Familiar with OPAC	Frequency	Percent	Cumulative Percent
Yes	148	55.1	55.1
No	119	44.9	100.0
Total	267	100.0	

The question asked to the respondents that are they familiar with online public access catalogue, 55.1% stated yes and 44.9% said no.

Table 10: Sources Use to Learn about OPAC

Sources	Frequency	Percent	Cumulative Percent
Training session	41	15.4	15.4
Internet	83	30.7	46.1
Friends	143	53.9	100.0
Total	267	100.0	

From the above tabulated data 15.4% marked that they attended training sessions in their colleges, 30.7% marked internet as learning tool for online public access catalogue and 53.9% learned about OPAC from their friends. Thus, the majority of users learn about OPAC by their friends. The total 143 out of 267 respondents learn about OPAC by their friends.

5.4 Ability to Find Relevant Information

The respondents were asked about their abilities to find relevant information according to their exact need. The statistics in table 11 showed that total 18.4% respondents were expert, proficient were 26.6%, similarly 43.1% were good, basic were 9.4% of the total population and 1.9% had no skills respectively to find relevant information from library. Thus, the majority of the respondents have good skills to find out the relevant information from library. The total 116 out of 267 respondents have good skills to find out relevant information from their college library.

Table 11: Information from Library

Level	Frequency	Percent	Cumulative Percent
Expert	49	18.4	18.4
Proficiency	72	26.6	44.0
Good	116	43.2	87.2
Basic	25	9.4	98.6
No skill	5	1.4	100.0
Total	267	100.0	

The statistics showed in table 12 that total 15.7% respondents were expert, proficient were 27.3%, similarly 37.1% were good, basic were 12.1% of the total population and 6.8% had no skills respectively to use OPAC. The majority of the respondents have good skills to use OPAC. The total 99 out of 265 respondents have good skills to use OPAC.

Table 12: Skills Level to Use OPAC

Skills level	Frequency	Percent	Cumulative Percent
Expert	42	15.7	15.7
Proficiency	72	27.3	43.0
Good	99	37.1	80.1
Basic	34	12.1	93.2
No skill	18	6.8	100.0
Total	267	100.0	

The statistics showed in table 13 that total 15.7% respondents were expert, proficient were 24.7%, similarly 28.5% were good, basic were 21.3% of the total population and 10.3% had no skills respectively to use author entry/call number in OPAC. Thus, the majority of the respondents have good skills to use author entry/call number in OPAC. The total 77 out of 265 respondents have good skills to use author entry/call number in OPAC.

Table 13: Use of Author Entry/Call Number in OPAC

Level	Frequency	Percent	Cumulative Percent
Expert	38	14.2	14.2
Proficiency	67	24.7	39.9
Good	77	28.5	67.4
Basic	57	21.3	89.7
No skill	28	10.3	100.0
Total	267	100.0	

Table 14: Use of Keyword Searching in OPAC

Keyword searching	Frequency	Percent	Cumulative Percent
Expert	60	22.5	22.5
Proficiency	63	23.2	46.7
Good	82	30.3	76.0
Basic	37	13.8	90.8
No skill	25	9.2	100.0
Total	267	100.0	

The statistics showed in table 14 that total 22.5% respondents were expert, proficient were 23.2%, similarly 30.3% were good, basic were 13.8% of the total population and 9.2% had no skills respectively to use keyword searching in OPAC. Thus, majority of the respondents have good skills to use keyword searching in OPAC. The total 82 out of 267 respondents have good skills to use keyword searching in OPAC.

Table 15: Use of Search Engines (Google, Yahoo)

Level	Frequency	Percent	Cumulative Percent
Expert	46	17.2	17.2
Proficiency	78	28.8	46.0
Good	88	32.6	79.6
Basic	44	16.3	95.9
No skill	11	4.1	100.0
Total	267	100.0	

The statistics showed in table 15 that total 17.2% respondents were expert, proficient were 28.8%, similarly 32.6% were good, basic were 16.3% of the total population and 4.1% had no skills respectively to use search engines (Google, Yahoo). The majority of the respondents have good skills to use search engines. The total 88 out of 267 respondents have good skills to use search engines.

The statistics showed in table 16 that total 14.6% respondents were expert, proficient were 30.0%, similarly 34.8% were good, basic were 15.5% of the total population and 4.1% had no skills respectively to use databases. The majority of the respondents were good and proficient to use databases. The total 94 out of 267 respondents have good skills to use databases.

Table 16: Level to Use of Databases

Level	Frequency	Percent	Cumulative Percent
Expert	39	14.6	14.6
Proficiency	81	30.0	44.6
Good	94	34.8	80.4
Basic	42	15.5	95.9
No skill	11	4.1	100.0
Total	267	100.0	

Table 17: Level of Use of HEC Digital Library

Level	Frequency	Percent	Cumulative Percent
Expert	40	14.9	14.9
Proficiency	54	20.2	35.1
Good	89	33.2	68.3
Basic	64	23.3	92.6
No skill	20	7.4	100.0
Total	267	100.0	

The statistics showed in table 17 that total 14.9% respondents were expert, proficient were 20.2%, similarly 33.2% were good, basic were 23.3% of the total population and 7.4% had no skills respectively to use HEC Digital Library. The majority of the respondents have good and basic skills to use HEC Digital Library. The total 89 out of 267 respondents have good skills to use HEC Digital Library.

Table 18: Applying the Advance Search Option to Limit Search

Level	Frequency	Percent	Cumulative Percent
Expert	58	21.7	21.7
Proficiency	56	20.6	42.3
Good	102	37.8	80.1
Basic	38	14.2	95.3
No skill	13	4.7	100.0
Total	267	100.0	

The statistics showed that total 21.7% respondents were expert, proficient were 20.6%, similarly 37.8% were good, basic were 14.2% of the total population and 4.7% had no skills respectively to apply advance search option to limit search. The majority of the respondents have good skills to apply advance search option to limit search. The total 102 out of 267 respondents have good skills to apply advance search option to limit search.

Table 19: Locate Websites to Fulfill Information Need

Level	Frequency	Percent	Cumulative Percent
Expert	42	15.7	15.7
Proficiency	72	26.2	42.9
Good	100	37.2	80.1
Basic	41	15.4	95.5
No skill	12	4.5	100.0
Total	267	100.0	

The statistics showed that total 15.7% respondents were expert, proficient were 26.2%, similarly 37.2% were good, basic were 15.4% of the total population and 4.5% had no skills respectively to locate websites to fulfill their information need. The majority of the respondents were have good skills to locate websites to fulfill their information needs. The total 100 out of 267 respondents have good skills to locate websites to fulfill their information needs.

6. CONCLUSION

The findings revealed that most of the respondents were from L.L.B study program. There were 86.9% students from L.L.B program and only 12.4% were from L.L.M study program. Majority of the participants were male. They respond that they visited college library frequently only for study purposes rather than any other purpose. They have awareness about their college library resources. The results indicated that majority of the respondents were visited library to fulfill their basic level information need rather than advance level information need. The law students visit library frequently for study purposes rather than any other purposes. They are aware about library resources and used these resources to fulfill their desired information need. Students visit library to fulfill their basic level of information needs. The inferences reveal that a large number of students do not have good information literacy skills. A majority of law students are not capable of basic searching skills in catalogs and databases. Furthermore, they are not able to device good searching strategies and to use proper subject terminology in order to access needed information resources.

It can be concluded that students were able to identify their needs for information and gave priority to factors that helped them to achieve their goal. While using information, the preferred method by the respondents was identifying important point compared to using questions related to topic. However, questions were used to decide that the information they gained was enough. The

method of using of questions while using information should be introduced to the students to ensure that the use of information is accurate. Basic library skills are not fully possessed by the students. They cannot extract proper information, most of students do not know how to searching in the computer.

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