

***e*-Library Use and Information Behaviour of Undergraduate Law Students in Delta State University, Oleh**

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Abstract The information behaviour of undergraduate law students was studied using a descriptive survey design with the aid of a self-structured, validated and reliable questionnaire as a tool for data collection. The population of the study consist of all undergraduates law students in the Delta State University Faculty of Law Oleh Campus, Nigeria where a sample of 315 students were randomly selected from all levels of study. A reliability coefficient of 0.78 using the Cronbach Alpha (α) was obtained. Results from the study revealed that the main purpose of the use of e-library Internet includes research, retrieval of legal information and to gain access to online law database. The range of the extent of use was from moderate to large and this was done most of the time. Google, Internet archive and database, and Yahoo were the most preferred information search strategies. The most influential factors to the use of the e-library Internet were the personal ownership of e-gadgets and non-availability of online learning/discussion for legal art. Lack of information literacy, ICT facility operational skills and impatience due to slow network connectivity were the most important constraints encountered by e-library users. The tested hypotheses showed that there was a positive relationship amongst frequency, extent and factors influencing use of Internet and a negative relationship for constraints with aforementioned factors which may have contributed to a reduction in use extent. Four percent influence of the constraints on the use of the e-library Internet resource was recorded. Recommendations were put forward also following findings.

Keywords *e*-Library, Internet accessibility, Use, Information behaviour, Law, Undergraduates

1. Introduction

1.1. Background of the Study

The e-library provides a wide range of products and services to its clientele spanning across several fields of disciplines. It is a 21st century quick-access tool for information and a major essence of the utilization of libraries in institutions of learning and research. Candela in Akpoghome and Idiegbeyan (2010) said the e-library takes a central place in information provision. It is a host for Internet access, information retrieval, data management amongst others. Basically, intellectual academic research is carried out in the e-library. Its importance in the repository, retrieval and use of information is vital to the practice of law in schools. As opposed to print media repository in an academic library, the e-library sometimes called the virtual library is a repository of digital forms of information for consumption by its users. The e-library in law faculties is the store house

of a large amount of legal reports, legal databases, and online law journals among others.

Information plays a very vital and crucial role in the academics for the undergraduates. Information search is carried out towards satisfaction of physiological and affective needs which may be most relevant to learning by students (Wilson, 2006). Nadzir (2015) said variations occur in information behaviour among information seekers according to the specifications in information needs and the kind of perceived information gap which exists within. Undergraduates in Nigerian Universities have a lot of need for information for their learning (Okoh & Ijiekhuamhen, 2014) which influences their information behaviours. Information behaviour is defined as the totality of human behaviours in relation to the sources and channels of information, (both active and passive information seeking) and information use. Thus, it includes the face-to-face communication with others, as well as the passive reception of information as in, for example, watching TV advertisements, without any intention to act on the information given (Wilson, 2000).

The Internet is seen today as one most powerful tool for information storage and retrieval which can be accessed in a click. Otolu (2016) posited that the Internet which is one

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major tool for globalization had influenced the use and seeking of information in libraries, indicating that information behaviour has been impacted by the use of the Internet. A range of commercial information sources in public domains is readily available on the Internet including discussion forums, bibliographical databases, preprints, journals, technical reports, biographies, directories, teaching/training materials, data archives and library catalogues (Remy and Vijayakumar, 2015).

It is of utmost importance that the accessibility and utilization of e-libraries be reviewed. Legal professionals who are actively involved in the salvaging of the human race and law undergraduates who will be inducted into the bar require a repository of a pool of legal information in both print and non-print forms. A lot of research is needed to improve law undergraduates to be acquainted with the procedures involved and most especially in the practice of international law. Much is expected to be known in foreign legal practices, and thus, accessibility to available information in the e-library content via the Internet is crucial in this context of the learning process. The access to update information of legal kind within and around the globe is essential in teaching and learning of law. Therefore, an extensive examination of the information behaviour of law students can be necessitated.

1.2. Historical Background of Delta State University

The Delta State University, Oleh is the one of the campuses of the state-government owned university whose main campus is located in Abraka and Anwai-Asaba of the state. It is popularly referred to as DELSU and currently has a student population of over 30,000. The university offers degree, diploma and certificate programmes in various disciplines with a student/staff counselling centre and several e-learning centres of which one is located in the Oleh campus where the study was carried out. The Oleh campus hosts the faculties of Law and Engineering while others faculties are spread across the two other campuses. The institution is accredited by the National University Commission (NUC), Abuja, Nigeria. Historically, the university stated as a Centre for Education, for the training of teachers, then became a College of Education from 1971 – 1981, and subsequently as a Faculty of Education under the then Bendel State University, Ekpoma and in 1992 it was inaugurated as an independent institute of learning. The e-Library was set up in Oleh to support teaching and learning.

1.3. Objectives of the Study

The study set out to determine the impact of the use of the Internet resource available at the e library of the Faculty of Law at the Delta State University, Oleh, However, specifically, the study tends to find out the following;

1. Purpose of use of e-library Internet.
2. Extent of information search using the Internet resource in the e-library
3. Frequency of use of e-library Internet

4. Factors influencing use of e-library
5. Constraints on the use of Internet resource at the e-library
6. Strategies employed to seek for information on the Internet.

1.4. Research Question

RQ₁: What is the information behaviour of undergraduate law students with respect to their use of Internet in the e-library?

RQ₂: How do the constraints to use influence the use of Internet in the e-library?

RQ₃: Do constraints to use of the Internet contribute to the extent, frequency and influential factors of use?

1.5. Hypothesis

HO₁: There is no significant relationship among extent, frequency and constraints to use of Internet resource in e-library in Delta State University, Oleh.

2. Literature Review

2.1. Conceptualizing Information Behaviour among Students

Rowley and Urquhart (2007) asserted that the students' information behaviour is quite diffusing and it is difficult to draw conclusions. However, two main aspects are relevant to the study of information behaviours; patterns of use of information resources and attitudinal responses that follow the use which is judged behaviourally. They revealed that information behaviour focuses on three central points as listed below

1. Information seeking and searching;
2. Examining disciplinary differences in information seeking and usage, and
3. Looking at information behaviour in a wider context that often includes learning and teaching.

Bates (2010) referred to information behaviour as a terminology used in many ways in which humans interact with information. These include patterns for which information is sought and utilized. It is an art in the library and information science that seeks to understand the relationship between humans and information (Savolainen, 2007). These behaviours include information seeking and gathering as well as information needs and use. Case (2006; 2007) reported that information behaviour clearly describes how humans seek, manage, need, give and use information at their disposal at the different contextual basis. It can be described hence as information-seeking or human information behaviour concisely (Fisher *et al.*, 2005).

Although, the idea of information behaviour was coined during the late 1990s, its root can be traced back to the concept of information need and/or use which arose during the 1960s. Thus, information behaviour encompasses intentional and unintentional information seeking.

Information seeking has been defined as a conscious effort to acquire a particular information in an attempt to fill a perceived knowledge gap while information need is the recognition that one's knowledge is inadequate to satisfy a particular goal (Case, 2007).

2.2. Internet use by Undergraduates in Universities

Saleh and Large (2011) said students prefer to approach other people as information channels to guide them to relevant information that is appropriate to the project task. However, several studies have revealed that apart from just meeting people, the Internet is the most visited for information needs. Okon (2010) reported the accessibility of the Internet by undergraduates in three Nigerian Universities. The extent and level of access to the Internet were investigated using a questionnaire survey in the Universities of Calabar and Uyo and the Rivers State University of Science and Technology, Port-Harcourt. Findings revealed that the Internet is extensively utilized, although there was an inequitable access as some undergraduates relied on commercial or private cybercafé.

Otunla (2013) study examined the access and use of Internet among undergraduate students of Bowen University Iwo, Osun state, Nigeria revealed that all respondents accessed the Internet through their mobile phones and from the University Digital Centre. None was found to be using the library Internet facilities. Respondent used the Internet for academic purpose. Constraints identified included slow Internet connectivity, non-availability of Internet connectivity, slow downloading and regular breaking down of Internet services on campus.

Aminu (2014) investigated the Internet search pattern of students and found that female undergraduates of the Ahmadu Bello University, Zaria use Google and Yahoo as their major search engines. On the other hand some use social networks for sending and retrieval of information from the Internet. A very low patronage was recorded for other search engines like Alvista, Directires, Ask.com and Dogpile. However, the most frequently used ones indicated limitations in knowledge and skills for other search engines. The lack of appropriate search skills for information hindered their use of the Internet. He found that the availability of electronic gadgets like i-pods, pads, mobile phones, and other communication devices including WiFi/Hotspots networks and cybercafés within localities influences use of Internet within the university premises.

Adekunmisi et al. (2013) survey of Olabisi Onabanjo University revealed that students can spend 1 – 2 hours daily on the Internet carrying out research and other academic works. Eighty-five percent of the undergraduates asserted that slow and irregular Internet connectivity which delays downloading of relevant materials and 26.5% claimed that slow Internet access speed and poor computer skills are factors influencing the use of the Internet.

Odede and Enakerakpo (2014) in their study using 237 library and information science students from Delta and Edo

States of Nigeria revealed that acquisition of ICT skills among undergraduate students influence their extent of use of the Internet. The results revealed that the purpose of use of Internet includes, sending e-mails, chatting, downloading of documents, browsing, reading online, paying for school fees and doing course registration on the Internet.

2.3. Information Behaviour of Undergraduate Students

Shakeel-Ahmed and Vinayagamoorthy (2013) examined the information behaviour of students in a business school at the academic city of Dubai, United Arab Emirates in an attempt to determine the sources consulted and the students' pattern of gathering information using a descriptive survey. Data were collected using a structured-questionnaire administered to 2003 students randomly selected from 18 universities and colleges. Their findings showed that academic related information was the main reason for the need of information; Internet resources and/or electronic resources are the most relevant source of the academic information.

Nadzir (2015) asserted that having computing skills is relevant in students' course and with the emergence of the recent information technology, the access to information has been much easier. He investigated the use of information in a School of Computing at the University of Utara, Malaysia with the aim of finding out their information behaviour. Using a sample of 170 undergraduates with a self-structured questionnaire, found that academic information was the most searched after for the completion of academic tasks. Google search was the most used search engine.

Baro *et al.* (2010) in their study of undergraduates in humanities of three universities, using observational, interview and questionnaires to retrieve information found that students use information sources like journals, the Internet, textbooks and humans as a primary source of information. Some of the most preferred search strategies include starting, browsing, chaining, differentiating, extracting, and monitoring.

Ajiboye and Tella (2007) set out to examine the information seeking behaviour of undergraduates at the University of Botswana, Gaborone, in an attempt to find out the sources consulted and the patterns of gathering information using 2000 students from six faculties. Results from the study revealed that academic information is the most sort after and the Internet was the predominant search strategy used.

The study of Okoh and Ijiekhuamhen (2014) investigated the information seeking behaviour of undergraduate students of the Federal University of Petroleum Resources (FUPRE), Ogbomoron. The findings revealed that the respondents used print media, google, library materials and social media as a major resources of research. Their constraints included lack of computer skills, lack of relevant search skills, and irregular electricity supply as factors affecting information seeking behaviour.

Chaura (2015) revealed from his investigation of 254 final

year students of the Mzuzu University, Malawi that most of them relied heavily on the Internet (64.6%) as their source of information, whilst 56.2% used search engines like Google, and the OPAC (45%). When searching for information, the majority of students did not use truncation (98.3%) or Boolean logic (98.8%).

3. Methodology

This study employed a descriptive survey design, with a self-structured, validated and reliable questionnaire as a tool for data collection. The structured questionnaire was drafted after reviewing the literature with the aim of answering research questions. The population of the study consisted of all 523 undergraduate law students in the Delta State University, Oleh Campus and a sample of 315 students (60% of the population) was randomly selected from all the levels of study. A reliability coefficient of 0.78 using the *Cronbach Alpha* (α) was obtained using 20 undergraduate students of Engineering Faculty in the same institution. Data was collected offline within two weeks period in the months of March, 2017 by administering the questionnaire by hand to respondents. The 268 (85.2%) return were found useful for further analysis using the IBM SPSS Version 22.0 software.

4. Results and Discussion

This section presents the results of the data collected and analysed. It discusses the personal information of the respondents and the inferential statistical analysis which focuses on the research questions and hypothesis set for the study.

Demographic Data of Respondent

Tables 1 - 5 showed the personal information of respondents. From the data analysed for demographic characteristics, 48 (18%) of the respondents was in their first year (100 level) in undergraduate studies, while 64 (24%) were in second year (200 level), 32(12%) third year (300 level), 73(27%) of respondents in fourth year (400 level) and 51 (19%) in final year (500 level). Results showed that majority of the respondent were in the pen-ultimate year (400 level) in school (Table 1). The female respondents were found to be more in number (N = 160, 60%) than the male counterpart (N = 108, 40%) (Table 2). The age-wise distribution showed that 84 (31%) of the respondents were between 15 and 19 years of age affirming majority, 44 (16%) were between 25 to 29 years of age while 12 (5%) were 30 years and above which were a minority (Table 3). In Table 4, a vast number of respondents were found to be single (N = 234, 87%) while the others were married (N = 34, 13%). The religious distribution in Table 5 showed that 92% (N = 246) of the respondents were Christians owing to the fact that the region is Christian dominated. 16 (6%) were Muslims with only a 2% of the African Traditional religion which is a collective term for the indigenous religion or worship

system.

Table 1. Level of study of respondents

S/NO	Level of study	Frequency (N)	Percentage (%)
1	100	48	18
2	200	64	24
3	300	32	12
4	400	73	27
5	500	51	19
Total		268	100

Table 2. Gender-wise distribution of respondents

S/NO	Gender	N	%
1	Male	108	40
2	Female	160	60
Total		268	100

Table 3. Age range of respondents

S/NO	Age Range (Years)	N	%
1	15 – 19	84	31
2	20 – 24	128	48
3	25 – 29	44	16
4	30 and above	12	5
Total		268	100

Table 4. Marital Status of respondents

S/NO	Marital status	N	%
1	Single	234	87
2	Married	34	13
3	Divorced	0	0
4	Widowed	0	0
Total		268	100

Table 5. Religion of respondents

S/NO	Religion	N	%
1	Christian	246	92
2	Muslim	16	6
3	African Tradition	6	2
Total		268	100

The purpose of the use of Internet as shown in Table 6 was found to be similar to the reports filed by earlier researchers in Nigerian Universities and outside the borders of the country. The use of Internet for research (mean = 3.4552, 69%) and other academic activities (mean = 3.4478, 68.9%) corresponds with the findings of Otunla (2013), Odede and Enakerakpo (2014) and Nadzir (2015) who reported academic purpose as the main reason why undergraduates use the Internet. However, on the contrary, the least purpose of use was found to be online downloading (mean = 2.0448, 40.7%) which was followed by use of the Internet to read the news and current affairs. Aminu (2014) found that the ownership of e-gadgets reduced the use of Internet resources within the university environment since some of the

functions of the e-library Internet facilities are accessible using the e-gadgets. This may also have been the reason why downloading, reading news and current affairs online had a much reduced behaviour. The study also revealed that other reasons why undergraduate law students use the Internet

includes sending e-mails (mean = 2.7201, 54%), social networking and chatting (mean = 2.6978, 53%) and since the subjects were law students, visit online law database (mean = 2.7761, 55.5%) supporting the findings of Odede and Enakarekpo (2014).

Table 6. Purpose of use of e-Library Internet

S/NO	Information use purpose	Mean	%	SD	Remark
1	Retrieval of legal and other academic information	3.4478	68.956	.88742	Accept
2	Social networking and chatting	2.6978	53.956	.89635	Accept
3	e-mailing services	2.7201	54.402	1.06706	Accept
4	Reading online legal database available	2.7761	55.522	1.04320	Accept
5	For research purpose e.g. thesis, dissertation or project work	3.4552	69.104	1.05017	Accept
6	Carrying out assignment and classwork	2.5336	50.672	1.06123	Accept
7	Listen to music and watch videos (media and entertainment)	2.5000	50	1.04756	Accept
8	To update knowledge on legal procedures	2.5261	50.522	1.12316	Accept
9	Online downloading	2.0448	40.896	.98198	Reject
10	Read news and current affairs	2.3918	47.836	1.01646	Reject

*Criterion mean = 2.5, N = 268, weighted mean = 2.70, weighted SD = 1.017

Table 7. Extent of information seeking using the Internet resource in the e-library

S/NO	Extent of use of Internet	Mean	SD	Remark
1	Retrieval of legal and other academic information	3.4179	1.51298	ME
2	Social networking and chatting	2.5410	1.16527	ME
3	e-mailing services	2.4552	1.12590	LoE
4	Reading online legal database available	2.9067	1.44651	ME
5	For research purpose e.g. thesis, dissertation or project work	3.6418	1.27143	LaE
6	Carrying out assignment and classwork	3.5933	1.21887	LaE
7	Listen to music and watch videos	2.0075	1.12511	LoE
8	To update knowledge on legal procedures	3.1866	1.44910	ME
9	Online downloading	2.0942	1.24488	LoE
10	Read news and current affairs	3.0654	1.24898	ME

*Criterion mean = 3.0, N = 268, weighted mean = 3.03, weighted SD = 1.2809, class boundary = ± 0.05 .

Key: LaE = Large extent, ME = Moderate extent, LoE = Low extent

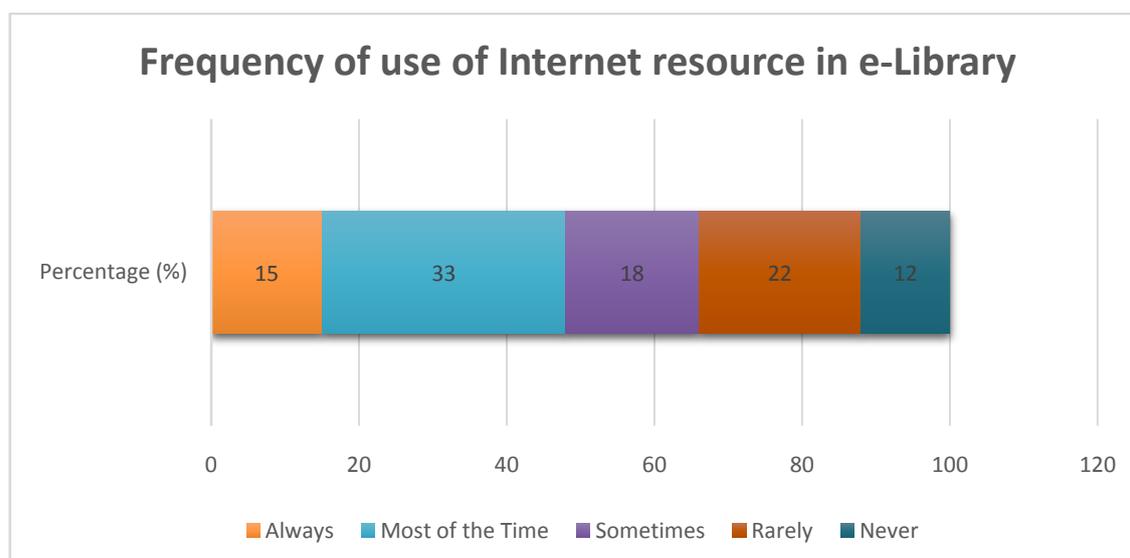


Figure 1. Frequency of use of e-Library Internet resource

Table 7 revealed that academic purpose of use showed the highest extent of use (mean = 3.6418 ± 1.27143) carrying out assignment and classwork followed with a mean of 3.5933 ± 1.21887. Figure 1 showed that the *e*-library is used most of the time by students (3.3%) and a 12% never frequently use the *e*-library as expected.

The most influential factor in the use of the Internet was found to be ownership of *e*-gadget by undergraduate law students (Table 9, Item 10). Mobile communication devices

in recent times have specifications which enable a wide range of functions like access to the online discussion forum, social websites, blogs, downloading music, watering videos (Aminu, 2014). This supports the reason why the non-availability of online learning forum (mean = 2.8843 ± 1.09376, 57%) and inability to download and save documents for further use (mean = 2.8955 ± 0.9884, 57%) influence their use of the Internet.

Table 8. Use of internet search tools/strategies

S/NO	Search strategies/tools/gateways	Mean	%	SD	Remark
1	Google online and scholar	3.5149	70.298	.57716	Accept
2	Internet archives and databases	2.8433	56.866	1.04831	Accept
3	Bing Search	2.2425	44.85	.89366	Reject
4	Yahoo	2.8060	56.12	1.13162	Accept
5	Ask.com	2.5448	50.896	1.02124	Accept
6	AOL.com	2.2313	44.626	1.13120	Reject
7	Baidu	1.5709	31.418	.57296	Reject
8	Wikipedia	2.4030	48.06	.90871	Reject

*Criterion mean = 2.5, N = 268, weighted mean = 2.201, weighted SD = 0.809

Table 9. Factors influencing use of *e*-Library

S/NO	Factors influencing the use of Internet in <i>e</i> -Library	Mean	%	SD	Remark
1	Non-availability of online law database	1.6754	33.508	.87143	Reject
2	Limited operational hours of the <i>e</i> -library	2.8321	56.642	1.02669	Accept
3	Relevance of available information to study	2.7724	55.448	.95029	Accept
4	Non-availability of online learning forums	2.8843	57.686	1.09376	Accept
5	For proper citation and bibliographic referencing of law reporting	2.8060	56.12	1.13162	Accept
6	Urgency and relevance for information	2.2313	44.626	1.04156	Reject
7	Lack of maintenance culture and problems of mismanagement of facilities	2.0746	41.492	1.04309	Reject
8	<i>e</i> -Library environment inconveniences	2.1754	43.508	1.02909	Reject
9	Inability to download and save some relevant documents	2.8955	57.91	.98884	Accept
10	Ownership of <i>e</i> -gadgets, <i>i</i> -pads, mobile phones and others	3.5037	70.074	.85459	Accept

*Criterion mean = 2.5, N = 268, weighted mean = 2.5851, weighted SD = 1.003

Table 10. Constraints to the use of *e*-library Internet resources

S/NO	Constraints to use of Internet	Mean	%	SD	Remark
1	lack of expertise/technical support	2.0709	41.418	0.86955	Reject
2	Epileptic electricity supply	2.9440	58.88	0.90392	Accept
3	Lack of Internet connectivity	2.1190	42.38	1.06465	Reject
4	Impatience due to slow connectivity	3.0224	60.448	0.89916	Accept
5	Breakdown of ICT infrastructure	2.3060	46.12	0.95382	Reject
6	Inadequacy of Internet facilities	2.0224	40.448	1.02014	Reject
7	Limited and slow access to Internet resources	2.7724	55.448	1.16939	Accept
8	Negative attitude of library staff	2.2201	44.402	0.98683	Reject
9	Slow download rate of the Internet	2.2425	44.85	0.94658	Reject
10	Lack of information literacy and ICT facility operational skills	3.1119	62.238	0.98422	Accept

*Criterion mean = 2.5, N = 268, weighted mean = 2.48316, weighted SD = 0.9798

It was found from Table 8 that 70% of the students (mean = 3.5149 ± 0.57746) use Google online and scholar followed by Internet archive and databases (mean = 2.8433 ± 1.04381 , 56.866%). The least search channel was Baidu (mean = 1.8582 ± 0.81331 , 31.418%) due to its unfamiliarity with its use. Aminu (2014) reported similar findings of the use of Google and Yahoo by undergraduates at the Ahmadu Bello University, Zaria. Nadzir (2015) also said Google search was most used by Computer science students in Malaysia. However, the use of Yahoo as a search engine ranked third in this study probably owing to the fact that their knowledge of the effectiveness was low (Aminu, 2014) and also the respondents preferred online law database and Internet archives of the legal document since the law is the subject matter.

Table 10 showed that 62.238% (mean = 3.119 ± 0.98420) of the respondents said that lack of information literacy and ICT competence poses a threat for their use of the Internet. Also, their impatience to wait for search results due to slow network connectivity at some point was a constraint to the use of Internet. From Table 10 (Items 1 and 8), ICT expertise and technical support are offered at the e-library and negative attitude of staff was rejected, hence these factors do not pose a threat to the use of the Internet in the e-library. ICT infrastructures are also in good condition and adequate for use, however, the epileptic supply of electrical power is a constraint. The report of Okon (2010) revealed that slow connectivity was a challenge to the extent of use of Internet in the Universities of Uyo and Calabar and the Rivers State University of Science and Technology, Port Harcourt. Otunla (2013) again identified slow download rate as a constraint. Adekunmisi *et al.* (2013) also reported that delay in downloading relevant materials posed a threat to the use of Internet at the Olabisi Onabanjo University.

Correlation for the use of Internet

Table 11

		EOU	FrOU	FIU	CTU
EOU	Pearson Correlation	1	.393**	.022	-.201**
	Sig. (2-tailed)		.000	.724	.001
	N				268
FrOU	Pearson Correlation	.393**	1	.001	-.087
	Sig. (2-tailed)	.000		.986	.156
	N				268
FIU	Pearson Correlation	.022	.001	1	-.030
	Sig. (2-tailed)	.724	.986		.628
	N				268
CTU	Pearson Correlation	-.201**	-.087	-.030	1
	Sig. (2-tailed)	.001	.156	.628	
	N				268

** . Correlation is significant at the 0.01 level (2-tailed).

*Keys: EOU= extent of use, FrOU = frequency of use, FIU = factors influencing use, CTU = Constraints to use

Table 12. Influence of constraints to the extent of use of Internet

Model	Model Summary/Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.040 ^a	11.159	1	266	.001

a. Predictors: (Constant: EOU), Constraints to use: CTU

Arising from the findings of the study, the EOU was influenced by the FrOU of the Internet significantly ($r = 0.393$, $P < 0.01$). Also EOU of the Internet negatively correlated with CTU ($r = -0.201$) significantly ($P < 0.01$). The CTU also influences negatively the FrOU (Table 11). This reveals that the COU do not positively influence the rate at which undergraduates use the Internet. It can be said that the behaviour towards the use of the Internet is determined by the amount of constraints encountered. The CTU of the Internet is also negatively influenced ($r = -0.87$) by the FIU of the Internet (present study). The regression analysis (Table 12) revealed that the constraints to the use of Internet contribute a 4% (R^2 change = 0.040) to the use of the Internet or the behaviour towards the use of information in the e-library.

Summary of findings

The following were findings from the results discussed;

1. Main purposes of use of e-library Internet include research, retrieval of legal information and access to online legal databases.
2. The range of the extent of use is from moderate to a large extent and this is done most of the times.
3. Google, Internet archive and database, and Yahoo are the most preferred search strategies for information.
4. The most influential factors to the use of e-library Internet are the personal ownership of e-gadgets and the non-available of online learning forums.
5. Lack of information literacy and ICT facility operational skills and impatience due to slow network connectivity are the two most important constraints to the use.
6. The constraints contribute to the reduction in the extent of use. A 4% influence was recorded.

Practical Implications

The following are implications of practical and social nature from the study;

1. There is need to regularly equip undergraduates with ICT skills to improve their information seeking behaviour.
2. E-libraries fortified with Internet resources should be made available at all Faculties of Law in institutions of higher learning since it aids research to a very large extent.
3. Online law database in libraries is relevant to the learning and teaching of undergraduate students.
4. The more the constraints to the use of the Internet, the less the patronage of the e-library.
5. The upsurge in the ownership of e-gadgets will reduce

the use of e-libraries hence the need for a more realistic and user-friendly environment provision for the better performance of the e-library.

5. Recommendations

The following recommendations were made from the study;

1. The e-library Internet resource utilization training and skill acquisition should be part of the learning curriculum of law undergraduates
2. Regular information technology using orientation programmes should be organized by parent institutions and allied bodies so that users can improve the proficiency of their Internet use.
3. Since the Internet is one of the most preferred sources of information search by undergraduates, more computers with update specifications should be installed to improve patronage.

6. Conclusions

Undoubtedly, the e-library provides information services to students from all works of life. It is important to note that the operational conditions should be favourable to users. Law students in training require a wide range of information for the development of self in the procedures involved in the practice of law. It is expedient that their behaviour toward the use of information is noted. This may have implications for the use of the library and the e-library in context. The use of the Internet is very relevant for study; hence, the e-library must provide a conducive environment for its use if it must function at capacity.

Originality / Value

The paper will be very useful for those in the decision-making process as it reveals the need for the provision of relevant Internet infrastructural facilities in Delta State University to enhance equitable and sustainable access to the Internet by the students who use the e-library to support their learning of law in the faculty and other academic activities. It will also inform relevant authorities on the functionality of the e-library and its impact on the information behaviour of undergraduate law students to enable them to figure out necessary actions to be taken to improve the services provided by the e-library in schools generally.

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