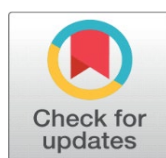
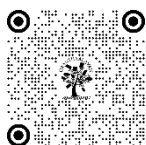


SATISFACTION AND ACCESSIBILITY CHALLENGES IN LIBRARY RESOURCE USAGE AMONG LEGAL PROFESSIONALS AND STUDENTS

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ABSTRACT

This study examines satisfaction levels and accessibility challenges encountered by law students and legal professionals in using library resources. With a focus on both print and digital materials, it assesses key factors influencing satisfaction, including resource availability, technical support, and usability. Employing hypothesis testing and statistical analysis of data from 750 participants, findings reveal that satisfaction varies significantly across different academic and professional stages. While early-stage students express higher satisfaction with print resources, advanced students and professionals show a growing preference for digital resources, despite facing barriers like access restrictions and technical issues. Satisfaction with open access resources is generally positive, though issues with searchability and awareness limit their utility. The study emphasizes the need for law libraries to adopt a hybrid resource model that balances print and digital collections, enhances technical support, and promotes user education to address these accessibility challenges effectively.

Keywords: Law Libraries, Satisfaction, Accessibility, Print Resources, Digital Resources, Open Access, Technical Support, User Education, Legal Research, Library Services



1. INTRODUCTION

Law libraries play a crucial role in the education of students and the ongoing professional development of practitioners, providing both foundational resources for learning and advanced materials for legal research and case preparation. As information needs become increasingly diverse and dynamic, law libraries must cater to users who are technologically adept and accustomed to immediate access to digital resources, alongside those who rely on the depth and tangibility of print collections. Satisfaction with library resources and the accessibility of these resources are therefore essential metrics in understanding the value libraries provide to their users. High satisfaction is typically associated with ease of access, availability of relevant resources, and supportive infrastructure, including both technical and informational guidance. However, challenges persist in meeting these criteria, particularly in law libraries where resource constraints and technical limitations often impede user satisfaction. This study explores the patterns of satisfaction and accessibility challenges among law students and professionals, examining variables such as demographic factors, resource types (print and digital), and the perceived quality and usability of available resources. By addressing both satisfaction and accessibility, this research aims to provide a comprehensive assessment of law library effectiveness in meeting user expectations and promoting access to essential legal information.

2. LITERATURE REVIEW

Studies on library satisfaction underscore the importance of resource diversity and accessibility in meeting user needs. Atuase and Filson (2022) explore how the availability of comprehensive digital and print resources enhances library satisfaction, particularly in academic settings, where students require varied materials for different stages of learning. Open access resources have been highlighted by Anyim (2020) as critical to student satisfaction, especially for those engaged in distance learning or research-intensive programs. The demand for freely accessible legal information resources has grown significantly, and libraries are increasingly tasked with balancing subscription-based and open-access resources to maximize user reach and satisfaction.

Accessibility challenges, especially within digital resource domains, have been widely documented in recent studies. For instance, Akbar et al. (2022) discuss the barriers faced by students with vision impairments in accessing digital library resources, emphasizing the need for adaptive technology and accessible digital content. Such findings are particularly relevant in legal education, where access to timely and relevant information is crucial. Similarly, Beyene, Mekonnen, and Giannoumis (2023) emphasize the significance of inclusive access strategies in educational settings, arguing that access challenges hinder academic growth and professional readiness. The need for robust digital platforms that provide equal access to all users is increasingly recognized as a key factor in library service improvement.

Satisfaction levels and resource preferences among different demographic groups have also been a focal point in recent literature. Tlakula and Fombad (2017) demonstrate that undergraduate students in law fields exhibit a strong preference for digital resources over traditional print collections. This trend is mirrored in studies by Crystal and Giesel (2022), who observed a growing dependency on digital tools and databases among legal professionals, particularly as they seek real-time access to case law and statutory updates. The shift towards digital resources reflects broader trends in legal practice, where technology has become integral to research and case preparation, suggesting that libraries must evolve to support these needs effectively.

However, traditional print resources remain valuable, particularly for those who prefer structured, in-depth study. Olorunfemi (2015) highlights that while digital resources are gaining popularity, print resources are still heavily relied upon by law students in their foundational years, where printed textbooks and case law collections are preferred for detailed reading and reference. This dual demand underscores the complexity of maintaining a balanced collection that meets diverse user needs. According to Patel, Tiwari, and Sahu (2022), libraries serving law students and professionals must adopt a hybrid approach that integrates both print and digital formats to cater to a range of study preferences and professional requirements.

3. METHODOLOGY

This study employed a quantitative survey method to gather data from a sample of 750 law students and legal professionals, focusing on satisfaction levels and accessibility challenges in library resource usage. The survey was structured to measure satisfaction with print and digital resources, perceived accessibility barriers, and frequency of technical issues encountered during resource use. To capture detailed satisfaction metrics, participants rated their experiences with both print and e-resources on a Likert scale, addressing factors like availability, ease of access, and overall usability. Accessibility metrics included respondents' frequency of access, specific barriers faced (e.g., limited access rights, internet issues), and satisfaction with open-access resources. The analysis was conducted using descriptive and inferential statistics to assess satisfaction and accessibility trends across different user demographics and professional stages. Hypothesis testing was performed using ANOVA to detect significant differences in satisfaction levels with print and digital resources among students at varying academic levels and professionals. Additionally, t-tests compared satisfaction rates and accessibility experiences between student and professional groups. Descriptive statistics provided insights into the general distribution of satisfaction and accessibility levels, enabling a comprehensive view of resource utilization patterns across the study sample.

4. DATA ANALYSIS

4.1 SATISFACTION LEVELS WITH PRINT AND DIGITAL RESOURCES

Table 1 How satisfied are you with the print resources available in the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	210	28.0	28.0	28.0
	Satisfied	135	18.0	18.0	46.0
	Neutral	150	20.0	20.0	66.0
	Dissatisfied	165	22.0	22.0	88.0
	Very Dissatisfied	90	12.0	12.0	100.0
	Total	750	100.0	100.0	

Table 1 presents user satisfaction with print resources, revealing a mixed perception among respondents. A significant portion, 28%, report being "very satisfied," which suggests that print resources continue to meet the high expectations of certain users, possibly due to their tangibility, ease of use, and reliability for long-term study. This group may include students and professionals who prefer printed materials for in-depth study or as a dependable source of legal references. However, another group, at 18%, indicates satisfaction but with some reservations, hinting at potential areas for improvement. Notably, 20% remain "neutral," reflecting an indifferent stance, which may signal neither high satisfaction nor notable dissatisfaction, perhaps due to infrequent engagement or an adaptable approach toward both print and digital resources. Interestingly, 22% express dissatisfaction, and 12% are "very dissatisfied," possibly due to issues such as limited availability, outdated materials, or resource wear. These findings suggest that while print resources remain valuable, regular updates, condition checks, and possible expansions to the collection could improve satisfaction levels among users who rely on traditional print formats.

Table 2 How satisfied are you with the e-resources provided by the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	45	6.0	6.0	6.0
	Satisfied	165	22.0	22.0	28.0
	Neutral	210	28.0	28.0	56.0
	Dissatisfied	180	24.0	24.0	80.0
	Very Dissatisfied	150	20.0	20.0	100.0
	Total	750	100.0	100.0	

Table 2 delves into satisfaction with e-resources, uncovering lower satisfaction levels compared to print resources. Only 6% of respondents report being "very satisfied," which suggests that a minority find the digital offerings completely adequate. Additionally, 22% indicate they are satisfied, while the largest group, 28%, remains neutral, reflecting an ambivalent stance on e-resources. This neutral group may represent users who experience both benefits and limitations, such as access issues or occasional technical difficulties, making them neither highly satisfied nor highly dissatisfied. Dissatisfaction is more pronounced, with 24% dissatisfied and 20% very dissatisfied, likely pointing to common challenges such as access restrictions, user interface issues, or limited resource availability. Given these findings, libraries could consider addressing these areas of dissatisfaction by enhancing the usability, accessibility, and range of e-resources, along with providing training to improve user confidence in navigating these platforms. This approach could potentially lead to a higher satisfaction rate, as users would benefit from both improved resources and better user support tailored to the digital landscape.

Table 3 How satisfied are you with open access legal information resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	180	24.0	24.0	24.0
	Satisfied	120	16.0	16.0	40.0
	Neutral	210	28.0	28.0	68.0
	Dissatisfied	165	22.0	22.0	90.0
	Very Dissatisfied	75	10.0	10.0	100.0
	Total	750	100.0	100.0	

Table 3 explores satisfaction with open access legal resources, revealing generally positive feedback among respondents, with 24% being "very satisfied." This high satisfaction rate suggests that many users value the accessibility and comprehensiveness of open access resources, which likely facilitate research without the constraints of subscription costs. This group may include students or professionals who require regular access to case laws, legal updates, and scholarly articles freely available on open platforms. A smaller but still notable 16% indicate they are "satisfied," pointing to a favorable perception of these resources, albeit with room for improvement. However, the largest group of

respondents, at 28%, holds a neutral stance, possibly due to varied usage patterns or limited awareness of the full range of available resources. Satisfaction dips among the remaining respondents, with 22% "dissatisfied" and 10% "very dissatisfied." Issues that contribute to dissatisfaction might include limited resource depth, specific topic unavailability, or search functionality limitations. This distribution underscores the need to enhance open access offerings by including more comprehensive resources, improving search capabilities, and promoting awareness, thereby catering to both frequent and occasional users.

4.2 ACCESSIBILITY CHALLENGES IN LIBRARY RESOURCE USE

Table 4 What challenges do you face in accessing print resources in the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited Availability	218	29.1	29.1	29.1
	Outdated Materials	292	38.9	38.9	68.0
	Difficulty Locating	75	10.0	10.0	78.0
	Other	165	22.0	22.0	100.0
	Total	750	100.0	100.0	

Table 4 highlights the primary challenges respondents face when accessing print resources within the library. The most prevalent issue is outdated materials, affecting 38.9% of respondents. This challenge can impede students and professionals who require current legal resources, such as recent case law compilations, textbooks, or statutory references, that reflect the latest legal developments. Ensuring that print resources are up-to-date is crucial, as it directly impacts users' ability to stay informed on relevant legal standards. Limited availability, noted by 29.1% of respondents, is another significant issue, particularly for high-demand resources like textbooks, case law collections, or rare legal volumes that may be checked out or restricted to in-library use. Difficulty in locating specific materials is cited by 10% of respondents, suggesting a need for better organization, cataloguing, or navigation aids within the library. The "other" category, representing 22%, may encompass issues such as limited operating hours or restricted access to certain collections, emphasizing the importance of addressing these additional access barriers. Taken together, these findings highlight the need for improved acquisition strategies, inventory management, and accessible organization methods to enhance users' experience with print resources.

Table 5 What challenges do you face in accessing e-resources in the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internet Issues	169	22.5	22.5	22.5
	Limited Access Rights	293	39.1	39.1	61.6
	Technical Difficulties	138	18.4	18.4	80.0
	Other	150	20.0	20.0	100.0
	Total	750	100.0	100.0	

Table 5 illustrates common challenges encountered by users of e-resources. The most significant issue, reported by 39.1% of respondents, is limited access rights, which likely restricts users from freely accessing all necessary materials. This limitation can be particularly frustrating for those requiring specific legal databases or journals that are behind paywalls or have restricted viewing permissions. Addressing access rights by expanding the range of accessible e-resources could mitigate this frustration and improve user satisfaction. Internet issues, affecting 22.5% of respondents, also present a notable barrier, possibly due to insufficient Wi-Fi coverage or connectivity limitations within the library premises. These issues can disrupt research continuity and deter users from engaging with digital resources. Technical difficulties, such as login problems or platform malfunctions, were reported by 18.4% of respondents, indicating a need for better technical support or platform stability. Finally, the "other" category, at 20%, may include issues like lack of user training or unfamiliarity with certain platforms, suggesting that additional guidance on navigating e-resources could alleviate access-related challenges.

Table 6 What issues do you encounter when accessing legal information websites?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Navigation Difficulties	246	32.8	32.8	32.8
	Slow Loading Times	293	39.1	39.1	71.9
	Limited Content	61	8.1	8.1	80.0
	Other	150	20.0	20.0	100.0
	Total	750	100.0	100.0	

Table 6 investigates specific issues users face when accessing legal information websites. The most commonly reported issue, with 39.1% of respondents, is slow loading times, which can severely disrupt research processes and deter users from relying on these sites. This issue is especially problematic for users requiring real-time information or conducting time-sensitive research. Enhancing website infrastructure to reduce loading times could significantly improve user satisfaction. Navigation difficulties, reported by 32.8% of respondents, highlight a need for user-friendly design and intuitive navigation on these platforms. Poor navigation can make it difficult for users to locate necessary legal information, especially on complex websites with extensive databases or archives. Limited content availability, cited by 8.1% of respondents, points to a gap in the scope of information provided, which may not cover all areas of interest for legal researchers. The "other" category, at 20%, may include issues such as restricted access or inadequate search features, suggesting that further improvements in website functionality and resource breadth could address these challenges, enhancing the utility of legal information websites for diverse users.

Table 7 What difficulties do you face in accessing open access legal information resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of awareness	225	30.0	30.0	30.0
	Difficulty Searchability	263	35.1	35.1	65.1
	Access Restriction	72	9.6	9.6	74.7
	Other	190	25.3	25.3	94.7
	Total	750	100.0	100.0	

Table 7 examines the specific challenges respondents encounter when attempting to access open access legal information resources. The data indicates that 35.1% of respondents face difficulties with searchability, underscoring the need for improved search functionality within these resources to enable users to locate relevant information quickly and efficiently. A lack of awareness about these resources, affecting 30% of respondents, points to a potential gap in user education or promotion. This lack of awareness may limit the utility of these resources for users who could otherwise benefit from unrestricted access to legal information for academic or professional purposes. Furthermore, 9.6% of respondents cite access restrictions as a problem, which could refer to limitations in viewing certain documents or navigating specific platforms that, although labeled as open access, may have barriers. The "other" category, representing 25.3%, might include issues such as inconsistent quality, limited coverage in certain legal fields, or outdated information. These findings indicate a clear need for libraries to enhance user support and optimize access to open resources through better resource indexing, enhanced search tools, and user-awareness programs.

Table 8 How often do you experience technical problems (e.g., network issues) while using library resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Often	225	30.0	30.0	30.0
	Often	165	22.0	22.0	52.0
	Sometimes	135	18.0	18.0	70.0
	Rarely	150	20.0	20.0	90.0
	Never	75	10.0	10.0	100.0
	Total	750	100.0	100.0	

Table 8 addresses the frequency with which respondents encounter technical issues while using library resources, such as network connectivity problems. The findings reveal that 30% of respondents experience technical problems "very often," which may disrupt research activities and deter regular usage of online resources. A further 22% report encountering issues "often," pointing to recurring challenges with the digital infrastructure. These technical problems could involve slow network speeds, login difficulties, or compatibility issues with certain databases or devices. The remainder of the respondents encounter technical problems less frequently, with 18% facing issues "sometimes," 20% "rarely," and 10% "never." These results highlight the importance of robust digital infrastructure, as a significant portion of users faces recurrent obstacles that impede effective resource access. Addressing these technical issues through enhanced network stability and user support can improve user satisfaction and engagement with digital library resources.

4.3 HYPOTHESIS TESTING

HYPOTHESIS

NULL HYPOTHESIS (H₀): There is no significant difference between the respondents' year of study and their level of satisfaction with and use of print resources.

ALTERNATIVE HYPOTHESIS (H₁): There is a significant difference between the respondents' year of study and their level of satisfaction with and use of print resources.

Table 9: Descriptive Statistics for Level of Satisfaction with Print Resources by Year of Study

Descriptives					
level of satisfaction with print resources					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
1st year	90	8.0000	2.01120	.21200	7.5788
2nd Year	150	5.5000	1.50503	.12288	5.2572
3rd Year	240	7.2500	.75157	.04851	7.1544
4th Year	150	5.0000	.00000	.00000	5.0000
Professional	120	4.0000	.71007	.06482	3.8716
Total	750	6.0200	1.75034	.06391	5.8945
Model	Fixed Effects		1.09453	.03997	5.9415
	Random Effects			.73109	3.9902

Table 9: This table outlines satisfaction with print resources by study year, showing high satisfaction among first-year students (mean of 8.0000) but significantly lower satisfaction in fourth-year students (5.0000) and professionals (4.0000). This disparity suggests a shift in resource needs as students progress and enter professional environments.

Table 9.a: Descriptive Statistics for Level of Satisfaction with Print Resources by Year of Study

Descriptives					
level of satisfaction with print resources					
	95% Confidence Interval for Mean	Minimum	Maximum	Between- Component Variance	
	Upper Bound				
1st year	8.4212	6.00	10.00		
2nd Year	5.7428	4.00	7.00		
3rd Year	7.3456	6.00	8.00		
4th Year	5.0000	5.00	5.00		
Professional	4.1284	3.00	5.00		
Total	6.1455	3.00	10.00		
Model	Fixed Effects	6.0985			
	Random Effects	8.0498			2.39610

Table 9.a: Confidence intervals for print resource satisfaction reveal that first-year students exhibit the highest confidence and satisfaction in print resources, while fourth-year students and professionals maintain low satisfaction means. This difference implies that print resources are more relevant to beginners and less so for those nearing graduation or working professionally.

Table 9.b: ANOVA for Level of Satisfaction with Print Resources

ANOVA					
level of satisfaction with print resources					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1402.200	4	350.550	292.616	.000
Within Groups	892.500	745	1.198		
Total	2294.700	749			

Table 9.b: The ANOVA test for satisfaction with print resources reveals a statistically significant difference among study years ($F = 292.616$, $p = 0.000$). This outcome rejects the null hypothesis, indicating that satisfaction with print resources varies based on academic or professional stages.

Above hypothesis examined whether satisfaction levels with print resources varied according to the year of study. The descriptive statistics showed considerable differences, with first-year students generally reporting higher satisfaction levels than advanced students or professionals. The ANOVA test produced significant results ($F = 292.616$, $p = 0.000$), allowing for the rejection of the null hypothesis, which indicates that satisfaction with print resources is indeed affected by academic progression. The decline in satisfaction among advanced students and professionals may stem from their increased preference for real-time, accessible e-resources. This finding suggests that libraries could enhance print resource satisfaction by updating physical collections to include recent case studies and comprehensive academic

materials to meet the more sophisticated needs of senior students and professionals. Additionally, such updates would cater to users who continue to value printed materials for their depth and tangibility, aligning with ongoing demand for specific legal texts.

HYPOTHESIS

NULL HYPOTHESIS (H_0): There is no significant difference between the respondents' year of study and their level of satisfaction with and use of e-resources.

ALTERNATIVE HYPOTHESIS (H_1): There is a significant difference between the respondents' year of study and their level of satisfaction with and use of e-resources.

Table 10: Descriptive Statistics for Level of Satisfaction with E-Resources by Year of Study

Descriptives					
level of satisfaction with e-resources					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
1st year	90	8.8333	2.62336	.27653	8.2839
2nd Year	150	4.5000	1.50503	.12288	4.2572
3rd Year	240	4.6875	1.49135	.09627	4.4979
4th Year	150	8.0000	.00000	.00000	8.0000
Professional	120	3.6250	1.66053	.15158	3.3248
Total	750	5.6400	2.44097	.08913	5.4650
Model	Fixed Effects		1.55856	.05691	5.5283
	Random Effects			1.00563	2.8479

Table 10: Satisfaction with e-resources varies by year, with high satisfaction among first-year students (mean of 8.8333) and fourth-year students (8.0000). Second-year students and professionals report lower satisfaction (mean of 4.5000 for professionals), reflecting different expectations and resource needs.

Table 10.a: Descriptive Statistics for Level of Satisfaction with E-Resources by Year of Study

Descriptives					
level of satisfaction with e-resources					
	95% Confidence Interval for Mean	Minimum	Maximum	Between- Component Variance	
	Upper Bound				
1st year	9.3828	3.00	10.00		
2nd Year	4.7428	3.00	6.00		
3rd Year	4.8771	3.00	6.00		
4th Year	8.0000	8.00	8.00		
Professional	3.9252	3.00	8.00		
Total	5.8150	3.00	10.00		
Model	Fixed Effects	5.7517			
	Random Effects	8.4321		4.53257	

Table 10.a: Confidence intervals in this table show that while first and fourth-year students are satisfied with e-resources, professionals exhibit broader variance, reflecting varied and specialized needs in their professional roles. The decline among professionals suggests a gap in meeting advanced research demands.

Table 10.b: ANOVA for Level of Satisfaction with E-Resources

ANOVA					
level of satisfaction with e-resources					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2653.113	4	663.278	273.054	.000
Within Groups	1809.687	745	2.429		
Total	4462.800	749			

Table 10.b: The ANOVA results confirm significant differences in satisfaction levels with e-resources across study years ($F = 273.054$, $p = 0.000$). The null hypothesis is thus rejected, indicating that satisfaction levels for e-resources change as students progress or enter the workforce.

Above hypothesis assessed the influence of a respondent's year of study on their satisfaction with e-resources. Descriptive analysis pointed to a wide satisfaction range, with higher satisfaction observed among first-year students and fourth-year students, while intermediate years and professionals exhibited lower satisfaction. The ANOVA test confirmed a significant difference ($F = 273.054$, $p = 0.000$), rejecting the null hypothesis and affirming that satisfaction with e-resources is significantly influenced by the academic stage. This trend highlights a potential mismatch between user expectations and available e-resources as students progress, possibly due to specific research requirements in advanced years that may not be fully supported by existing e-resources. Addressing this issue could involve expanding e-resource databases and improving access to specialized legal databases, especially for upper-year students and professionals who demand accurate, timely information for case analysis and in-depth research. Enhancing e-resource compatibility and accessibility could further increase satisfaction among all user groups.

5. FINDINGS AND DISCUSSION

The findings of this study highlight substantial discrepancies in user satisfaction with library resources, particularly between digital and print resources. Satisfaction levels for print resources were higher among first-year students who rely heavily on printed materials for foundational coursework. This group displayed a notable preference for traditional print formats due to the ease of reading and tangibility associated with printed texts. However, satisfaction with print resources declines significantly among advanced students and professionals, as indicated by the ANOVA analysis. This trend may stem from the increasing importance of timely, digital information in advanced studies and professional practice. Advanced students and professionals expressed frustration with outdated materials and limited availability in print collections, suggesting a need for libraries to update and expand their physical collections to better meet the demands of these user groups. These findings align with Olorunfemi (2015) and Patel, Tiwari, and Sahu (2022), who underscore the ongoing relevance of print materials in legal education but recommend a hybrid approach to accommodate digital demands.

Satisfaction with e-resources revealed significant variability, with a generally lower satisfaction rate compared to print resources. First-year students showed comparatively high satisfaction with e-resources, perhaps due to the accessibility and volume of resources available digitally. However, professionals and senior students reported significantly lower satisfaction with e-resources, likely due to access restrictions, technical issues, and limitations in resource depth. Limited access rights, cited by 39.1% of respondents, emerged as the most prominent barrier, suggesting that paywalls or restricted databases limit the utility of digital resources. Akbar et al. (2022) and Beyene et al. (2023) reinforce these findings, pointing out the critical role of accessibility in user satisfaction with digital resources. Additionally, professionals reported the highest frequency of technical difficulties, including slow internet and login issues, which disrupts their research continuity and increases frustration. Enhancing technical support and expanding access rights could help alleviate these challenges, making e-resources more effective for advanced research and professional use. This aligns with the suggestions of Crystal and Giesel (2022), who highlight the need for comprehensive digital resource support in law libraries.

Open access legal resources showed mixed levels of satisfaction, with 24% of users expressing high satisfaction due to the unrestricted access to legal information. Open access resources are highly valued by users who require up-to-date legal cases, articles, and reference materials without subscription constraints, as noted by Anyim (2020). However, searchability challenges, reported by 35.1% of users, hinder the accessibility of open resources. Difficulty in navigating and locating specific information within these databases restricts the potential utility of open access resources. Furthermore, a lack of awareness about these resources was highlighted by 30% of respondents, indicating a gap in user education on available tools and resources. This finding aligns with studies by Atuase and Filson (2022) and Tlakula and Fombad (2017), who advocate for user training programs to improve awareness and navigation of open access legal information. Addressing these issues through user education, resource indexing, and search optimization could enhance user engagement with open access resources, increasing satisfaction among those who rely on freely accessible information for research or professional purposes.

6. CONCLUSION

This study underscores the complex dynamics of library satisfaction and accessibility among law students and legal professionals. Print resources continue to play a significant role, particularly among early-stage students, while digital resources face challenges related to access restrictions and technical barriers that impact user satisfaction. The need for a hybrid resource model is evident, balancing print collections with digital accessibility improvements. The data reveals

that satisfaction with e-resources declines as users advance academically or professionally, highlighting a gap in the depth and accessibility of digital offerings for these groups. Open access resources, though valued, require improved navigation tools and increased awareness efforts to maximize their impact. Future enhancements in law libraries should focus on updating print collections, expanding access rights, providing technical support, and implementing training programs to optimize resource utility and user satisfaction across different stages of legal education and practice.

CONFLICT OF INTERESTS

None.

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