

## Research Ideologies among Legal Scholars and Multidisciplinary and Interdisciplinary Academic Research Approaches

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### Abstract

*This article explores the dichotomy between traditional research methodologies and modern multidisciplinary and interdisciplinary approaches within the academic legal community in Nigeria. While disciplines such as pure science, social science, education, and arts have embraced collaborative research strategies to address complex issues, legal scholars predominantly adhere to the doctrinal style. This adherence creates a significant challenge in achieving consensus on research methodologies, data sources, and analytical techniques. The study highlights the reluctance of legal scholars and regulatory bodies like NALT to recognize the value of integrating diverse academic perspectives. By examining the current research ideologies among legal scholars, the article underscores the need for a unified approach to academic research that bridges the gap between traditional legal research and collaborative methodologies, ultimately enhancing the scope and impact of scholarly inquiry in the legal field. The research employs a qualitative design, utilizing interviews and surveys with legal students, scholars, educators, and regulatory body members to gather in-depth insights into their research practices and attitudes. Based on the findings, the article recommends promoting awareness and education on the benefits of multidisciplinary and interdisciplinary research, fostering a more inclusive research culture, encouraging regulatory bodies to endorse and support collaborative research initiatives within the legal academic community and develop a Okuma-NC (hybrid) research methodology and citation formula integrating aspects of OSCOLA, NALT, and APA, enabling seamless application in socio-legal, scientific, multidisciplinary, and interdisciplinary research within legal contexts.*

**Keywords:** *Research; Legal-scholars; multidisciplinary; interdisciplinary; academic-research.*

## Introduction

### Background to the Study

Research is a broad and interconnected subject that permeates nearly every facet of knowledge, including the field of law. At its essence, research embodies a quest for information, often centered on a specific subject pursued by an individual. Each discipline or subject typically possesses its own distinct characteristics concerning the definition, features, and methodology of research, tailored to the nature of the area of study.

The dichotomy in research methodologies across various academic programs presents a series of challenges for academic researchers in reaching consensus on research styles, types and sources of data, citation methods, analysis techniques, and methodologies used to draw conclusions. Frequently, certain

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departments within academic institutions lean on the notion of research approach independence, adopting study methods that diverge from effectively achieving the overarching goal of academic research, which is either to develop a new theory or contribute to existing knowledge as affirmed by Matthew Schieltz “...Scientific research can lead to the confirmation or re-evaluation of existing theories or to the development of entirely new theories”<sup>15</sup>

This issue of interdisciplinary research dichotomy thus necessitates a call for a unified academic research system that can adequately address research concerns across departments and faculties within higher institutions of learning and the idea of multidisciplinary research style was initiated.

Multidisciplinary research employs tools from various sciences and disciplines to elucidate the questions under investigation. Its significance lies in its capacity to address numerous, if not all, major research challenges anticipated in the coming decade. This collaborative endeavor necessitates the concerted efforts of experts from diverse fields who amalgamate their expertise to tackle prevalent issues. It is a pursuit of truth with the help of numerous specialized branches of learning which aims at achieving a common aim with the aid of knowledge of other disciplines.<sup>16</sup>

While in multidisciplinary research, experts from different disciplines work together on a common problem or project, but they maintain distinct disciplinary perspectives and methodologies but Interdisciplinary research goes beyond multidisciplinary collaboration by actively integrating insights, methods, and theories from multiple disciplines to address a common research question or problem.

In academics, interdisciplinary research is a type of inquiry that draws from several different fields of study. As a type of research, interdisciplinary research operates on the belief that drawing from multiple disciplines will provide researchers with a broad or more well informed perspective. For example, interdisciplinary research might use quantitative methodology, like a survey, to support the more in-depth data gathered through qualitative interviewing. Although it has the potential to produce new understanding and insight, interdisciplinary research requires researchers to employ a wide variety of theories and frameworks in order to be effective. In cases where qualitative data is collected, the information may be subjective rather than empirical, which has led critics to label interdisciplinary study as a soft science approach to scholarly inquiry.<sup>17</sup>

The concept of multidisciplinary and interdisciplinary research endeavors emerged to address challenges encountered in scholarly research across various departments and faculties of higher education institutions in Nigeria. While disciplines such as pure science, social science, education, and arts have embraced and incorporated these ideas, legal scholars remain steadfast in adhering to the traditional research approach known as the doctrinal style. Despite efforts to promote multidisciplinary and interdisciplinary approaches, legal scholars are resolute in their convictions, demonstrating a reluctance to be persuaded or influenced towards adopting more collaborative research practices.

The stance of legal students, educators, and regulatory bodies such as NALT suggests a lack of recognition for the importance of scholarly research endeavors within the legal academic sector. Furthermore, they seem to struggle in discerning the distinction between research conducted for academic purposes and research intended for professional application.

### *Statement of Problem*

The intersection of multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars presents a significant challenge within the academic landscape. Despite the recognition of the importance of scholarly research endeavors across various disciplines, including law, there exist a notable divergence in research methodologies, attitudes, and practices within the legal academic community. While disciplines such as pure science, social science, education, and arts have embraced multidisciplinary

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<sup>15</sup> M Schieltz, Legal Research Approach <<https://sciencing.com/steps-procedures-conducting-scientific-research-6900127.html>> Accessed 22<sup>nd</sup> December 27, 2022 11pm.

<sup>16</sup> A Choudhary, Multidisciplinary research Amity Law School Centre-2, Noida November 13, 2015 <<https://www.lawctopus.com/academike/multidisciplinary-research/>> Accessed 8<sup>th</sup> April 2024 9am

<sup>17</sup> D White, Interdisciplinary Research, Definition, Process & Advantages <<https://study.com/academy/lesson/video/interdisciplinary-research-definition-process-and-theory.html>> Accessed 8<sup>th</sup> April, 2024 11am

and interdisciplinary research approaches, legal scholars predominantly adhere to the traditional research approach known as the doctrinal style. This divergence in research methodologies poses several pressing issues: The absence of consensus on research styles by the legal scholars and their regulatory bodies like NALT (Nigerian Association of Law Teachers), Despite the growing recognition of the benefits of multidisciplinary and interdisciplinary research approaches in addressing complex societal issues, legal scholars, students, and regulatory bodies, such as NALT, exhibit a resistance to deviating from traditional research paradigms. There appears to be a limited understanding among legal scholars, educators, and regulatory bodies regarding the distinction between research conducted for academic purposes and research intended for professional application.

However, the core problem of the study is to examine the research ideologies among legal scholars and multidisciplinary and interdisciplinary academic research approaches in Nigeria and the following objectives were structured.

#### *Objectives of the Study*

- (1) To investigate the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.
- (2) To identify the specific challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.
- (3) To evaluate the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

#### *Research Questions*

- (1) What are the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars?
- (2) What specific challenges and barriers hinder the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies?
- (3) What is the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and how does it impact the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice?

#### *Research Hypotheses*

(1) Null Hypothesis (H0): There is no significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

Alternative Hypothesis (H1): There is a significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

(2) Null Hypothesis (H0): There are no significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

Alternative Hypothesis (H1): There are significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

(3) Null Hypothesis (H0): There is no significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

Alternative Hypothesis (H1): There is a significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

## Review of Related Literature

### *Conceptual Framework*

#### *Academic Legal Research*

Academic legal research refers to legal studies conducted within institutions of higher learning for academic purposes. These research endeavors are typically undertaken by legal scholars, including both students and educators, under supervision to ensure adherence to established academic research procedures, notably research methodology. Various types of academic legal research include: Term papers, Seminar papers, Undergraduate final year long essay/Project, Master's dissertation or thesis (terminology may vary based on geographical location or institutional preference), PhD Thesis or Dissertation (terminology may vary based on geographical location or institutional preference), Conference papers, Journal articles, other publishable papers.<sup>18</sup>

#### *Legal Professional Research*

Professional (non-academic) legal research refers to research conducted outside the traditional academic setting, primarily by legal practitioners utilizing a doctrinal approach. Unlike academic research, this type of inquiry lacks a comprehensive plan devised by academic researchers and is not subject to formal supervision or peer review for publication in academic journals.<sup>19</sup>

Numerous individuals and organizations engage in non-academic legal research on a daily basis, often driven by specific needs such as solving particular problems. Professional lawyers frequently undertake such research as part of their daily activities, examining specific legal situations, answering legal questions, and resolving legal issues. Some law firms, particularly larger ones, may have dedicated research departments for this purpose.

Government units also employ lawyers who conduct legal research, with roles ranging from drafting legislative proposals to policy analysis. While government research may resemble academic research in some aspects, it typically serves practical, policy-oriented objectives rather than contributing to theoretical knowledge.

Practice-based legal research within professional contexts focuses on inventorying, comparing, and analyzing the current state of the law in specific cases. Unlike academic research, its aim is not to generate new knowledge or theories but rather to inform practical decision-making within legal practice.

#### *Legal scholars*

A legal scholar is an individual who specializes in the study, research, and teaching of law. They typically possess advanced degrees in law (such as a Juris Doctor or a Master of Laws) and engage in academic pursuits related to legal theory, jurisprudence, legal history, and other specific areas of law. Legal scholars often work in universities, law schools, research institutions, and legal think tanks. They contribute to the advancement of legal knowledge through writing scholarly articles, books, and papers, as well as through teaching and participating in academic conferences and discussions. "Legal scholars are experts in the field of law who study and analyze legal theories, principles, and decisions. They contribute to the understanding and development of legal concepts through research, writing, and teaching".<sup>20</sup>

#### *Legal Practitioners*

Legal practitioners are professionals who are licensed and qualified to provide legal services to individuals, organizations, or governments. They may include lawyers, solicitors, barristers, attorneys, legal advisors, advocates, and other professionals who are trained and authorized to offer legal advice, represent clients in court proceedings, draft legal documents, and negotiate legal matters on behalf of their clients. Legal

<sup>18</sup> N C Okuma, Legal Research Methodology.....guide to scientific approach (Ideal for Multidisciplinary Academic Research) AmzonPublishers, <[https://www.amazon.com/de/dp/B0CZHWC8VQ/ref=sr\\_1\\_1?dib=eyJ2ljojMSJ9.4SuUiX5s5Hq9Rj0eKyfjEWu0Er4SO\\_6gn8m->2024](https://www.amazon.com/de/dp/B0CZHWC8VQ/ref=sr_1_1?dib=eyJ2ljojMSJ9.4SuUiX5s5Hq9Rj0eKyfjEWu0Er4SO_6gn8m->2024) pg 24.

<sup>19</sup> ibid pg 24.

<sup>20</sup> ` AP US Government © 2024 Five-able Inc, Legal Scholars - Definition, Analogy, and Study Resources <<https://www.google.com/search?client=firefox-b-e&q=definition+of+legal+scholars> > Accessed April 9, 2024 6am.

practitioners typically undergo formal education in law, pass bar exams or similar qualifications, and adhere to ethical standards and professional regulations in the jurisdiction where they practice. Their primary responsibility is to ensure that their clients receive competent and effective legal representation and advice within the bounds of the law.

Meaning of a Legal Practitioner under the Nigerian Legal Practitioner's Act The legal profession in Nigeria is rightly identified with British Colonial rule and introduction of the British system of courts in 1862 though unlike in England where the profession is separated, in Nigeria it is fused.<sup>21</sup>

The Legal Practitioner's Act defines a Legal Practitioner as a person entitled in accordance with the provisions of this Act to practice as a barrister and solicitor either generally or for the purpose of any particular office or proceeding.<sup>22</sup>

Therefore a legal practitioner in Nigeria is a person qualified to practice as a barrister and solicitor.<sup>23</sup>

A Barrister is a legal practitioner whose duty is to represent a person in a court of Law and advocate on-behalf of such person, usually called a client. He is the professional advocate with right of audience in every court. As a consultant and advocate, the professional duties of a barrister include: the drafting of legal opinions on issues of facts and law, the settling of pleadings, and conducting cases in court to a logical conclusion in accordance with the rules of procedure and evidence while solicitors are legal practitioners who are consulted on issues, such as, the making of wills, administration of estates, formation of companies, drawing up of leases and conveyances, registration of land instruments, writing of contractual agreement and similar issues. In England, the solicitor has no business with advocacy in the court, except in the lower courts, the solicitor is consulted first to take instruction from the client and prepare the pleadings. He could then approach a barrister to represent the client in court at the trial proper.<sup>24</sup>

#### *Legal Researcher's Ideology*

Legal researchers may hold various ideologies depending on their personal beliefs, academic training, professional experiences, and the context in which they operate. Some common ideologies among legal researchers include:

**Legal formalism and tradition research ideology:** This ideology emphasizes the importance of strict adherence to legal rules, principles, and precedent. Legal formalists believe that the law can and should be applied objectively, without consideration of extralegal factors such as social context or policy considerations.

**Legal realism research ideology:** In contrast to formalism, legal realism acknowledges the influence of social, economic, and political factors on the law. Legal realists argue that judicial decisions are often influenced by subjective factors and reflect the values and interests of the decision-makers.

**Critical legal studies ideology:** Critical legal scholars critique traditional legal doctrines and institutions, focusing on issues of power, inequality, and social justice. They seek to uncover hidden biases within the legal system and advocate for progressive reforms to promote equality and fairness.

In summary, Legal researchers have a multitude of ideologies guiding their scholarly endeavors. However, amidst these theories, traditional research ideology stands out as firmly upheld and practiced by legal scholars and practitioners. It asserts that the law is self-contained, with no connection to societal, economic, or human elements. Despite this, legal research remains a dynamic and diverse field, fostering ongoing debates and explorations across various academic disciplines, including law, though In Nigeria, however, scholars have struggled to embrace and apply the Legal Realism ideology but with little or no success. P H Schuck mooted "...The neglect of empirical work is a bad, increasingly worrisome thing for our scholarship

<sup>21</sup> J O Asein, Introduction to Nigerian Legal System, 2<sup>nd</sup> ed., Ababa Press Ltd, Surulere, 2005.

<sup>22</sup> Section 24 of the Legal Practitioners Act, 16 May, 1975 as amended by the Legal Practitioners (Amendment) Act (formally Decree) No. 21 of 1994) (Cap L.11 Laws of the Federation of Nigeria 2004).

<sup>23</sup> A J Beredugo., op cit., p. 204.

<sup>24</sup> ibid.

and teaching, and the reasons for its persistence are so deeply embedded in the incentive structure and professional norms of the law schools that they are exceedingly resistant to change".<sup>25</sup>

### *Academic Legal Regulatory Body in Nigeria*

The Nigerian Association of Law Teachers (NALT) is a professional organization comprising legal educators and scholars which represents the interests of law teachers in Nigeria. It was established in 1961 to promote excellence in research and legal academic teaching in Nigeria.<sup>26</sup> It aids in promoting government policies and practices related to legal education and research.<sup>27</sup> The association also helps in Legal research, Law reform, curriculum advancement of pedagogical improvements in view of national and international developments.<sup>28</sup> The Membership of NALT is open to law teachers and academics across Nigerian tertiary institutions to facilitate networking among legal scholars, fostering collaboration and exchange of ideas. It advocates for legal education reform and promotes high standards of legal teaching and research and facilitates collaboration among members and with other legal and educational institutions both nationally and internationally.

### *Theoretical Framework*

#### *Non-Doctrinal Legal Research Theory*

The origin of non-doctrinal legal research may prove challenging to trace to a specific period, person, or origin. However, following World War II, there emerged a heightened emphasis on empiricism. Hence, the realist school of thought developed. The realist school of thought brings to the forefront, the concern that laws are made for the benefit and regulation of society. Laws are there to fulfill society's needs. Society is dynamic and so should be the law. Law should be suited to the needs of the real world.<sup>29</sup> Therefore, they cannot be studied in isolation and must be developed as per society's requirements.

Non-doctrinal legal research, also referred to as interdisciplinary legal research or socio-legal studies, has evolved as a response to the limitations of traditional legal analysis, which often focused narrowly on legal rules and principles

Then, Non-doctrinal research, also known as social-legal research, is research that employs methods taken from other disciplines to generate empirical data that answers research questions.<sup>30</sup>

Brief history of non-doctrinal legal research:

**Early Influences:** The roots of non-doctrinal legal research can be traced back to the late 19th and early 20th centuries with the emergence of legal realism in the United States. Legal realists challenged the idea that law could be understood purely through legal rules and instead emphasized the importance of understanding how law operates in practice, taking into account social, economic, and political contexts.

**Sociological Jurisprudence:** Scholars like Roscoe Pound and Max Weber in the early to mid-20th century contributed to the development of sociological jurisprudence, which explored the relationship between law and society. This approach highlighted the social functions of law and the ways in which legal institutions shape and are shaped by broader social forces.

**Law and Society Movement:** In the 1960s and 1970s, the Law and Society Movement emerged, advocating for interdisciplinary research that examined law in its social, cultural, and political contexts. Scholars from various disciplines, including sociology, anthropology, political science, and history, contributed to this movement, producing research that analyzed the impact of law on society and vice versa.

<sup>25</sup> P H Schuck, Why Don't Law Professors do more Empirical Research: Journal of Legal Education (1983) (39) 322.

<sup>26</sup> "Association urges govt to invest in training of law teachers". *The Guardian News*. <[https://en.wikipedia.org/wiki/Nigerian\\_Association\\_of\\_Law\\_Teachers](https://en.wikipedia.org/wiki/Nigerian_Association_of_Law_Teachers)> Accessed April 10, 2024 7am.

<sup>27</sup> "Nigerian Law teachers plan directory". *Daily independent*. <[https://en.wikipedia.org/wiki/Nigerian\\_Association\\_of\\_Law\\_Teachers](https://en.wikipedia.org/wiki/Nigerian_Association_of_Law_Teachers)> Accessed April 10, 2024 7am.

<sup>28</sup> "Former minister othhers applaud Abud law programme". *Punch News*. <[https://en.wikipedia.org/wiki/Nigerian\\_Association\\_of\\_Law\\_Teachers](https://en.wikipedia.org/wiki/Nigerian_Association_of_Law_Teachers)> Accessed April 10, 2024 7am.

<sup>29</sup> **N Dahiya, edited by K Sharma and V Kapoor.** *All about doctrinal and non-doctrinal research* <<https://blog.ipleaders.in/all-about-doctrinal-and-non-doctrinal-research/>> Accessed 2<sup>nd</sup> April 2024 10am.

<sup>30</sup> S I Ali, Z Yusoff and Z A Ayub. Legal Research of Doctrinal and Non-Doctrinal. *International Journal of Trend in Research and Development*, 2017: 493-495.

**Empirical Legal Studies:** Alongside these theoretical developments, there was a growing emphasis on empirical research methods within legal scholarship. Empirical legal studies utilize quantitative and qualitative methodologies to examine legal phenomena, such as the effects of laws on behavior, attitudes, and outcomes.

Overall, non-doctrinal legal research has broadened the scope of legal scholarship, encouraging scholars to adopt interdisciplinary approaches and engage with a wide range of social, political, and cultural factors that influence the development and application of law.

In more general view, non-doctrinal research, also known as **social-legal research**, is research that employs methods taken from other disciplines to generate empirical data that answers research questions.<sup>31</sup>

It employs primary sources of legal information to reach a broader meaning and conclusion. Primary sources may include observations, experiments, questionnaires, surveys, etc. unlike what is considered to be primary data under doctrinal research approach. With the help of these sources, we analyze the practical aspects of law like the effect of its implementation in non-legal fields and society as a whole. Basically, we take a legal variable which could be a law along with a non-legal variable like economic, social, political, management, administration, education etc. and study their relationship by data collected, which could be qualitative or quantitative.<sup>32</sup>

The realist school of thought brings to the forefront, the concern that laws are made for the benefit and regulation of society. Laws are there to fulfill society's needs. Therefore, they cannot be studied in isolation and must be developed as per society's requirements. Society is dynamic and so should be the law. Law should be suited to the needs of the real world.<sup>33</sup>

#### *Multidisciplinary Research Approach Theory*

Multidisciplinary research involves the collaboration of experts from different fields to address complex questions or problems. By integrating knowledge and methodologies from various disciplines, it offers holistic perspectives and innovative solutions that transcend individual disciplinary boundaries. This approach fosters creativity, innovation, and effective problem-solving, ultimately contributing to advancements in knowledge and addressing real-world challenges.

There is a scarcity of literature addressing the attributes of research collaboration across diverse disciplines. The definitions of terms like "multidisciplinarity," "interdisciplinarity," or "transdisciplinarity" lack clarity and differentiation. These concepts are delineated based on the extent of collaboration and intermingling among disciplines. Multidisciplinary research, in this context, can be perceived as a component within the spectrum of research collaboration. Multidisciplinary research is a pursuit of truth with the help of numerous specialized branches of learning which aims at achieving a common aim with the aid of knowledge of other disciplines.<sup>34</sup>

It is anticipated that an improved understanding of multidisciplinary research systems provides insights into certain strengths particular to less integrated and self-organized forms of collaborative research along with a framework with which to improve the design and fostering of such systems.<sup>35</sup>

The goal of interdisciplinary research is to create a more holistic understanding of complex phenomena and to generate innovative solutions to real-world problems.

#### *Summary of Reviewed Literature and Research Gap*

<sup>31</sup> S I Ali, Z M Yusoff, and Z A Ayub, Legal Research of Doctrinal and Non-Doctrinal. *International Journal of Trend in Research and Development* [2017] (12) (5) 493.

<sup>32</sup> N Dahiya, All about Doctrinal and Non-doctrinal Research <<https://blog.ipleaders.in/all-about-doctrinal-and-non-doctrinal-research/>> Accessed December 31 2022 11pm

<sup>33</sup> ibid

<sup>34</sup> A Choudhary, Multidisciplinary research Amity Law School Centre-2, Noida November 13, 2015 <<https://www.lawctopus.com/academike/multidisciplinary-research/>> Accessed 8<sup>th</sup> April 2024 9am

<sup>35</sup> A Dalton, A Dalton, K Wolff, and B Bekker, *Multidisciplinary Research as a Complex System* <<https://doi.org/10.1177/16094069211038400>> Accessed April 10, 2024 3pm

The literature highlights a significant research gap in the legal academic sector of Nigeria regarding the integration of multidisciplinary and interdisciplinary research approaches. Despite their recognition and adoption in other fields, legal scholars predominantly stick to traditional doctrinal research methods. This gap underscores the need to understand why this resistance to change exists and its implications for legal education, practice, and scholarly advancement. The resistance might stem from institutional norms or pedagogical practices.

Furthermore, multidisciplinary and interdisciplinary research approaches offer the potential to synthesize diverse perspectives and methodologies, enriching scholarly discourse and fostering innovative solutions to complex legal issues. Investigating legal scholars' engagement with interdisciplinary collaborations and conducting a comparative analysis with other disciplines can shed light on promoting interdisciplinary research within the legal academic sector. Overall, addressing these gaps can contribute to fostering a more dynamic and inclusive research environment within the legal academic sector in Nigeria.

## Methodology

### *Research Design*

The study utilizes a non-doctrinal legal research approach, also known as social-legal research. This approach incorporates methods from various disciplines to gather empirical data that addresses research questions rather than traditional legal approach, though OSCOLA (Oxford University Standard for the Citation of Legal Authorities) and NALT (Nigerian Association of Law Teachers) styles were considered in referencing do to the nature of the research. OSCOLA and NALT do not prescribe a specific research methodology but supports a doctrinal (traditional legal) approach, which involves analyzing and synthesizing legal principles from authoritative sources. It encourages a systematic and rigorous approach to legal research, ensuring that all sources are accurately cited and that legal arguments are well-supported by authoritative references. OSCOLA and NALT provide detailed guidelines for citing various legal sources. For instance, cases are cited with the case name, neutral citation, and law report reference. Legislation is cited by the short title and year. The OSCOLA and NALT system use footnotes for citations rather than in-text references, with minimal punctuation to ensure clarity and simplicity.

### *Nature of Data*

The researcher employs both primary and secondary data. In scientific research, primary data denotes the original data collected directly from the source by the researcher for the explicit purpose of their study. Conversely, secondary data in scientific research refers to data collected by individuals other than the user, or for purposes unrelated to the user's current research project. This data typically originates from sources such as books, reports, the internet, statistical databases, or studies conducted by other researchers.<sup>36</sup>

### *Sources of Data*

The study incorporates both primary and secondary sources of data. Primary sourcing occurs when data is collected firsthand by the researcher, meaning these sources provide information that has not been previously utilized by any other individual. Examples of primary sources include personal interviews, telephone calls, direct observations, and the use of questionnaires. On the other hand, secondary sources encompass various means through which secondary data are obtained. Typically, researchers utilize pre-existing data, and the methods employed to acquire such data are termed secondary sources. Examples of secondary sources include public records, previous research studies, government databases, internet sources, legal documents such as constitutions and case law, legal digests, treatises, law commentaries, statutes, law reviews, and textbooks, among others.<sup>37</sup> Though the nature of data and its sources as used in this study is not in conformity with the OSCOLA and NALT ideology about data and its sources. OSCOLA and NALT emphasize the importance of using primary and secondary sources in legal research but view

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<sup>36</sup> N C Okuma, Legal Research Methodology.....guide to scientific approach (Ideal for Multidisciplinary Academic Research) AmzonPublishers, <[<sup>37</sup> N C Okuma, Legal Research Methodology.....guide to scientific approach \(Ideal for Multidisciplinary Academic Research\) AmzonPublishers, <\[1741\]\(https://www.amazon.com//de/dp/B0CZHWC8VQ/ref=sr\_1\_1?dib=eyJ2ljojMSJ9.4SuUiX5s5Hq9Rj0eKyfjEWu0Er4SO\_6gn8m- >2024 pg 23</a></p></div><div data-bbox=\)](https://www.amazon.com//de/dp/B0CZHWC8VQ/ref=sr_1_1?dib=eyJ2ljojMSJ9.4SuUiX5s5Hq9Rj0eKyfjEWu0Er4SO_6gn8m- >2024 pg 23</a></p></div><div data-bbox=)



Primary sources as statutes, case law, and treaties, while secondary sources consist of academic books, journal articles, and other commentary.

### *Population, Sample Techniques, Sample and Sample Size*

**Population:** In the context of scientific research, the term "population" refers to the entire group that researchers are interested in studying or drawing conclusions about. It encompasses the complete set of observations or units that share a common characteristic, and it is defined according to the objectives and scope of the study.<sup>38</sup> The population of this study is drawn from the number of legal students currently in Nigerian law schools. These are law students that just finish writing their LL.B research projects, supervised by legal scholars using OSCOLA and NALT standard.

**Table 1(a):** The population of legal students in nigerian law school according to statista research department, is given in the table below.

School	Population
Abuja	1,837
Enugu	1274
Kano	1072
Lagos	1023
Baylesa	403
Yola	351
Total	5960

Source: <https://www.statista.com/statistics/1261094/law-students-in-nigeria-by-city/>

**Sample techniques:** There are various methods to choose a sample, including Random Sampling, Stratified Sampling, Cluster Sampling, Convenience Sampling, Taro Yamane etc. The choice depends on the research question, the nature of the population, and logistical considerations.<sup>39</sup> For the purpose of this study, **Taro Yamane sample size formula** was used and the sample size is obtained with the below formula.

$$n = \frac{N}{1+N(d)^2}$$

Where  $n$  = the sample size,  $N$  = the population size,  $d$  = the level of precision (assumed to be 0.05 at 95% Confidence level).

**Sample and sample size:** In the realm of scientific research, a "sample" refers to a subset or a smaller group selected from the larger population under study. This subset is chosen for investigation, as it's often impractical or infeasible to study the entire population directly.<sup>40</sup> The sample size for the purpose of this study is 374 which are selected from the population of 5960 using **Taro Yamane sample size formula**.

To minimize sampling error and ensure a representative sample of the entire population, the researcher explores the Cluster Random Sampling method. This approach is used to determine the exact number of Law students to be selected from each sampled Law school, as detailed below:

The number of students to be selected from a particular Law School for the sample size is calculated as follows:

No to be selected = Population of that particular Law School × Sample size

Total Population of all Law Schools

**Table 1(b).** The number of students selected from a particular Law School for the sample size.

Law School	Population	Number selected for sample size
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<sup>38</sup> ibid pg 206.

<sup>39</sup> N C Okuma, Legal Research Methodology.....guide to scientific approach (Ideal for Multidisciplinary Academic Research) AmzonPublishers, <[<sup>40</sup> ibid pg 207](https://www.amazon.com//de/dp/B0CZHWC8VQ/ref=sr_1_1?dib=eyJ2IjoiMSJ9.4SuUiX5s5Hq9Rj0cKyfjEWu0Er4SO_6gn8m- >2024 pg 208</a></p>
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Abuja	1,837	115
Enugu	1274	80
Kano	1072	67
Lagos	1023	64
Baylesa	403	26
Yola	351	22
Total	5960	374

*Researcher's Computation.*

**Analytical techniques:** To address the research questions, descriptive statistics were utilized, employing mean and standard deviation as key tools. Inferential statistics, specifically ANOVA, were used to test the research hypotheses.

**Data Presentation and Analyses***Decision Rule*

Descriptive and inferential statistical tools were employed in analyzing the data. Mean scores were used to answer the research questions. Having a four-point Likert scale to compute the mean score for the items of the questionnaire. However, to determine the acceptance and questionnaire items, a decision rule based on the statistical mean of the score was employed thus: Mean =  $(4+3+2+1)/4=2.5$

Therefore, the mean for the response scale would be 2.5. That is, any item with mean score of 2.5 and above is accepted and any item which mean scores are below 2.5 is rejected.

*Descriptive Statistics***Table 2.** Prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

S/N	Items	Mean	S.D.
1	There is need to integrate academic legal research to scientific research approach like other fields of study	3.09	.91470
2	Traditional Legal research method prevents legal scholars from engaging in research with researchers from other disciplines	3.13	.89651
3	Legal scholars actively integrate multidisciplinary academic research approaches into academic legal research	1.81	.91271
4	Legal scholars research always aligns well with scientific academic research ideologies	1.86	.91743
5	Legal scholars research always aligns well with traditional legal research ideologies	3.27	.91013
6	Legal scholars always encounter challenges in integrating multidisciplinary or interdisciplinary approaches into legal research	3.09	.92224
7	There are various factors contributing to the success or failure of adopting multidisciplinary and interdisciplinary research approaches among legal scholars	2.92	.77521
	Ground Mean	2.74	0.8927

*Researcher's Computation.***Table 3.** Specific challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

S/N	Items	Mean	Sd
1	Legal scholars face challenges in adopting multidisciplinary research approaches	3.23	.90296
2	Legal scholars face challenges in adopting interdisciplinary research approaches	3.16	.89612

3	Regulatory bodies face challenges in promoting multidisciplinary research approaches in the legal field	3.03	.78173
4	The extent of challenges legal Regulatory bodies are facing in promoting scientific research approaches in the legal field are of high magnitude	3.07	.70937
	Grand	3.12	0.82

#### Researcher's Computation

**Table 4.** Level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice

S/N	Items	Mean	SD
1	Legal scholars understand the distinction between academic and professional research	1.89	.79318
2	Legal professionals understand the distinction between academic and professional research	1.78	1.00617
3	Regulatory bodies in the legal sector understand the distinction between academic and professional research	2.97	.81696
4	The understanding of the distinction between academic and professional research impacts the integration of multidisciplinary research methodologies into legal education	3.38	.83773
5	The understanding of the distinction between academic and professional research impacts the integration of interdisciplinary research methodologies into legal education	3.39	.84201
	Grand	2.68	0.86

#### Researcher's Computation.

#### Inferential Statistics

Inferential statistics were utilized to analyze the data obtained for the three preset objectives, employing the ANOVA (Analysis of Variance) statistical tool. The following sections provide a detailed analysis of the data for the various hypotheses, including comprehensive descriptions and interpretations of the results:

#### Hypothesis One

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

Alternative Hypothesis (H<sub>1</sub>): There is a significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

**Table 5.** Results of the analysis of hypothesis one.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	271.747	4	67.937	610.550	.002
Within Groups	41.170	370	.111		
Total	312.917	374			

#### Researcher's Computation.

**Result:** since  $p = 0.002$  (sig) is below 0.05, then we reject the null hypothesis that there is no significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

**Interpretation:** The P value is 0.002. This value indicates the probability that the observed results are due to chance. In hypothesis testing, a common threshold for significance is 0.05. If the P value is less than or equal to 0.05, we reject the null hypothesis, suggesting that there is a statistically significant difference. Conversely, if the P value is greater than 0.05, we fail to reject the null hypothesis, indicating no statistically significant difference.

**Comparison to Significance Level ( $\alpha$ ):** Since the P value of 0.002 is lower than 0.05, we have sufficient evidence to reject the null hypothesis. This means we accept the alternative hypothesis which states that there is a significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

The above result is in conformity with the assertion of Schuck that "...The neglect of empirical work is a bad, increasingly worrisome thing for our scholarship and teaching, and the reasons for its persistence are so deeply embedded in the incentive structure and professional norms of the law schools that they are exceedingly resistant to change".<sup>41</sup> The perspectives of legal scholars on academic research, scientific research, and multidisciplinary and interdisciplinary studies differ significantly from those in other disciplines. In the words of Mathew Schieeltz, "...scientific research can lead to the confirmation or re-evaluation of existing theories or to the development of entire new theories."<sup>42</sup> While T Shriram defined doctrinal legal research as "a research that has been carried out on a legal proposition or propositions by way of analyzing the existing statutory provisions and cases by applying the reasoning power."<sup>43</sup> In support to this argument, F Cownie inferred...."There is growing movement which calls for contextual and interdisciplinary research approach and the application of social science and scientific research methodologies in legal research".<sup>44</sup> Therefore, these differences are evident in several key areas, including the nature, types, and sources of data; the objectives of traditional legal research compared to those of academic and scientific research; and the methodologies and citation styles employed in both.

#### *Hypothesis Two*

Null Hypothesis (H0): There are no significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

Alternative Hypothesis (H1): There are significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

**Table 6.** Results of the analysis of hypothesis two.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	266.488	4	66.622	722.671	.007
Within Groups	34.110	370	.092		
Total	300.597	374			

#### *Researcher's Computation.*

**Result:** Since P value = 0.007 which is lower than 0.05, then we conclude that there are significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

**Interpretation:** The P value is 0.007. This value indicates the probability that the observed results are due to chance. In hypothesis testing, a common threshold for significance is 0.05. Since the P value of 0.007 is lower than 0.05, we have sufficient evidence to reject the null hypothesis. This means we accept the alternative hypothesis which states that there are significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

This result is in accordance with position of Nigeria Association of Law Teachers Manual on Legal Research Basic Guide (NALT) that deduced "...more so that only very few legal researchers are exposed to this type of research approach (non-doctrinal). Therefore, student researchers who wish to

<sup>41</sup>P H Schuck, 'Why Don't Law Professors do more Empirical Research: Journal of Legal Education [1983] (39) 322.

<sup>42</sup> M Schieeltz, Legal Research Approach <<https://sciencing.com/steps-procedures-conducting-scientific-research-6900127.html>> Accessed 22<sup>nd</sup> December 27, 2022 11pm.

<sup>43</sup> T Shriram, "Doctrinal and Non doctrinal." <[https://www.academia.edu/40656281/Doctrinal\\_and\\_Non\\_Doctrinal\\_Methods\\_of\\_Legal\\_Research](https://www.academia.edu/40656281/Doctrinal_and_Non_Doctrinal_Methods_of_Legal_Research)> accessed December 31, 2021 11pm.

<sup>44</sup> F. Cownie (2004) Legal Academics: Culture and identifies (Oxford and Portland; italic publishing).

adopt non-doctrinal approach are encouraged to consult widely among social sciences researchers/lectures who are grounded in empirical research, to be properly guided".<sup>45</sup> The challenges are also noted by G D Graden as he suggested as follows ".....the scholars must announce that there is need for legal research arise from a determination to do something new- to look at the world with unbiased eyes, to try to find out how and why the law ticks, to see whether the law is in fact serving the needs of society today. - - - The touchstone of researcher is the open, inquiring mind - - - Legal research will get somewhere only if legal scholars abandon any thought that there is something sacred about the law as it is. Even if we accept certain values in our society as sacred, this does not make any particular legal proposition sacred".<sup>46</sup> And H Schebesta remarked "...Contemporary legal scholarship is scientifically stagnant, while the use of empirical methods has significantly increased in other disciplines, such as in political sciences, law is falling short of unfolding its explanatory potential".<sup>47</sup> In summary, several challenges hinder the transition from traditional and doctrinal legal research to more academic, scientific, and multidisciplinary approaches by legal scholars. These challenges include as follows: The citation methods of OSCOLA (Oxford University Standard for the Citation of Legal Authorities) and NALT (Nigerian Association of Law Teachers) are technically structured for traditional doctrinal legal research. Socio-legal, scientific and multidisciplinary researchers find it difficult to employ these methodologies in their work due to their rigid and specialized nature to traditional legal research approach. Also, the approach and understanding of data by OSCOLA and NALT make it nearly impossible for researchers to use these methodologies in socio-legal, scientific, multidisciplinary, or interdisciplinary research. Legal regulatory bodies like NALT in Nigeria often exhibit reluctance in enforcing policies that promote collaboration with non-legal organizations in research, workshops, conferences, and seminars. This isolationist attitude limits the scope of legal research. There is a prevalent resistance among legal scholars to adapt to new knowledge, especially when it involves interdisciplinary issues. Many legal scholars view law as a sacred discipline that should remain insulated from other fields and societal influences while Dahiya N posits ....that Laws are there to fulfill society's needs. Society is dynamic and so should be the law. Law should be suited to the needs of the real world.<sup>48</sup> Many legal scholars fear losing the traditional approach to research and are apprehensive about learning new methodologies. This fear of change inhibits the adoption of more dynamic and interdisciplinary research practices.

### *Hypothesis Three*

Null Hypothesis (H0): There is no significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

Alternative Hypothesis (H1): There is a significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

**Table 7.** Results of the analysis of hypothesis three.

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	249.452	4	62.363	353.158	.021
Within Groups	65.337	370	.177		
Total	314.789	374			

### *Researcher's Computation*

<sup>45</sup> E I Alemika, O C Ameri and B Ihugba, Nigerian Association of law Teachers Manual on Legal Research Basic Guide; for Law Faculties and Legal Research Institutions in Nigeria (Nigeria Institute of Advanced Legal Studies Supreme Court Complex 2021).

<sup>46</sup> G D Braden, Research Methods <<https://www.google.com/search?client=firefox-b-d&q=George+D+Braden>> accessed 22nd December 2022 11pm.

<sup>47</sup> H Schebesta, <[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3598947](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3598947)> accessed 23rd December 2022 11pm.

<sup>48</sup> N Dahiya, edited by K Sharma and V Kapoor. *All about doctrinal and non-doctrinal research* <<https://blog.ipleaders.in/all-about-doctrinal-and-non-doctrinal-research/>> Accessed 2nd April 2024 10am.

Result: P value = 0.021 which is lower than 0.05 then we reject null hypothesis that there is no significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

**Interpretation:** The P value is 0.021. This indicates the probability that the observed differences among the groups occurred by chance. The common threshold for significance in hypothesis testing is 0.05. If the P value is less than or equal to 0.05, we reject the null hypothesis. Since the P value of 0.021 is less than 0.05, it shows that the differences observed among the groups are statistically significant. We therefore reject the null hypothesis and accept the alternative hypothesis. There is actually divergence opinion among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice. Okuma in his study titled “Legal Research Methodology: a guide to scientific approach” clearly differentiated legal academic research and professional research stating that, “Academic legal research refers to legal studies conducted within institutions of higher learning for academic purposes. These research endeavors are typically undertaken by legal scholars, including both students and educators, under supervision to ensure adherence to established academic research procedures...., while Professional (non-academic) legal research refers to research conducted outside the traditional academic setting, primarily by legal practitioners utilizing a doctrinal approach. Unlike academic research, this type of inquiry lacks a comprehensive plan devised by academic researchers and is not subject to formal supervision or peer review for publication in academic journals.”<sup>49</sup>

Not minding the differences, the legal scholars still employ traditional (doctrinal) research approach for both not considering their views on nature, type and sources of data and the implication of using OSCOLA and NALT standard on socio-legal and multidisciplinary researches.

## Summary of Analyses and Conclusion

### *Objective One*

The analysis indicates that the P value is 0.002, which is less than the threshold of 0.05. Therefore, we reject the null hypothesis and accept the alternative hypothesis, concluding that there is a significant difference in the prevailing multidisciplinary and interdisciplinary academic research approaches and ideologies among legal scholars.

### *Objective Two*

The analysis indicates that the P value is 0.007, which is less than the threshold of 0.05. Therefore, we reject the null hypothesis and accept the alternative hypothesis, concluding that there are significant challenges and barriers hindering the adoption of multidisciplinary and interdisciplinary research approaches by legal scholars, students, and regulatory bodies.

### *Objective Three*

The analysis indicates that the P value is 0.021, which is less than the threshold of 0.05. Therefore, we reject the null hypothesis and conclude that there is a significant difference in the level of understanding among legal scholars, educators, and regulatory bodies regarding the distinction between academic and professional research, and its impact on the integration of multidisciplinary and interdisciplinary research methodologies into legal education and practice.

## Recommendations Based on Conclusions for Various Objectives

### *Objective One*

Enhance communication and collaboration: Promote regular seminars, workshops, and conferences that bring together legal scholars and others from various disciplines to share research methodologies and

<sup>49</sup> N C Okuma, Legal Research Methodology....guide to scientific approach (Ideal for Multidisciplinary Academic Research) AmzonPublishers, <[1747](https://www.amazon.com//de/dp/B0CZHWC8VQ/ref=sr_1_1?dib=eyJ2IjoiMSJ9.4SuUiX5s5Hq9Rj0cKyfjEWu0Er4SO_6gn8m- >2024 pg 24</a></p>
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findings. Encourage interdisciplinary research projects that require collaboration between scholars from different fields.

Develop unified or hybrid research citation and frameworks: Establish standardized guidelines and frameworks tailored for socio-legal, scientific, multidisciplinary and interdisciplinary research approach, suitable for adoption by legal scholars. Develop a hybrid research methodology and citation formula integrating aspects of OSCOLA, NALT, and APA, enabling seamless application in socio-legal, scientific, multidisciplinary, and interdisciplinary research within legal contexts.

Best practices formulation: Formulate best practices to effectively integrate diverse research approaches into legal scholarship. Include strategies for fostering collaboration, designing robust research projects, and upholding ethical standards in multidisciplinary and interdisciplinary research endeavors.

Educational curriculum revisions: Revise legal education curricula to include courses that emphasize socio-legal, scientific, multidisciplinary and interdisciplinary research skills. Provide training programs for legal scholars to enhance their understanding and application of various research methodologies.

#### *Objective Two*

Identify and address barriers: Conduct further research to specifically identify the challenges and barriers faced by each group (legal students, scholars and regulatory bodies). Develop targeted strategies to address these challenges, such as resource allocation, institutional support, and policy changes.

Increase funding and resources: Advocate for increased funding and resources dedicated to supporting multidisciplinary and interdisciplinary legal research. Establish grants and scholarships for students and scholars engaged in such legal research approaches.

Policy and institutional support: Encourage regulatory bodies to create policies that support and incentivize multidisciplinary and interdisciplinary research. Implement institutional changes that promote a culture of collaboration and innovation within academic and regulatory settings.

#### *Objective Three*

Educational and training programs: Develop and implement educational programs aimed at increasing the understanding of the distinctions between academic and professional research. Provide ongoing training for educators and regulatory bodies to ensure they are up-to-date with current research methodologies and practices.

Facilitate dialogue and understanding: Organize forums and discussion panels that bring together legal scholars, educators, and regulatory bodies to discuss the differences between academic and professional research methodologies. Encourage the exchange of ideas and experiences to foster a mutual understanding and appreciation of different research approaches.

Integrate research methodologies into practice: Encourage the incorporation of multidisciplinary and interdisciplinary research methodologies into legal practice through pilot projects and case studies. Develop case studies and practical examples that demonstrate the benefits and applications of these methodologies in real-world legal contexts.

#### Contributions to Knowledge

Advancement in legal research methodologies: The study highlights the need for legal research to evolve beyond traditional doctrinal methods, promoting the integration of multidisciplinary and interdisciplinary approaches. This advancement will enrich the legal research field by incorporating diverse perspectives and methodologies from other disciplines, fostering more comprehensive and robust analyses.

Enhancement of legal education: By recommending revisions to legal education curricula to include courses on socio-legal, scientific, multidisciplinary, and interdisciplinary research skills, the study contributes to the modernization of legal education. This will better prepare future legal scholars and practitioners to engage in diverse research methodologies, thereby improving the overall quality of legal scholarship.

Policy and institutional support: The study's emphasis on encouraging regulatory bodies like NALT to create policies that support and incentivize multidisciplinary and interdisciplinary research represents a

crucial step towards institutional change. This will help foster a culture of collaboration and innovation within academic and regulatory settings.

**Raising Awareness:** The study raises awareness about the importance of understanding the distinctions between academic and professional research, and its impact on legal education and practice. This heightened awareness will drive efforts to bridge the gap between these research paradigms, fostering a more holistic approach to legal scholarship.

**Okuma-NC (Hybrid) Citation and Referencing System:** The proposal for a hybrid research methodology and citation formula that integrates aspects of OSCOLA, NALT, and APA represents a significant contribution. This system will provide a more flexible and inclusive citation standard that accommodates various research methodologies, thereby enhancing the quality and accessibility of legal research.

#### *Direction for Future Researches*

**Comparative Analysis of Citation Methods:** Conduct comparative studies on the use and impact of different citation methods (OSCOLA, NALT, APA) in legal research. Determine which aspects of each method are most beneficial for various types of legal scholarship.

**Technology and Legal Research:** Investigate the role of emerging technologies (such as AI and big data analytics) in facilitating multidisciplinary and interdisciplinary legal research. Examine how these technologies can be leveraged to enhance research methodologies and outcomes.

**Academic legal research methodology in Nigeria and scientific approach**

To analyze the prevailing academic legal research methodologies in Nigeria and to compare them with scientific research approaches. It seeks to identify gaps and propose strategies for integrating scientific methods to enhance the rigor and impact of legal research in Nigeria.

**Exploration of Okuma-NC (Hybrid) citation model:** Investigate the development and implementation of Okuma-NC (hybrid) citation system that integrates aspects of OSCOLA, NALT, and APA, and assess its effectiveness in supporting multidisciplinary and interdisciplinary legal research.

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