

Exploring the Shifts in Reading Habits and ICT Use Among the Law Students and Law Teachers

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ABSTRACT

The growth of Information and Communication Technology (ICT) has significantly influenced various aspects of education, including legal studies. This research paper primarily aims to investigate the impact of Information and communication technologies on the reading habits of law students and teachers in the legal field. In the present world, the usage of ICT and frequency of web resource utilization have expanded, thus it is essential to understand how students and teachers access and utilize digital platforms is essential. It focuses on their academic engagement. With digital and traditional resources. This paper includes primary data collected from law students and law teachers. This study examines the role of social media and various ICT tools in legal education. These collected data provide insights into digital literacy levels, preferences for traditional versus digital reading materials, and the role of social media in academic activities. It also identifies commonly used digital resources like online case databases, e-journals, and legal blogs, emphasizing their growing importance in both studies and professional development. Social media platforms are particularly useful for case discussions, academic collaborations, and knowledge sharing. The study ultimately suggests ways to improve digital literacy, expand access to technology, and balance traditional and digital learning methods to enhance legal education. The study suggests that improving technology accessibility involves integrating digital resources into traditional learning methods and adopting a balanced approach to legal education in the digital world.

KEYWORDS: Information and Communication Technology (ICT), Social media, Legal Education, Reading habits, Digital Learning, Academic Engagement.

INTRODUCTION

“Books allow you to explore a topic a dimmersey yourself deeper way than most media today.”

-Mark Zucker berg

Reading is an action of the person who reads and habits are a product of this action or learning. Law students and teachers need an extensive reading of case laws, statutes, and legal commentaries. Reading habits are significant

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both in academic success and professional development, particularly for law students and law teachers. Moreover, today's lawyers can not practice without the knowledge of technology. Reading is not an act of decoding written words but it to develop the skill of a deeper understanding of legal principles. However, in this modern world, traditional reading is undergoing a shift due to the advent of Information and Communication Technologies (ICT). As the law students and teachers rely on digital resources, online legal data databases, and e-learning platforms to access legal information. Previously, all the students depended on physical libraries with printed materials but after the advent of ICT in legal education, online judgments, research reports and e-journals became the primary sources of legal research. The use of online platforms such as Manupatra, and SCC Online has significantly increased. Despite, the easy access these developments have declined the reading habits among students due to digital distraction. Moreover, students who are accustomed to printed books often find it difficult to adapt to screen-based reading, which may affect their understanding of legal concepts. Although digital resources offer convenience, there is a lack of proper training in online research techniques and obstacles they encounter in using digital for legal education.

REVIEW OF LITERATURE

Amit Kishore, Dr.Akash Kumar Singh and Dr.Manoj Kumar Sinha (2023) collected data from 160 PG students, with 135 valid responses “confined to eight government universities in Bihar through a structured questionnaire. The study mainly focuses on the impact of ICT on post graduate students' reading habits, highlighting a shift from print to digital resources. The study revealed that students prioritize quick access to selective information rather than referring to the prints as it needs deep analysis”.

Suresh N, (2022) had collected data from 14 government colleges in Tamil Nadu, with 464 responses through structured questionnaires’. “This study was made to find the impact of reading habits during the COVID-19 period. However, the study got positive results as the lockdown had increased the reading habits of law students in Tamil Nadu through mobile phones for reading, legal materials, journals and online resources were the primary reading sources”.

Sushil Kumar Vyas, (2024) study showed the “evolving habits among the students in Bikaner, Rajasthan, influenced by digital resources and the widespread use of the internet. Studies found that online reading shaped academic research rather than traditional print materials”.

Dr.Payare Lal & Shivjee Prasad studied the “role of law libraries provide access to legal knowledge, research and teaching. E-resources are essential for effective access to legal documents since ICT has transformed legal study”.

Kristen E.Murray (2021) study shows that “role of technology should play in law school. Allow students to self-direct their own in-class learning and leverage technology in ways that work for them. Recommend that students engage in some kind of reflection or experimentation to make these decisions. Counsel students about the dangers of distraction. Advise them about what kind of notes they should be taking in different classes.

OBJECTIVES OF THE STUDY

The study reports the results of a survey of law college students and teachers addressing the following objectives:

- ✓ To study the purpose of reading services utilized by law students.
- ✓ To identify the difficulties faced by the students in accessing and using the ICT technology.
- ✓ To suggest appropriate measures to improve the reading habits and services for both law students and teachers.
- ✓ To explore the challenges faced by the students and teachers in using ICT.
- ✓ To suggest effective measures for enhancing reading habits and services for students and teachers.

NEED OF THE PRESENT STUDY

In the present time, it is evident that most young students are not seriously interested in reading books. Instead, they tend to waste their valuable time on non-productive activities. Therefore, it is essential to assess reading habits periodically to implement necessary measures for better utilization of reading services.

METHODOLOGY

To meet the above objectives, the study followed a qualitative research methodology. The primary data were collected through a structured questionnaire with both open and close-ended questions. Sample data were collected from 450 law students and 25 law teachers. For secondary data, various literature, archived journal articles, project proposals, research reports, and conference proceedings were reviewed. The collected data were analyzed using frequency count and Percentage methods with SPSS version 19 and MS Excel. The findings were represented in graphs, figures, and tables.

DATA ANALYSIS AND INTERPRETATION

Table 1. Distribution of Questionnaire to Law students and Law Teachers Genderwise Frequency

Genders of Respondent		Copies Distributed	%	Copies Received	%	Copies Not Returned	%
Students	Male	300	63.16	290	61.05	10	2.10
	Female	150	31.57	140	29.47	10	2.10
Teachers	Male	15	3.16	13	2.74	2	0.43
	Female	10	2.11	8	1.68	2	0.43
TOTAL		475	100	451	94.94	24	5.06

Source: Primary Data

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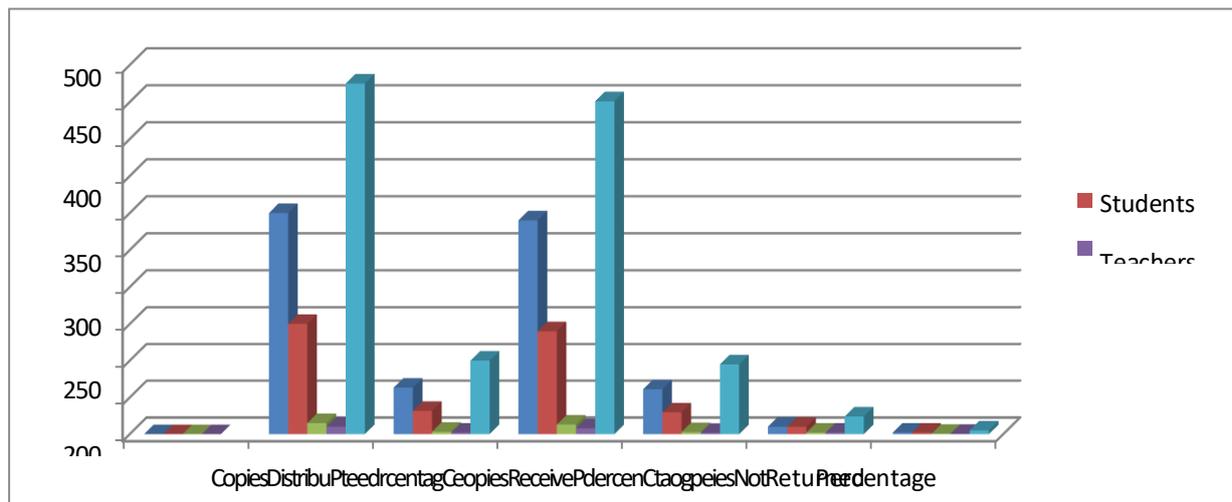


Table 1 shows that 475 copies of the questionnaires were distributed to law students and law teachers. Out of the 475, 300 male students (63.16%) and 15 male teachers (3.16%) were distributed and 150 female students (31.57%) and 10 female teachers (2.11%). Moreover, of the 451 completed and returned questionnaires, 290 (61.05%) were from male students and 140 (29.47%) were from female students, and 13 (2.74%) were from male teachers and 8 (1.68%) were from female teachers. It is concluded that the response rate is 94.94%.

Table 2. Frequency of using Web Resource Usage

Search Time	Male		Percentage		Female		Percentage		Total		Percentage	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
Hourly	62	4	21.38	30.77	22	2	15.71	25	84	6	19.53	28.53
Daily	102	4	35.17	30.77	43	3	30.71	37.5	145	7	33.72	33.33
Weekly	59	2	20.34	15.38	27	1	19.29	12.5	86	3	20	14.29
Twice Weekly	50	2	17.24	15.38	38	1	27.14	12.5	88	3	20.47	14.29
Monthly	17	1	5.87	7.70	10	1	7.15	12.5	27	2	6.28	9.52
Total	290	13	100	100	140	8	100	100	430	21	100	100

Source: Primary Data

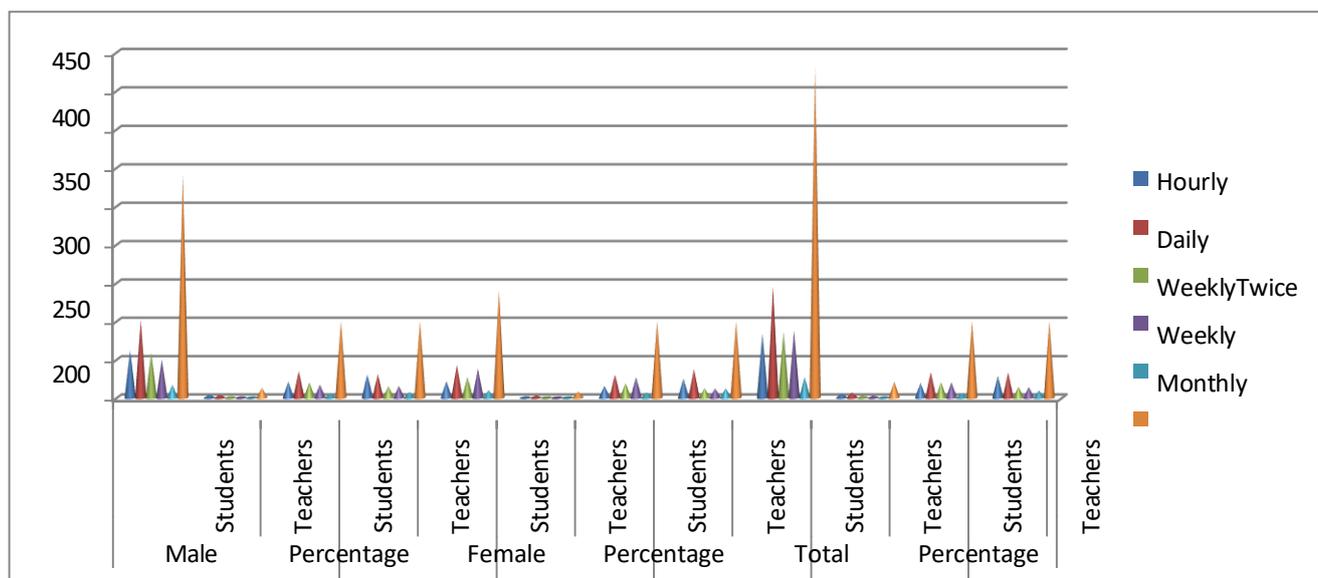


Table 2 shows how frequently the respondents used web resources 62 (21.38%) male students’ respondents and 4 (30.77%) male teachers used web resources on an hourly basis. 22 (15.71%) female students respondents and 2(25%) female teachers are used on an hourly basis. Most of the male students 102(35.17%) and 4(30.77%) male teachers are used web resources on a daily basis. 43 (30.71%) female students and 3 (37.5%) female teachers are used daily basis of using web resources. Very few male students 17(5.87%)and1(7.70%) male teachers are used monthly usage of web resources and 10(7.15%) female students and 1(12.5%) female teachers are used monthly web resources. It is worth of point out that 145 (33.72%) students and 7 (33.33%) teachers of the respondents used web resources daily.

Types of Search retrieval method used

Types of Research	Male	Percentage	Female	Percentage	Total	Percentage
Online Cases	112	36.96	36	24.32	148	32.82
Online Judgments	67	22.11	17	11.49	84	18.63
Data Archives	33	10.89	27	18.24	60	13.30
Research Reports	25	8.25	23	15.54	48	10.64
E-books	28	9.25	28	18.92	56	12.42
E-Journals	38	12.54	17	11.49	55	12.19
Total	303	100	148	100	451	100

Source: Primary Data

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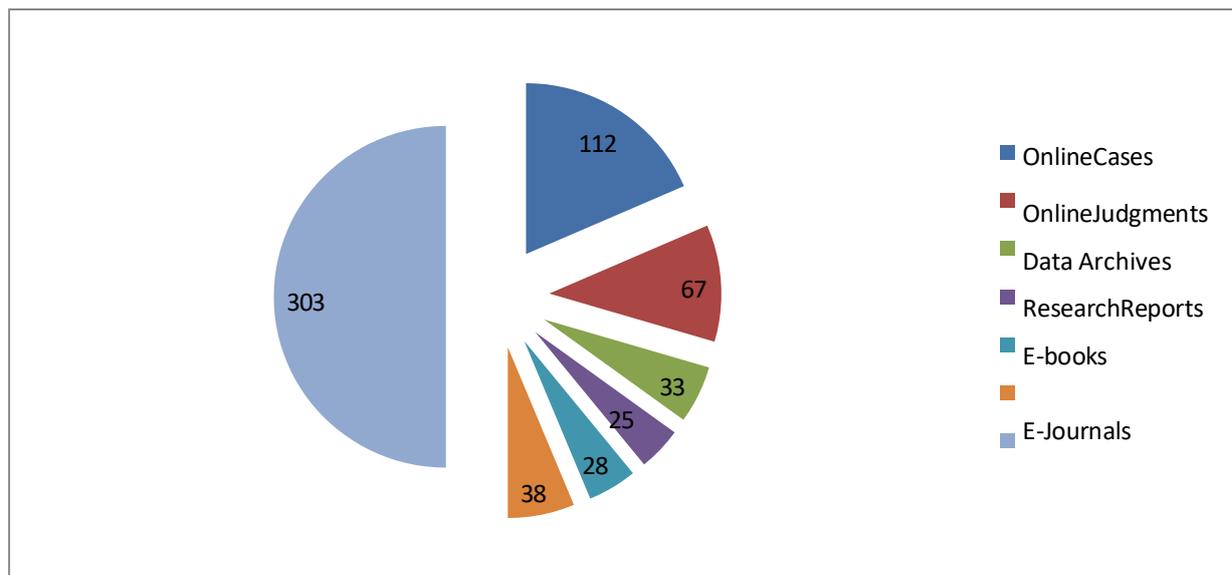


Table 3 shows that the types of search and information retrieval method of used by the respondents. Most of the respondents 112 (36.96%) male students and 36 (24.32%) female students are used online classes. Very few respondents of 25 (8.25%) male students used “Research reports” 17 (11.49%) female students are used “E-Journals and Online Judgments” to search for web resources.

Purpose of social media using Information Communication Technology

Purpose of using	Male	Percentage	Female	Percentage	Total	Percentage
Study for Examination	112	36.96	48	32.43	160	35.48
Case Reference	80	26.40	39	26.35	119	26.39
Paper Publication	45	14.85	16	10.82	61	13.52
Field Updation	37	12.22	23	15.54	60	13.30
Moot Court Competition	29	9.57	22	14.86	51	11.31
Total	303	100	148	100	451	100

Source: Primary Data

Table 4 shows that the social media used to the ICT by the respondents. Most of the male and female respondents overall using the percentage 35.48% exam purpose only. Minimum using the percentage of respondent’s Moot court preparation purpose of using ICT 11.31%.Case reference and field updating of usage of ICT average level of respondents using male and female percentage.

Supporting types of tools

Tools	NoIdea	Aware	Learning	Fair	Expert	Total
E-Mail	35 (7.76%)	44 (9.76%)	83 (18.40%)	134 (29.71%)	155 (34.37%)	451
PrintMaterial	34 (7.54%)	56 (12.42%)	62 (13.75%)	116 (25.72%)	183 (40.58%)	451
PowerPoint	49 (10.86%)	82 (18.18%)	67 (14.86%)	113 (25.05%)	140 (31.04%)	451
Blackboard	22 (4.88%)	66 (14.63%)	99 (21.95%)	126 (27.94%)	138 (30.60%)	451

Source: Primary Data

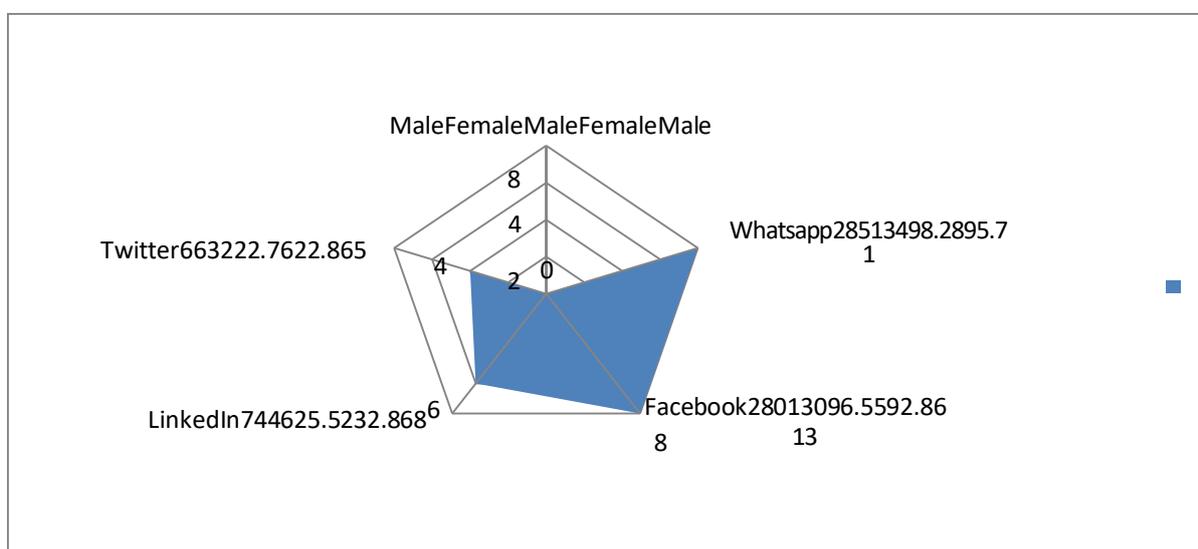


Table 5 shows that the supporting types of tools by the respondents. Most of the respondents are expert in print material and e-mail 40.58% & 34.37% of the users. Minimum of respondents are support the tools very low percentage of black board usage of method 4.88% of respondents.

Familiarity of Law Blogs Usage

Familiarity of Law Blogs	Male	Percentage	Female	Percentage	Total	Percentage
Legal Service India	178	58.75	79	53.38	257	56.98
I Pleadings	39	12.87	18	12.16	57	12.64
Live Law	38	12.54	14	9.47	52	11.53
Law Preneurz	37	12.21	24	16.21	61	13.53
Simple Legal	11	3.63	13	8.78	24	5.32
Total	303	100	148	100	451	100

Source: Primary Data

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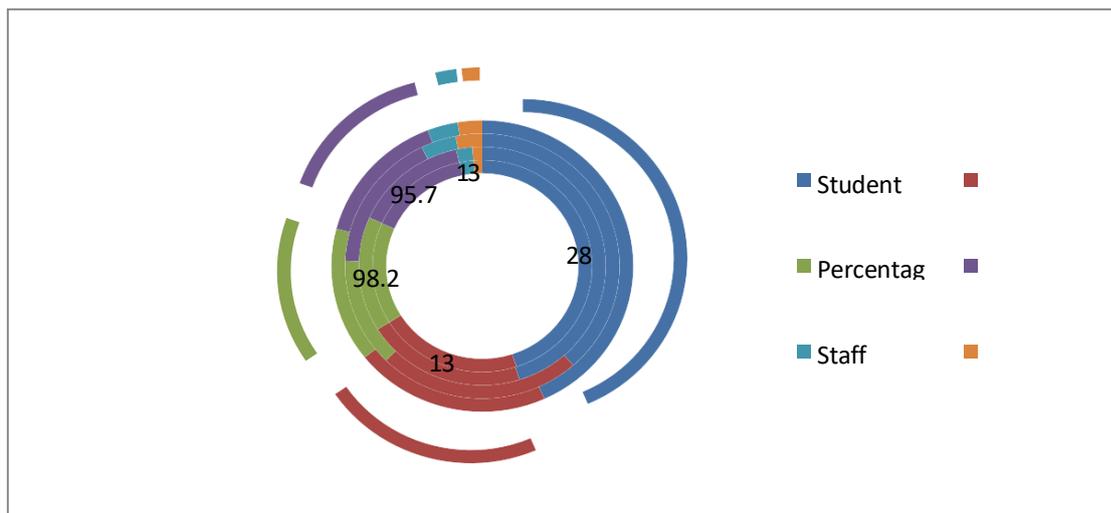


Table 6 shows that the familiarity of law blogs usage of respondents are using the in legal service India is the familiar blogs to used 56.98 male and female respondents. The I Pleaders of law blogs usage of respondents 12.64%. Minimum usage of familiar law blog simple legal blogs 5.32% of usages to male and female respondents.

Sector wise Data Analyses

Search Time	Male		Percentage		Female		Percentage		Total		Percentage	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
College	112	6	38.62	46.15	43	4	30.71	50	155	10	36.05	47.62
Home	178	7	61.38	53.58	97	4	69.29	50	275	11	63.95	52.38
Total	290	13	100	100	140	8	100	100	430	21	100	100

Source: Primary Data

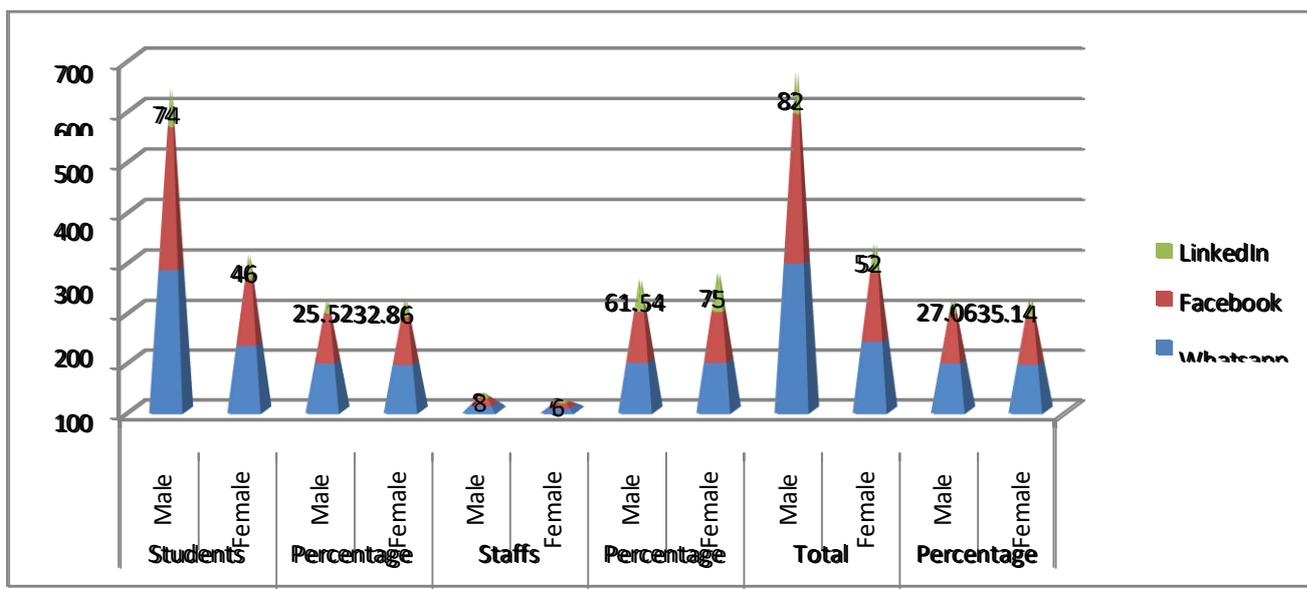


Table 7 shows that sector wise data analyses of respondents are using the place of College time male and female respondents.

Social Media uses the ICT

Social Media	Students		Percentage		Staffs		Percentage		Total		Percentage	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Whatsapp	285	134	98.28	95.71	13	8	100	100	298	142	98.35	95.95
Face book	280	130	96.55	92.86	13	8	100	100	293	138	96.70	93.24
LinkedIn	74	46	25.52	32.86	8	6	61.54	75	82	52	27.06	35.14
Twitter	66	32	22.76	22.86	5	4	38.46	50	71	36	23.43	24.32
Telegram	145	73	50	52.14	7	6	53.85	75	152	79	50.17	53.38
Instagram	120	41	41.38	29.29	6	3	46.15	37.5	126	44	41.58	29.73

Source: Primary Data

SUGGESTION

It is clear from the study that the traditional book reading is declining the shift is towards digital resources. The following suggestions are to improve reading habits and the use of ICT among law students and teachers: Enhancing digital research and literacy: The students and teachers should be provided with workshops on legal research techniques to access online platforms.

Use of both traditional learning as well as digital learning: Even if digital reading is easy to access, it should not completely replace traditional reading methods. A hybrid approach is necessary by encouraging students to refer to both printed case books and legal resources. This can be improved by creating are adding and discussion committee where students can actively participate in in-depth debates on case studies. Enhance ICT infrastructure in law schools: One of the major issues faced by the students is poor internet connectivity and outdated technology. Thus there should be proper facilities for Wi-Fi. Use of Social Media: Social media should be used for academic engagement instead of distraction. WhatsApp and LinkedIn can be used to build networks with other legal professionals.

CONCLUSION

This study concludes that most law students and teachers are using online legal resources, even though it is easy to access many face problems with retrieving case laws due to a lack of proper training in digital research and the availability of limited quality online databases. Only the law schools can take steps to improve the legal database which should be accessible to everyone. To have a balanced utilization of both traditional ways of reading and using ICT, libraries in law school must be well-stocked with essential case commentaries and digital resources that students can use without any challenges like subscription fees. While traditional books remain valuable, the use of digital platforms has increased and legal professionals rely on online databases. To improve the proficiency of students in accessing them it can be added to the curriculum. Moreover, social media should be leveraged for academic discussion. As ICT has revolutionized legal education, traditional reading should not be replaced by technology rather it should be balanced.

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