

The Transformative Role of Libraries in Promoting Reading Habits: A Study of Islamabad University Students

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ARTICLE INFO			ABSTRACT
Article History:			<i>This study explores the impact of university libraries on the reading behavior of students in Islamabad, Pakistan. It evaluates the impact of library infrastructure, materials, and services on the level of reading, study habits, and academic participation, additionally identifying important barriers to building a culture of reading in the digital era. The current study adopted a quantitative research design and collected data using a structured questionnaire from 479 undergraduate and graduate students studying in different universities based in Islamabad. Data was analyzed using SPSS (Version 29) whereby respondents' perception on library accessibility, its impact on reading habits, and challenges faced were captured through Likert-scale questions. Reliability was confirmed with Cronbach's Alpha scores (>0.7). The results show that although libraries are reported to have conducive study environments (41.3% agreement) and helpful staff (39% agreement), challenges remain in terms of limited book variety (49.9% agreement), outdated resources (52.2% agreement), and poor digital access (29.9% agreement). Respondents also noted that libraries moderately motivate reading (32.2% agreement); however, the neutral responses (29.9%) indicate potential that is not currently utilized. Respondents conclusively indicated that better digital tools (66.1% agreement) and more engaging activities (57.6% agreement) are needed. The current study fills an important gap in the existing literature on the impact of libraries in the context of higher education in Pakistan by providing evidence-based recommendations on how to improve literacy levels. This study adds to the debate concerning the use of traditional and digital resources in libraries, especially in developing countries.</i>
Received:	July	15, 2025	
Revised:	August	18, 2025	
Accepted:	September	24, 2025	
Available Online:	October	01, 2025	
Keywords:			
Academic Libraries, Role of Libraries, Reading Habits, University Students, Islamabad, Pakistan			
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Introduction

The fundamental and core skills of reading help develop a person's independent intellect, critical thinking abilities, and encourage lifelong learning. Reading, especially of books, values in life on Earth has been forsaken due to the rise of alternative entertainment sources and information consumption (Wolf & Potter, 2018). Nevertheless, libraries still play a crucial role in forming the reading routines and habits of students by providing access to pertinent information which in turn encourages students to read and subsequently engage with academics (Rafi et al, 2021). In Pakistan where literacy levels and educational achievements are unevenly distributed geographically, nation's libraries are vital for fostering reading culture (Haq & Satti, 2021). This research examines the impact academic libraries have on university students' reading habits in Islamabad and the extent to which these libraries affect students' reading frequency, preferences, and overall academic performance.

Reading is an essential component of one's academic performance, cognitive growth, and professionalism (Ashiq et al., 2021). Active readers are known to possess advanced comprehension, vocabulary, and even critical thinking skills necessary for undertakings in higher education (Ullah et al., 2024). On the contrary, studies suggest there is a worldwide upsurge in non-leisure reading, with students heavily resorting to social media and other digital platforms for information (Baron, 2021). In Pakistan, the strong disparities in education levels and fosters an environment which amplifies the gaps in students' knowledge and advanced thinking skills makes establishing a reading culture important (Shahzad et al., 2024).

With escalating advancements in technology and easy access to digital texts, printed books were anticipated to diminish in importance as cultural artifacts, and the act of reading them would be rendered trivial (Schwabe et al., 2023; Wolf & Potter, 2018). This suggests that both e-books and physical books undergo differing scrutiny and consideration regarding reading behavior. Current readers of books, more than ever before, must consciously decide whether to engage with a text online or in print (Baron, 2021).

Academic libraries are essential for providing ready-made digital content, textbooks, and lecture notes alongside unfilled study areas that enhance ease of reading and research to promote deep study (Yaseen et al., 2022). Nevertheless, the scholarly attention that Pakistani University students have is limited and exploits these resources has not been given. This research set out to analyze the impact the libraries of Islamabad based universities have on their students' reading habits to address the abovementioned problem (Islam et al., 2025).

Historically, libraries have cataloged and stored knowledge (IFLA, 2020). Unlike many other developing countries, Pakistan, due to its poor economy, has very limited access to books; thus, its libraries provide reading materials that can be accessed free of charge or at very low prices (Asif & Yang, 2021). University libraries, in particular, sponsor academic rigor by providing supplementary textbooks, journals, and e-resources essential for advanced learners (Mushtaq et al., 2021).

Moreover, library usage in Pakistan is hindered by insufficient funding, outdated materials, and a general lack of awareness amongst students (Ullah et al., 2024). In the case of Pakistani students, internet-based learning is more appealing than traditional library visits (Mirza et al., 2021), which raises concerns about the future of these physical spaces. Nonetheless, other studies argue that well-equipped libraries that embrace technology tend to increase student participation (Khan & Shahzad, 2024). This study aims to determine whether university libraries in Islamabad encourage reading or whether they are rendered obsolete by digital technology.

Global reading behaviors have changed with the emergence of digital media. Online articles, audiobooks, and E-books provide alternatives to print reading (Afzal et al., 2025; Baron, 2021). Although the platforms increase access, there are still concerns about distraction, superficial reading, and retention capabilities (Wolf & Potter, 2018). The access and use of smartphones in Pakistan has greatly increased. (Batol et al. 2022) suggest that students now use smartphones for both educational and recreational reading.

On the contrary, digital reading does not completely substitute for physical libraries; rather it enhances them. The hybrid models of libraries which integrate physical and digital infrastructures have been effective in capturing the interest of students who are adept with technology (VanScoy et al., 2020). This particular study focuses on whether the university libraries in Islamabad are coping with the digitalization of information and how this coping strategy affects students' reading habits.

Libraries continue to be of critical importance in the inculcation of reading, but their functions can no longer be static. Islamabad's university libraries and students' reading behavior have not been studied comprehensively. To optimize the efficiency of these resources, this study offers practical solutions. This study aims to address the problem of low literacy and poor academic performance in Pakistan caused by insufficient library resources and inadequate digital facilities.

Problem Statement

As a result of increasing digitization, there is a tendency toward lower reading levels in Pakistan, significantly noted at the university student category. Libraries have been facing profound challenges not only because of scarce funding but also competition from various digital sources. This study explores the reading habits of students at Islamabad University and aims at finding out the gaps towards building a reading culture. The study assesses contemporary patterns of library use, determines the barriers to library engagement, evaluates how modern libraries services could assist in shifting devoid of recreational reading towards reading, and analyzes the student's perception towards the initiative. The research aims to find the role of academic libraries in developing an enduring reading culture amidst Pakistan's shifting educational framework and propose innovative strategies for libraries to better position themselves as vital tools for sustainable literacy development in the country.

Significance of the Study

This research is important for various participants in Pakistan's educational landscape. It helps policymaker's structure literacy development and library updating programs at university level considering modern evidence. Academic administrators can formulate library service changes that cater to students' demands in the digital era, potentially reversing falling reading levels. The study provides many pointers to librarians regarding the collection strategies and technological application regarding patron attendance that will be most useful. For students, better library services could improve educational outcomes and reasoning abilities developed through reading.

The selected case study may stimulate other educational institutions across Pakistan to transform stagnant libraries into active learning environments. The study contributes to the discussion on sustaining reading culture in developing nations facing digital distractions. The unprecedented promotion of modern education alongside traditional literacy measures seeks to position libraries as facilitators of intellectual development in Pakistan for the twenty-first century.

Research Objectives and Significance

This study aims to:

1. Assess the role of university libraries in promoting reading habits among Islamabad's students.
2. Identify factors that encourage or discourage library usage.
3. Examine the impact of digital resources on reading frequency and depth.
4. Compare reading habits between students who frequently use libraries and those who do not.

Research Questions

1. How do university libraries in Islamabad influence students' reading habits?
2. What are the primary reasons students use or avoid libraries?
3. How does digital resource availability affect traditional reading practices?
4. What improvements can be made to enhance library engagement among students?

Literature Review

The Role of Libraries in Fostering Reading Habits

It has been noted by (Devi, 2024) that libraries have served as institutions for fostering literacy and promoting learning during one's lifetime. Libraries have long provided access to books, journals, and other digital resources facilitating learning known as information literacy in both developed and developing nations (Ashiq et al., 2021). Library usage positively contributes to reading habit formation among learners which is associated with better academic performance (Mak et al., 2023). However, libraries are only useful when there is proper accessibility to resources, available user engagement strategies, and active arrangement of needed resources (Oyeniran, 2024).

Public awareness, inadequate finance, and obsolete materials directly impact libraries in Pakistan (Ullah et al., 2023). In such situations, academic libraries serve a purpose in catering to the needs of university learners through the provision of textbooks, research books, and reserved reading rooms (Shah et al., 2025). (Soroya & Ameen, 2020) reported that students using digital resources exclusively tend to avoid reading unlike those who visit libraries frequently. This indicates that even in contemporary society, physical libraries are instrumental in fostering reading culture.

Reading Habits and Academic Success

Reading is strongly correlated with the development of one's cognition as well as academic achievement (Gallagher, 2023). Students identify as regular readers and are proficient in vocabulary, comprehension, and analysis skills (Wolf & Potter, 2018). Nevertheless, global trends show that many students prefer shallow reading to deep reading skills, where students skim through materials, especially in digital formats (Shatunova et al., 2021). In the context of Pakistan, there are a lack of system educational inequalities, considering the disparities in the provision of educational resources, fostering a reading culture is crucial in trying to close identified gaps (Hassan & Zeb, 2021).

Appleton emphasizes the responsibility of university libraries in stimulating reading by organizing and making available books and other scholarly materials of interest (Appleton, 2020). Despite these efforts, many Pakistani students do tend to underuse libraries, preferring to summarize materials they could easily find online (Asif & Yang, 2021). This creates the question as to whether libraries are actually achieving these objectives and fulfilling their intended purpose of developing reading culture. According (Habib et al., 2021) student's engagement with digital resources and traditional library services can be enhanced through more focused on modern education hybrid library model, which calls for a reconceptualization of how educational resources are provided to students.

Digital Transformation and Its Impact on Reading

E-books, audiobooks, and online articles are gaining popularity, which is transforming reading habits due to the advancement of digital media (Baron & Mangen, 2021). Although technology provides ease of access, there is still concern regarding the effectiveness of such platforms on deep reading and retention (Wolf & Potter, 2018). In Pakistan, the increasing use of smartphones has led many students to digitally access both academic and leisure reading materials (Mirza et al., 2021).

The advent of digital reading does not constitute a replacement to physical libraries, rather it complements those (Aharony & Bar-Ilan, 2018). A combination of physical and digital resources in libraries provides students with a hybrid model which has been reported to increase engagement (Yaseen et al., 2022). There are still some barriers in fully utilizing the advantages of digital libraries, such as digital literacy, internet access, and the quality of materials available online (Rehman & Younus, 2021). This study investigates the extent to which university libraries in Islamabad have embraced digital advancements and the impact this has on the reading habits of students.

Challenges Facing Libraries in Pakistan

Insufficient funding continues to remain a problem for many Pakistani libraries, which results in staff shortages and outdated collections (Ullah et al., 2023). Public and university libraries also seem to suffer from a lack of recent publications which is unappealing to university students (Rehman & Younus, 2021). This stunts the development of a robust reading culture.

Missing the full potential of library services seems to be a common problem among university students (Mubeen et al., 2021). Some opt to buy books or read summaries instead of visiting the library (Shahzad et al., 2024). Such a lack of resourceful thinking shows a need for better literacy and outreach promotional programs aimed at increasing library usage.

Even with the promises of digital libraries, internet access and digital literacy gaps are still a big challenge in Pakistan (Ahmad et al., 2021). Students from low-income or rural backgrounds may have difficulties accessing e-resources which highlights the need for maintaining physical libraries (Mubeen et al., 2021).

Best Practices for Enhancing Library Engagement

Libraries with book clubs, reading challenges, and author engagements report high engagement levels among students (Baron & Mangen, 2021). Such activities foster community and motivate students to read more.

Students have different preferences, and the existence of both physical and digital collections puts them all in hybrid libraries (Aharony & Bar-Ilan, 2018). Funding such projects, along with e-libraries, online databases, and mobile-accessible platforms improves ease of access.

(Mirza et al., 2021) state there is increased usage of a library's resources when faculty members collaborate with librarians to teach using the resources. Libraries could also enhance student awareness of resources through compulsory orientation sessions and research skills workshops.

Gaps in Existing Literature

As (Mushtaq et al., 2021) point out, there has been little attention given to Islamabad's university students in the broader studies conducted on libraries in Pakistan. And the analysis of the relationship between reading in a digital age and reading in a traditional format is also scarce (Khan & Khan, 2020). This study seeks to address these omissions in the literature by looking at the role of libraries in shaping reading practices in a digital era.

Conclusion of Literature Review

While libraries are important for cultivating reading habits, they must change alongside new advances in technology. To maximize impact, issues like limited funding, low awareness, and digital divide inequalities must be addressed. By integrating different methods and adopting proactive engagement techniques, libraries can further alter the reading habits of Pakistani students.

Research Methodology

To analyse the impact of university libraries on the reading behaviour of students in Islamabad, this study adopted a quantitative research approach as its primary methodology. Using the quantitative approach was appropriate for this study because it aimed at collecting data that was statically quantifiable in order to gain an unbiased understanding of the effects of library usage and its impacts.

In this study, data was gathered through a purposive stratified sampling technique using a structured questionnaire sent to students from different universities in Islamabad. The survey instrument comprised four major segments: demographic data (age, gender, academic level); closed-ended questions regarding the assessment of library facilities, reading habits, and other challenges. The items in the Likert scale utilized a five-point scale ranging from "Strongly Disagree" to "Strongly Agree" representing quantifiable perceptions.

The scope of the study included undergraduate and graduate students, and the total sample size included 479 participants: 262 male and 217 female. Most participants (62.2%) were aged 18–22, which corresponds to the average age of university students in tertiary education. Convenience sampling was applied to reach the largest number of respondents in the different disciplines without having too many restrictions on mobility.

The statistical packages for social sciences (SPSS) version 29 was used for computation of the statistical tests which included reliability analysis. Strong internal consistency was evidenced as the survey instrument returned Cronbach's Alpha scores better than .7 for all sections of the survey. Results obtained from the assessments were illustrated on bar charts and presented in tables highlighting trends like frequency of library visits and levels of satisfaction among users.

Ethical issues covered included participative willingness, anonymity, and conduct of a pilot test with 20 students to improve the questionnaire prior to administering the main survey. Limitations included the singular focus on Islamabad which might affect the generalizability and bias stemming from the use of a convenience sample.

This methodology offered a coordinated approach for assessing the impacts of the libraries while balancing ease of understanding and reproducibility of results. The integration of statistical calculations and diagrams facilitated the explanation of intricate patterns.

Pilot Study Reliability of Instrument

Before conducting the actual survey, a pilot test was performed on twenty selected students from NUST University after obtaining permission from the specialist. These users were then excluded from the survey. SPSS (Version 29) was used to analyze the pilot research data statistically. From the pilot research, the scale's overall reliability was computed which showed that the internal consistency for both learned and required abilities was acceptable. The reported values for Cronbach's alpha were 0.877, 0.852, and 0.787 as shown in Table 1. The lowest acceptable degree of dependability is a Cronbach's Alpha score of 0.6 according (Sekaran & Bougie, 2016). Hence, for the measuring device, the results are considered suitable for actual data collection.

Table 1: Overall Reliability

Variables	Numbers of items	Cronbach's Alpha
Library Facilities and Accessibility	5	0.877
Impact on Reading Habits	5	0.852
Challenges and Suggestions	5	0.787

Results & Discussions

Section 1: Demographic Information

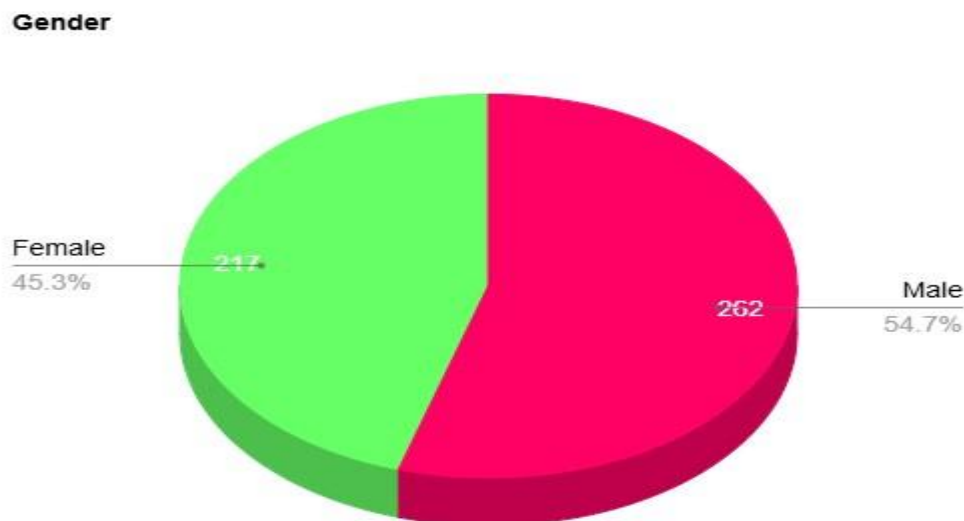


Figure 1: Gender distribution of the Respondents

According to *Figure No. 1* gender breakdown of a population where 54.7% (or 262 individuals) were male and 45.3% (or 217 individuals) were female, suggesting the sample contained an excess of males as compared to females.

Age

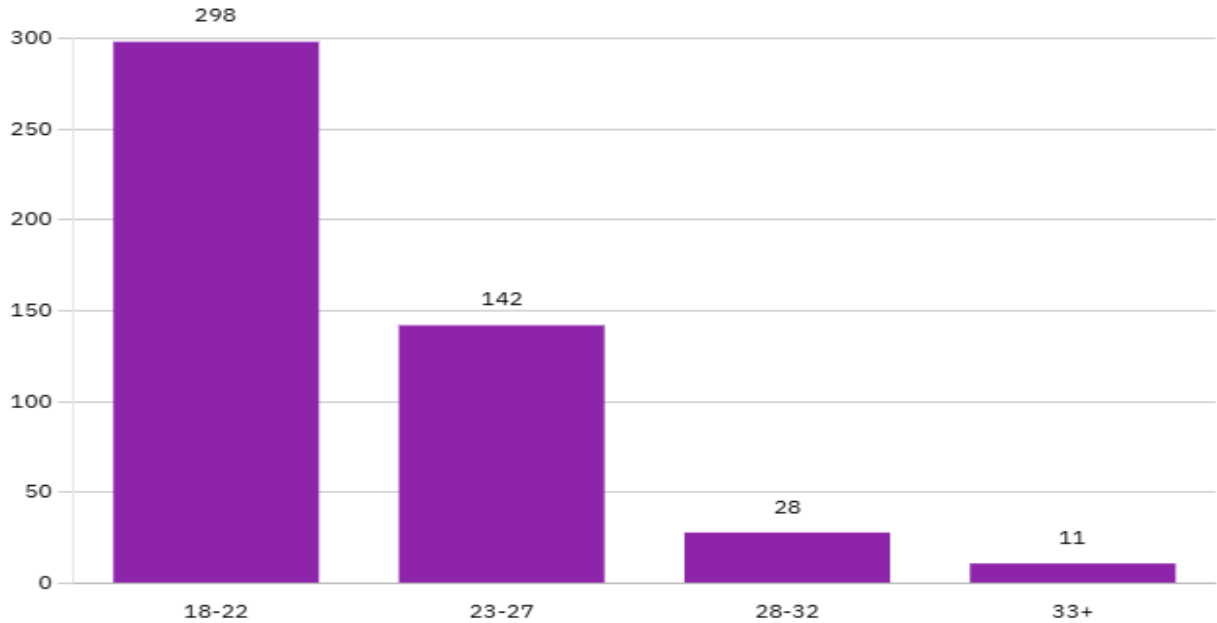


Figure 2: Age of the Respondents

Figure 2 illustrates how a particular population is sectioned based on age, indicating a larger percentage (62.2% or 298) is aged between 18-22 years, followed by 29.6% (142) from 23-27 years. The rest are less than 6%, with only 5.8% (28) aged 28-32 and 2.3% (11) aged 33 and above.

Academic Level

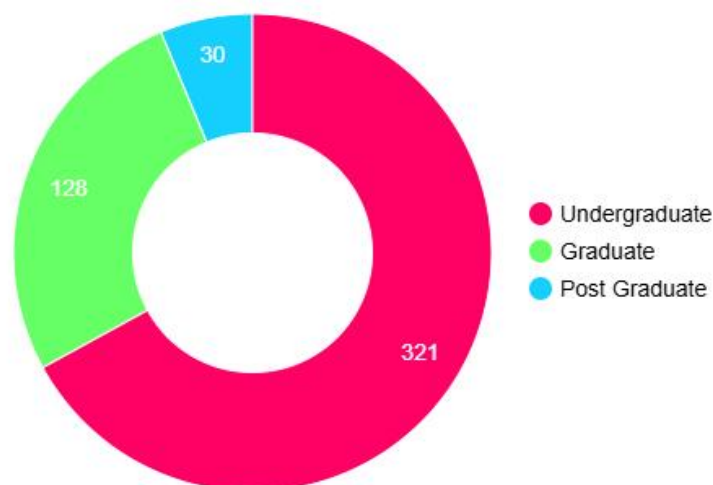


Figure 3: Academic Level of the Respondents

Figure 3 presents the educational qualifications of a sample with the greatest proportion 321 people or 67.0% being undergraduates, followed by Graduate level 128 people or 26.7%, and the least amount 30 people or 6.3% pursuing Post Graduate Degree.

Library Visit Frequency

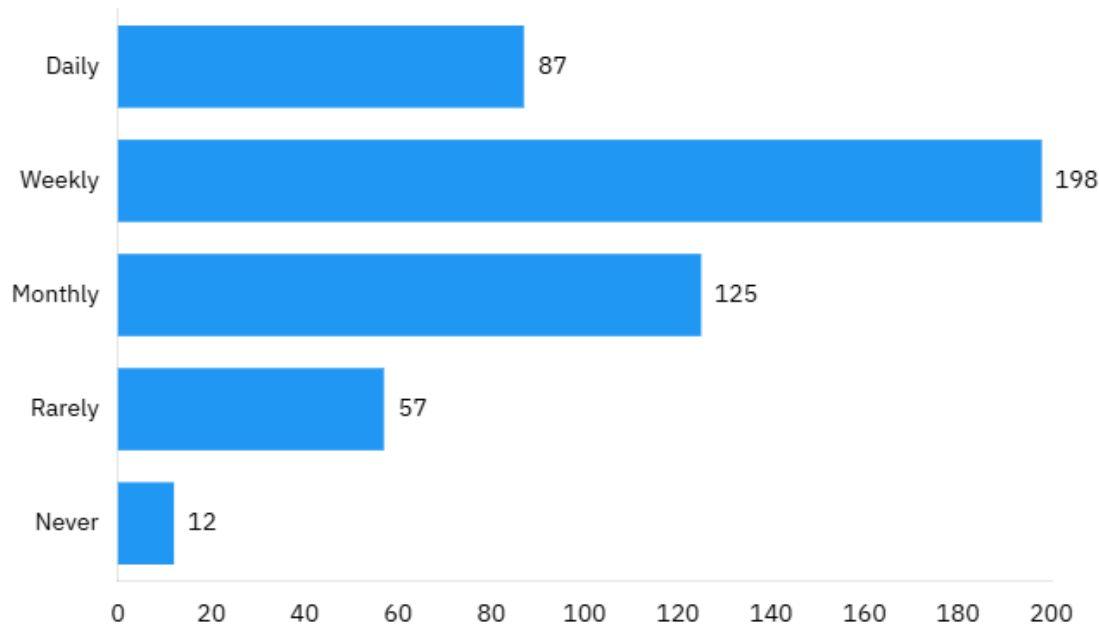


Figure 4: Library Visits of the Respondents

Figure 4 highlights the frequency of visits made by a specific group to the library, where the greatest proportion – 41.3% (or 198 individuals) – indicated they visited on a weekly basis. This was followed by 26.1% (125 individuals) who stated they visited on a monthly basis, while 18.2% (87 individuals) claimed they visited on a daily basis. A smaller proportion of people, 11.9% (or 57 individuals), rarely visit the library, while only 2.5% (12 individuals) reported never going to the library.

Section 2: Library Facilities and Accessibility (5-point Likert Scale)

Table 2: Library Facilities Evaluation

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Sufficient books/resources	32 (6.7%)	76 (15.9%)	128 (26.7%)	167 (34.9%)	76 (15.9%)
Conducive environment	21 (4.4%)	43 (9.0%)	98 (20.5%)	198 (41.3%)	119 (24.8%)
Digital resources accessible	45 (9.4%)	87 (18.2%)	132 (27.6%)	143 (29.9%)	72 (15.0%)
Helpful staff	28 (5.8%)	54 (11.3%)	121 (25.3%)	187 (39.0%)	89 (18.6%)
Convenient hours	37 (7.7%)	65 (13.6%)	143 (29.9%)	167 (34.9%)	67 (14.0%)

Evaluation of Library Facilities & Accessibilities

The assessment indicates that users affirm the appropriateness of the library's amenities, although a few areas can be improved. Approximately one-third of survey participants (34.9%) agree that the library provides adequate access to books and materials, outpacing those who are noncommittal (26.7 percent). This neutral response suggests a lack of muted satisfaction and contentment with sufficient resources, fueling the belief that a sizable portion of respondents may wish access to additional materials—or more current options.

Feedback regarding the study environment is even more positive—41.3% agree and 24.8% strongly agree that it is conducive for learning by stating that the library does offer a comfortable and productive space for users productive space for users.

Opinions regarding accessibility to digital resources are more mixed. Some (29.9%) find them easy to access, but a combined 27.6% (neutral) and 18.2% (disagree) suggest some users face challenges, likely due to technical concerns or non-intuitive systems.

Perceptions of the library staff are positive, with 39.0% agreeing and 18.6% strongly agreeing that they are helpful, indicating that at least some of their assistance is appreciated. Equally, a third of respondents (34.9%) find operating hours convenient, yet a considerable (29.9%) remain neutral, which indicates that while the hours suit the schedule meets the needs of many, does not cater to everyone.

In general, the library is functioning well in important aspects such as the environment and staff assistance, but improving digital access and possibly extending operating hours to better serve patrons may be beneficial.

Section 3: Impact on Reading Habits (5-point Likert Scale)

Table 3: Library's Impact on Reading Habits

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Motivates reading	43 (9.0%)	76 (15.9%)	143 (29.9%)	154 (32.2%)	63 (13.2%)
Discovers new books	32 (6.7%)	54 (11.3%)	187 (39.0%)	143 (29.9%)	63 (13.2%)
Improved reading frequency	54 (11.3%)	87 (18.2%)	154 (32.2%)	132 (27.6%)	52 (10.9%)
Prefer borrowing	28 (5.8%)	43 (9.0%)	187 (39.0%)	154 (32.2%)	67 (14.0%)
Workshops encourage reading	65 (13.6%)	87 (18.2%)	198 (41.3%)	98 (20.5%)	31 (6.5%)

Library's Impact on Reading Habits

This particular survey shows that the library positively impacts users' reading habits to a moderate to strong level. This high factor agreement suggests that readers seem motivated to read more due to the libraries. 32.2% of respondents were positive in agreement that libraries motivate reading While another 13.2% strongly agree, showing that the library is situated in a very good position to encourage reading .However close to 25% of the respondents either disagree or remain neutral which shows that there are some users who may require better and more innovative programs or resources.

In terms of opinion about discovering new books, the opinions are rather mixed: whilst 29.9% were in agreement alongside 13.2% strongly agreeing, a significant amount which is up to 39% remain neutral which suggests that book discovery features could be improved. Such features include recommendations and displays.

From learners, with the sides of reading, 27.6% of respondents do believe that the library has contributed in increasing their reading frequency which shows that the library positively impacts the reading habits of learners. However, alongside this 32.2% showing neutrality adds to the proposition means some people do not perceive any strong correlation between utilizing the library and their reading habits.

There is a clear preference towards borrowing books since 32.2% and 14% respondents agreed while 39% remained neutral. This neutrality may suggest that some users prefer to access digital books from other sources which further explains their neutral stance.

Finally, library workshops seem to have very little impact on encouraging reading where only 20.5% of the respondents supported this which means that a significant amount of around 41.3% appear disengaged and suggest these events require more engaging promotion or content that is actually relatable.

The library inspires numerous users to read and discover books, but could improve book suggestions, workshops, and reading frequency strategies.

Section 4: Challenges and Suggestions (5-point Likert Scale)

Table 4: Challenges and Suggested Improvements

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Limited variety discourages	43 (9.0%)	65 (13.6%)	132 (27.6%)	154 (32.2%)	85 (17.7%)
Outdated resources	32 (6.7%)	54 (11.3%)	143 (29.9%)	167 (34.9%)	83 (17.3%)
Access difficulties	54 (11.3%)	98 (20.5%)	187 (39.0%)	109 (22.8%)	31 (6.5%)
Need digital tools	21 (4.4%)	32 (6.7%)	109 (22.8%)	198 (41.3%)	119 (24.8%)
More activities needed	28 (5.8%)	43 (9.0%)	132 (27.6%)	187 (39.0%)	89 (18.6%)

Key Challenges and Suggested Improvements for the Library

The data shows that a cumulative 49.9% agree or strongly agree that the library has a limited variety of books, whereas 52.2% feel some resources are outdated. This implies that there are less engaged users and has greater need for varied and updated collections.

While 39% preferred to take a neutral stance, approximately 29.3% agreed or strongly agreed with the statement that accessing materials is somewhat challenging. This refers to physical availability, organization of the materials, or even digital access that needs attending to.

“Better library cataloging systems” is a theme among open responses suggesting the users seek better digital tools. A strong majority (66.1% agree or strongly agree) of survey respondents

anticipate enhanced digital tools, signifying an increasing demand for e-books, online databases, or library user-friendly apps.

Over 57.6% of respondents agree or strongly agree that the library should host more events (workshops, book clubs, etc.), indicating user need in actively interactive community building where the programs of the library are participatory.

Discussion

The outcomes of this research underline the noteworthy, although still developing, impact of university libraries on the reading habits of students in Islamabad. As academic spaces, these libraries have some strengths, but also notable weaknesses in cultivating a reading culture within the context of modern technologies.

The data suggests that students' needs are generally met at the library, with 34.9% agreeing that there are enough books and 41.3% stating that the library is conducive to studying. These findings support earlier studies that underscore the role of libraries in providing accessible learning spaces (Yaseen et al., 2022). However, the 26.7% neutral response on the adequacy of the resources suggests that some improvements could be made in collection development, particularly with regard to the currency of the materials - a concern faced by many academic libraries in Pakistan (Ullah et al., 2023).

The study indicates mixed results on the reading habits of students. On one hand, 32.2% agree that libraries motivate them to read, while a sizable portion, 29.9%, chose to remain neutral. This imbalance illustrates the lingering challenges of deep reading (Wolf & Potter, 2018). Discoverability of books appears to be one of the most underutilized reading motivations (39% neutral), indicating that libraries need to do more to appropriately bridge students with reading materials and enhance recommendation systems and displays.

Accessing digital resources stands out as a critical problem as only 29.9% of participants marked it as easily accessible. It additionally points to underlying issues related to Pakistan's infrastructure and digital literacy (Rehman & Younus, 2021). Substantial demand (66.1%) for enhanced digital resources corroborates the hybrid library model by (Aharony & Bar-Ilan, 2018) which aims to integrate both physical and digital resources to address varying user needs.

These findings support other previous explorative works regarding funding and collection issues of Pakistani libraries (Ashiq et al., 2021). The 57.6% demand for more activities also supports previous research which indicates programmed events enhance participation (Baron & Mangan, 2021).

Patterns of library use by members of different demographic groups tend to vary. The higher percentage of undergraduate users (67%) together with weekly visitors (41.3%) indicates that the attended functions such as classes and seminars adequately supported the core academic activities, while suggesting that the needs of graduate researchers tend to be neglected — a gap noted by (Mushtaq et al., 2021).

Among its focus areas, the study is limited by geography as it focuses on Islamabad and utilizes convenience sampling. Subsequent projects could use stratified sampling across different universities and add qualitative interviews to analyses for further understanding.

By engaging in such steps, university libraries will enhance their contributions towards the development of reading culture in the context of changing educational dynamics in Pakistan.

Notably, libraries need to preserve their conventional roles while embracing technology to serve students better as hybrid learning environments become more prevalent (Khan & Shahzad, 2024).

Conclusion & Recommendations

This research looked into the impact university libraries have on students' reading habits in Islamabad and discovered both positive outcomes and negative shortcomings. Despite the fact that libraries continue to be crucial academic focal points, there are challenges regarding nurturing a comprehensive reading culture in the current era of advanced technology. The data gathered shows that university students consider library facilities as being relatively satisfactory. A considerable number of them noted that the environment in the library was pleasant and the staff were friendly; thus aiding their studying process. One major issue that still comes up is the limited selection of books, the out-of-date materials, and the restricted access to online resources. The role that libraries play in encouraging reading remains average; while a large proportion of students claim to be reasonably motivated to read, a considerable number adopt a neutral view. This indicates a more profound motivational potential that is not being fully realized. Furthermore, the need for enhanced online resources and more dynamic activities demonstrates changing demands from students. Offering these perspectives needs to be considered, especially when planning services and resources in an educational environment, alongside the primary goal of improving literacy and learning support.

To improve library services and modify their impact on student reading, the following main recommendations are made restructuring and digitally updating collections providing better access to digital services and literacy training encouraging participation in engagements like book clubs and faculty teaching collaborations improving operational diversity hours to meet multiple needs as well as active advertising, orientations, workshops, and targeted sessions to improve visibility. These strategic measures would help bridge gaps while transforming libraries into nurturing environments of discovery responsive to changing educational challenges alongside concerns to deepen literacy within Islamabad's universities.

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