

# CULTURE OF READING HABITS AMONG STUDENTS AND FACULTY MEMBERS OF D A V COLLEGES OF HARYANA AND CHANDIGARH

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**Abstract:** This study examined into the culture of reading habits among students and faculty members within selected DAV Colleges situated in Chandigarh and Haryana. Recognising the crucial role of reading in academic and personal development, the research aims to investigate the academic community's prevalent reading practices, preferences, and attitudes. Through surveys, interviews, and observational analysis, the study examines how individuals engage with various forms of reading material, navigate through diverse sources, and integrate reading into their daily routines. This study sheds light on the changing nature of reading culture within different academic institutions, providing insights for improving literacy programmes and creating a suitable atmosphere for information acquisition and intellectual growth.

**Keywords:** Reading Habits, Reading Culture, Reading Preference, Reading Perceptions etc.

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## 1.0. Introduction

Reading has at all times and in all ages been a great source of knowledge. Today, the ability to read is highly valued and very important for social and economic advancement. In today's world, with so much more to know and learn, and the need for a conscious effort to conquer the divisive forces, people have their own thoughtful worlds thanks to the reading habit. When studying what habit means, it is necessary to remember that habits do not come into being overnight but rather through a gradual process of learning and failure. The process of education, taken in its widest sense to include all that is deliberate and systematic in learning as well as the whole course of personal experience, helps to form habits. A well-disciplined and highly educated populace is the basis of a prosperous and strong nation. Also, the fostering of the reading habit does not only help to develop the linguistic and intellectual facility and to inculcate critical and analytical thinking, which is bent on continuous redefinition and synthesis, it also supports and nurtures the quest for enjoyment and pleasure. Reading broadens the vision. It is, in a way, a substitute for travel. It is not just travel to other places, but also to other times and peoples. When we read, we are to learn of other people and civilizations other than our own. And sometimes, when we read about the present or the past, we also know about the future as only the past teaches. In short, through reading, everyone has the freedom to delve beyond the confines of normal existence and to develop one's own identifying and defining ability. Everyone has the right to cultivate the God-given ability and learn to express them, and reading presents itself as a viable avenue to such preferential activity or in any way of that claimed freedom.

## 2.0 Importance of Reading habits

The capability of reading and other literacy skills enable a person to expand his characters, help to make sure that people are capable of using the knowledge and information in various aspects of life. Proficient reading and writing is very essential in both student life and academic material. Without reading and holding proficiently, the person has to struggle to follow and carry out the daily routines. Students start with an initial study of reading, children work their way through the labels of the world, and students read to pass the driver's knowledge test. This is just a normal and accepted way of life, working towards earning and reading in English (Osborn & Lehr, 2003). According to Osborn and Lehr (2003), the importance of reading high-quality, interesting literature every day, as part of leisure activities, cannot be underlined. In the modern world, newspapers, internet articles, business proposals, academic journals, and other reading. As a result, good reading is required in both students and faculty members. At the same time, students' reading time in the classroom increases, and students' reading comprehension develops and improves in various ways. On the other hand, faculty needs to encourage students to continue reflecting on what they read and how they read beyond showing them the technical skills. The person's understanding will deepen as they are forced to remember and regurgitate what they read. Students will further reinforce the meantime by finding connections in material and articulating those connections. In terms of teaching students in class, faculty should continue to teach the individual letters and sounds that students need to begin reading. This can be found in Landry & Luckey's study on reading interacting with writing and the knowledge construction creating explanations we give to explain texts to others and help. Studies that used the rating scale produced behavior primarily in the better describing writing raising scores or research projects. The challenge that faculty faces in this increasingly digital age is ensuring that students remain active consumers and not passive viewers because the brain is so much more engaged during reading as opposed to watching.

## 3.0 Scope of the study

The research focuses on the reading habits of students and faculty members in DAV colleges in Haryana and Chandigarh. Students are defined as lifelong learners and their ability to succeed in different and difficult curriculum of their studies. It is clear from the literature that college students possess good reading skills and exhibit good reading habits. College reading is a process of thinking and understanding, not just the translation of word to word-from a text. It needs careful planning and effort. This research focuses on the reading habits of students and faculty members in DAV Colleges, encompassing personal preferences, educational background, and resource availability. By exploring the nuances of reading habits, we aim to provide valuable insights that can inform strategies for promoting a robust culture of reading within the academic community.

## 4.0 Review of Literature

The culture of reading habits among students and faculty members in educational institutions is a topic of interest that has been explored in various studies. Some research focuses on information literacy among faculty and students in medical colleges (Sharma, 2019), while others delve into the impact of professional reading programs on enhancing research skills among teachers in higher education (Pattaguan et al., 2019). Additionally, studies have highlighted the importance of reading habits among students and preservice teachers in academic colleges of education (Levin & Baratz, 2019). Studies have also touched upon faculty members' tolerance of cultural diversity among students, showcasing its relevance in the educational setting (Zboon & Falouh, 2018). Moreover, the challenges community college faculty face in improving study habits and reducing distractions among students have been addressed in the literature (Strom et al., 2023). In promoting success among college students, the role of culturally situated family psychosocial resources, educational values, and habits has been highlighted (McCallen & Johnson, 2020). Additionally, the post-pandemic era has explored fostering a sense of belongingness, social connectedness, and life satisfaction among college students (Avci, 2023). The importance of faculty members engaging in activities to increase cultural sensitivity when teaching student veterans has also been emphasised (Elliott et al., 2019). Overall, these studies collectively contribute to understanding the dynamics of reading habits, cultural diversity, and educational success among students and faculty members in college settings, shedding light on the various factors that influence these aspects within the academic environment.

## 5.0 Objectives Of The Study

- a) To analyze the reading habits and preferences among undergraduate students across DAV Colleges in Haryana and Chandigarh.
- b) To examine the factors that motivate or hinder reading among undergraduate students at these colleges.
- c) To assess undergraduate students' comfort levels with using print versus digital formats for reading.

- d) To explore challenges undergraduate students face in accessing reading materials through their college libraries.

**6.0 Research Methodology**

To address the objectives of this study, a survey method was utilized to collect data without requiring a complete enumeration of the target population. The present study focuses on examining the reading habits of students and faculty members, total 757 respondents, in the digital age across the DAV colleges included in the research sample. The survey methodology was chosen to gather data to explore these topics within the target population. This approach can provide valuable insights without necessitating a comprehensive census of all college students and faculty. The survey methodology enables efficient data collection to address the research questions regarding reading patterns in the digital environment.

A total of 800 questionnaires were distributed in the concerned colleges to various types of users, aligning with the predetermined sample size. From the whole distribution, total **757 questionnaires (94.62%)** were received and deemed valid for analysis.

**Table-1 Numbers Of Respondents From The Each College**

S No	College	Sample Size	Number of Questionnaires Received	Percentage (%)
1	DAV College, Chandigarh	172	158	91.8
2	MCM DAV College for Women, Chandigarh	128	118	92.18
3	DAV College (Lahore), Ambala City	30	30	100
4	Sohan Lal DAV College of Education, Ambala City	10	10	100
5	DAV College, Naneola, Ambala	8	8	100
6	DAV Centenary College, Faridabad	100	96	96
7	Dayanand College, Hisar	126	116	92.06
8	DAV College, Cheeka, Kaithal	34	34	100
9	DAV College, Pundri, Kaithal	10	10	100
10	Dr. Ganesh Dass DAV college of Education for Women, Karnal	8	8	100
11	Kumari Vidyavati Anand DAV College for Women, Karnal	48	48	100
12	DAV College Pehowa, Kurukshetra	30	30	100
13	DAV College For Girls, Yamuna Nagar	70	65	92.85
14	DAV College, Sadhaura, Yamuna Nagar	16	16	100
15	DAV Girls College, Kosli, Rewari	10	10	100
Total		<b>800</b>	<b>757</b>	94.62

**7.0 Data Analysis**

**7.1 Rating Of Respondents As Reader**

The data examines people's self-reported enjoyment of reading. Four response options ranged from enjoying reading (Rank 1) to not liking reading (Rank 4). The sample included 757 total respondents. Of the four categories, the highest percentage of respondents (60.5%, n=458) said they enjoy reading a lot (Rank 1). The second highest percentage (72.9%, n=552) reported being moderate readers (Rank 2). Just over a tenth (12.4%, n=94) said they like reading only sometimes (Rank 3). The smallest percentage of respondents (0.0%, n=0) dislike reading (Rank 4).

**Table-2 Rating Of Respondents As A Reader**

Variables	Response	No	Yes	Rank
I enjoy Reading a lot	n	299	458	1
	%	39.5%	60.5%	
I am a moderate reader	n	552	205	2
	%	72.9%	27.1%	
I like reading sometimes	n	663	94	3
	%	87.6%	12.4%	

I don't like reading	n	757	0	4
	%	100.0%	0.0%	

**7.2 Frequency To Read, Use And View Resources For Reading**

The data examines how frequently 757 respondents read various media types. Newspapers were read most frequently, with 63.5% reading them daily (mean 4.49). Text messages (mean 4.23) and social media (mean 4.03) were the next most frequently read on a daily basis, at 73.2% and 62.9% respectively. Websites (mean 3.67) and textbooks (mean 3.65) were read daily by less than 20% of respondents. Over half read journals (58%) and magazines (53.9%) once a week. Apps showed a polarized response, with 40.6% using them daily but also 35.7% only occasionally. Over one-third read novels (38%) and non-fiction books (37.9%) only occasionally. Graphic novels (46.1%), video games (45.2%), and other media (66.7%) were most commonly read just occasionally. In summary, newspapers, text messages, and social media were read most frequently on a daily basis. Websites, journals and magazines were accessed more on a weekly basis. Long-form reading like books and graphic novels was occasional for most respondents. Video games and other media lagged behind, with most respondents accessing them only occasionally.

**Table 3 Frequency To Read, Use And View Resources For Reading**

	Response	Never	Occasionally	Once a Month	Once a week	Daily	Mean	Std. Dev.	Rank
Newspapers	n	0	45	19	212	481	4.49	0.811	1
	%	0.00%	5.90%	2.50%	28.00%	63.50%			
Text Messages	n	100	11	56	36	554	4.23	1.415	2
	%	13.20%	1.50%	7.40%	4.80%	73.20%			
Social media	n	137	11	20	113	476	4.03	1.531	3
	%	18.10%	1.50%	2.60%	14.90%	62.90%			
Websites	n	31	75	152	356	143	3.67	1.022	4
	%	4.10%	9.90%	20.10%	47.00%	18.90%			
Textbooks	n	88	140	61	128	340	3.65	1.482	5
	%	11.60%	18.50%	8.10%	16.90%	44.90%			
Journals	n	50	131	34	439	103	3.55	1.124	6
	%	6.60%	17.30%	4.50%	58.00%	13.60%			
Magazines	n	32	146	87	408	84	3.48	1.055	7
	%	4.20%	19.30%	11.50%	53.90%	11.10%			
Apps	n	104	270	14	62	307	3.26	1.595	8
	%	13.70%	35.70%	1.80%	8.20%	40.60%			
Novels	n	56	288	139	190	84	2.94	1.17	9
	%	7.40%	38.00%	18.40%	25.10%	11.10%			
Non-fiction books	n	160	287	96	77	137	2.66	1.392	10
	%	21.10%	37.90%	12.70%	10.20%	18.10%			
Graphic novels	n	124	349	145	131	8	2.41	0.99	11
	%	16.40%	46.10%	19.20%	17.30%	1.10%			
Video games	n	342	264	10	121	20	1.96	1.159	12
	%	45.20%	34.90%	1.30%	16.00%	2.60%			
Others	n	505	25	77	123	27	1.87	1.313	13
	%	66.70%	3.30%	10.20%	16.20%	3.60%			

**7.3 Factors Influencing To Read More**

The data shows that personal interest is the top motivator for reading. "Interest in reading" has the highest mean score (4.39), with 44.5% of the 757 respondents strongly agreeing and 52.3% agreeing that it positively impacts their reading habits. Similarly, interest in the subject matter (mean 4.32) was rated very influential, with 64.9%

agreeing and 33.4% strongly agreeing. Having availability of free time (mean 4.07) emerges as the third most important enabler, though slightly less so, with 38.2% agreeing and 39.8% strongly agreeing that more free time would increase reading activity. Other factors play a role but to a lesser degree.

**Table 4 Factors Influencing To Read More**

Factors	Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
Interest in reading	n	0	18	6	396	337	4.39	0.63	1
	%	0.00%	2.40%	0.80%	52.30%	44.50%			
Interested subjects	n	0	0	13	491	253	4.32	0.501	2
	%	0.00%	0.00%	1.70%	64.90%	33.40%			
More free time	n	11	59	97	289	301	4.07	0.982	3
	%	1.50%	7.80%	12.80%	38.20%	39.80%			
Easy availability of materials	n	0	9	190	419	139	3.91	0.689	4
	%	0.00%	1.20%	25.10%	55.40%	18.40%			
Free availability of materials	n	10	23	237	338	149	3.78	0.839	5
	%	1.30%	3.00%	31.30%	44.60%	19.70%			
For academic achievements	n	4	40	229	354	130	3.75	0.819	6
	%	0.50%	5.30%	30.30%	46.80%	17.20%			
Encouragement from teachers	n	0	115	284	297	61	3.4	0.84	7
	%	0.00%	15.20%	37.50%	39.20%	8.10%			
Others	n	22	32	392	272	39	3.36	0.771	8
	%	2.90%	4.20%	51.80%	35.90%	5.20%			
Influence of friends	n	18	252	183	260	44	3.08	1	9
	%	2.40%	33.30%	24.20%	34.30%	5.80%			
Influence of parents & relatives	n	37	244	139	304	33	3.07	1.044	10
	%	4.90%	32.20%	18.40%	40.20%	4.40%			

**7.4 Comfort Of Formats For Reading Resources**

Table 4.19 examines comfort levels across three options - printed resources, digital resources, and using both printed and digital. Printed formats were ranked as the most comfortable, scoring a mean comfort rating of 4.57, with 61.6% describing printed resources as "very comfortable." Digital formats followed with lower ratings, averaging 3.64 out of 5, and just 8.3% finding digital "very comfortable." Using both printed and digital, it scored in between, with a 3.69 mean rating and 10.0% responding "very comfortable." In summary, printed resources were viewed as the most comfortable format for reading and studying. Over 60% found printed "very comfortable" compared to single-digit percentages who felt the same about digital or mixed options.

**Table 5 Comfort Of Formats For Reading Resources**

Factors	Response	Uncomfortable	Minimum Comfortable	Neutral	Comfortable	Very Comfortable	Mean	Std. Dev.	Rank
Printed Resources	n	0	0	31	260	466	4.57	0.572	1
	%	0.0%	0.0%	4.1%	34.3%	61.6%			
Digital Resources	n	11	35	233	415	63	3.64	0.760	2

Factors	Response	Uncomfortable	Minimum Comfortable	Neutral	Comfortable	Very Comfortable	Mean	Std. Dev.	Rank
	%	1.5%	4.6%	30.8%	54.8%	8.3%			
<b>Both Print and Digital</b>	n	0	113	81	487	76	3.69	0.844	3
	%	0.0%	14.9%	10.7%	64.3%	10.0%			

**7.5 Reading Problems Encountered In The Library**

The top challenge faced while reading is the difficulty of referring to and searching through materials, with a mean rating of 2.97. Though 30.6% agreed this was a problem, 33.2% disagreed that referencing/searching was difficult. Old and outdated reading materials (mean 2.95) and lack of important textbooks (mean 2.90) were considered the next biggest obstacles. About a third agreed each of those were significant issues. Non-availability of required materials on time (mean 2.75), inconvenient library hours (mean 2.64) and restricted book access (mean 2.60) impacted some readers but were disagreed with by over 40% each. Over 50% were neutral on other unspecified issues (mean 2.56). Notably, factors like poor reading atmospheres, lack of digital access and library staff cooperation were disagreed with by majorities over 50%, suggesting those are not considered major hurdles by most readers. In summary, discovery/search difficulties pose the clearest challenges, while availability and access to updated print materials needs some improvement.

**Table 6 Reading Problems Encountered In The Library**

Problems	Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
Easy to refer and search	n	32	251	213	232	29	2.97	0.98	1
	%	4.20%	33.20%	28.10%	30.60%	3.80%			
Old and outdated books	n	39	276	159	250	33	2.95	1.036	2
	%	5.20%	36.50%	21.00%	33.00%	4.40%			
Lack of adequate number of important text books for reading	n	64	224	246	171	52	2.9	1.061	3
	%	8.50%	29.60%	32.50%	22.60%	6.90%			
Non availability of required reading materials on time	n	85	339	55	236	42	2.75	1.171	4
	%	11.20%	44.80%	7.30%	31.20%	5.50%			
Inconvenient library timings	n	48	309	293	85	22	2.64	0.871	5
	%	6.30%	40.80%	38.70%	11.20%	2.90%			
Books kept under lock and key	n	56	372	203	70	56	2.6	1.009	6
	%	7.40%	49.10%	26.80%	9.20%	7.40%			
Any other (Please specify)	n	97	203	407	33	17	2.56	0.852	7
	%	12.80%	26.80%	53.80%	4.40%	2.20%			
Lack of adequate space for reading	n	82	331	279	59	6	2.44	0.817	8
	%	10.80%	43.70%	36.90%	7.80%	0.80%			
Lack of computer knowledge to access information	n	80	441	108	105	23	2.41	0.956	9
	%	10.60%	58.30%	14.30%	13.90%	3.00%			



Problems	Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
Lack of reading atmosphere	n	59	425	224	26	23	2.38	0.802	10
	%	7.80%	56.10%	29.60%	3.40%	3.00%			
Internet / Wi Fi facility not available	n	79	414	192	45	27	2.38	0.882	11
	%	10.40%	54.70%	25.40%	5.90%	3.60%			
Lack of e-resources/digital resources	n	105	381	208	41	22	2.33	0.885	12
	%	13.90%	50.30%	27.50%	5.40%	2.90%			
Non-cooperation from library staff.	n	94	468	136	45	14	2.23	0.81	13
	%	12.40%	61.80%	18.00%	5.90%	1.80%			

**8.0 Findings**

**8.1 Reading Enjoyment Levels:** The data shows over 60% of students enjoy reading a lot (60.5%, n=458) and describe themselves as avid, enthusiastic readers. An additional sizeable portion identify as moderate readers who read fairly regularly (72.9%, n=552). Together these groups comprise the majority demonstrating a significant interest in reading. Only a small segment like reading just sometimes (12.4%, n=94) and none indicated disliking reading entirely. This suggests a widespread culture of reading among the undergraduate population across the DAV colleges surveyed.

**8.2 Motivations for Reading:** Regarding motivations, personal interest in reading topped the list showing it to be the primary intrinsic driver that encourages engagement. Following that, interest in the subject matter indicates content relevance also sparks reading habits. The availability of greater free time and accessible reading materials are key external enablers that allow students to act upon existing reading interests. Easy access facilitates the habit while time constraints hinder it. However, the data clearly shows that personal factors like innate enjoyment and subject appeal are the strongest motivational pulls for picking up books or other materials to read.

**8.3 Format Preferences:** In terms of format preferences, print media emerges as the dominant choice. 60% find print formats "very comfortable" for reading compared to less than 10% feeling the same way about digital formats. Ease and familiarity with print makes uptake faster compared to digital which shows lower comfort levels currently among students. This points to potential enhancement areas in crafting digital interfaces and experiences suited to academic reading.

**8.4 Library Access Challenges:** For libraries, the core challenges highlighted are discovery and access-related. Difficulties easily finding and referencing books along with outdated or missing important textbooks were the main frustrations. Rather than complaints about poor infrastructure or uncooperative staff, these findings suggest targeted improvements around better search systems. A fresh induction of relevant books could remove the biggest hurdles readers face. This could greatly improve the perception and usefulness of libraries.

**9.0 Suggestions**

**9.1 Increasing Relevant Materials:** Libraries and departments can prioritize adding new, updated stock focusing on engaging materials across curricula to increase everyday visibility and access to books students will connect with. Well stocked, rich collections act as intrinsic motivators spurring students to read simply for enjoyable exploration and discovery within their fields of study. This can ignite underlying curiosities among both casual and academic readers alike.

**9.2 Building Digital Study Platforms:** Creating customised digital interfaces explicitly designed for long-form academic reading can smooth experiential barriers that dissuade engagement on-screen. These could include features like advanced annotation, cross-referencing, content filtering, multimedia integration and more. Developing digital tools purpose-built to support lively intellectual study rather than passive consumption can increase comfort and a sense of control when analysing texts online.

**9.3 Enhancing Library Search and Access:** Improving library search algorithms to enable easy lookup of available materials and expanding key textbook holdings are straightforward universal needs highlighted by students. By focusing squarely on fast-tracking book and topic access via enhanced find ability and minimized

out-of-stock occurrences, libraries can fill pronounced usability gaps and ensure supply keeps pace with informational demands.

**9.4 Facilitating Reading Circles:** Informal peer reading groups creating relaxed spaces to discuss favorite genres and insights are low-overhead ways colleges can spark reading enthusiasm. This fosters communal discovery, allows reading to feel like an authentic pastime versus an obligatory chore, and models ways to integrate reading into social activities. Making the act collaborative rather than solitary normalizes reading behavior and cements motivation through shared accountability and rewards.

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