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## Library Support: Implications on Student Well-being

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**ABSTRACT:** *Fostering healthy, supportive contexts that holistically enrich growth is fundamental to the central mission of educational institutions. This study evaluated how college students perceive library support across various dimensions and its influence on their well-being, involving 303 students from a private institution in Cagayan de Oro City, Philippines. Utilizing a researcher-made questionnaire and focus group discussions, it explored the relationship between library support and student well-being. The study revealed that the participants' assessment of library support across physical, intellectual, social, and environmental dimensions was generally high, reflecting satisfaction with resources, assistance, social environments, and the library's ambiance. They also reported high well-being levels in physical, cognitive, and social aspects, indicating a positive overall self-assessment. The participants' library support assessment significantly influenced their well-being levels, suggesting that high-quality library support contributes to higher well-being. Key themes from the students' library support experiences included a conducive environment, technological support, collaboration opportunities, and distractions. This study emphasizes the significant role of academic libraries in enhancing student well-being, advocating for comprehensive library services and a holistic approach to student welfare in higher education. It points to institutions to provide welcoming and collaborative library spaces by applying a "therapeutic landscape" ethos across education, and conducting further research on the influence of library support on well-being across different contexts.*

**KEYWORDS:** library support, student well-being, therapeutic landscapes

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### INTRODUCTION

Libraries, with their resources such as study spaces, technological tools, academic guidance, and other facilities, potentially play a unique role in enhancing physical and mental health. Conversely, colleges and universities have an essential effect on students' growth, development, and life experiences, as emphasized by Holmström & Holmström (2019). These institutions significantly affect students' overall well-being, providing environments

where they must manage academic pressures, embrace new-found freedom, and face multiple challenges, as noted by Conley et al. (2020) and Duffy et al. (2019).

Recognizing the complex factors that influence student well-being, this study focused on one critical aspect: the influence of library services and support on the holistic well-being of college students. This research determined whether libraries contribute to developing key success factors, including skills, relationships, and resilience, that are important for post-collegiate success. A deeper understanding of the interaction between library resources and student well-being can provide valuable insights, which are essential for shaping institutional strategies to promote comprehensive student development and well-being.

Amid the present worldwide circumstances, wellness has become increasingly important, mainly due to the COVID-19 pandemic, which has caused heightened levels of worry, irritation, and social upheaval. Wells (2022) emphasizes that fitness concerns are becoming a significant public health issue worldwide, including in the UK. Supporting this, the Mental Health Foundation's 2014 Adult Psychiatric Morbidity Study shows a significant prevalence of mental health problems in the UK population. Similarly, Fancourt et al. (2021) and Malolos et al. (2021) highlighted the rise in mental health issues during the pandemic, emphasizing the need for a more comprehensive discussion on the broader impact of COVID-19 on mental health.

The university environment, for many students, is a high-pressure environment. Undergraduates, often away from home for the first time, face academic challenges, lifestyle changes, and building new social relationships. This period is also marked by a peak in mental health issues, such as chronic anxiety, as noted by Free (2020). Student well-being is paramount in this context, as it directly affects academic satisfaction and success, as Saha and Devi (2021) discussed. This underscores the universal concern for student well-being and the responsibility of institutions to promote it, as suggested by Merga (2020).

Well-being, as defined through the World Health Organization, is not always just the absence of contamination but incorporates a state of universal fitness, happiness, and powerful functioning in diverse lifestyles factors. In this light, Baby et al. (2022) and Husaini et al. (2022) apprehend the growing significance of student well-being in instructional libraries, mainly as mental fitness issues among university college students intensify. Academic libraries, due to their long operating hours, widespread accessibility, and diverse resources, are uniquely positioned to support the mental well-being of students.

Rose (2015) emphasizes the changing role of academic libraries, transitioning from traditional support for learning and research to being integral in fostering a culture of well-being in educational institutions. According to Nance (2022), these libraries are currently broadening their services to include resources and spaces that support not only academic achievement but also the mental and emotional well-being of students. Thus, to effectively advocate for the position of libraries in student well-being, a stronger research basis is necessary (Merga, 2020).

This study investigated the influence of various library services on the well-being of students. The study investigated the correlation between four categories of library assistance - physical, intellectual, social, and environmental - and three aspects of student well-being: physical, cognitive, and social. This study focused not only on the educational value of libraries, but it also filled a significant gap by exploring how libraries contribute to the overall well-being of college students. According to Merga (2020), further investigation is necessary to understand how library services go beyond academic assistance and address other aspects of college students' general well-being.

The purpose of this study was to investigate the efficacy of library assistance in enhancing the overall well-being of students, therefore filling a gap in the current body of research.

## **THEORITICAL/CONCEPTUAL FRAMEWORK**

This study hinges on the assumption that academic libraries significantly influence the well-being of college students. Gesler's (1992) Therapeutic Landscapes Theory, which explores why specific locales promote healing and wellness, provides the theoretical grounding for this premise.

Gesler, a health geographer, first coined the term "therapeutic landscapes" to examine the material, affective, and sociocultural features that imbue particular settings with sensations of health and well-being. As researchers have further developed the theory, the concept has evolved to encompass physical, psychological, and social dimensions of wellness (Bell et al., 2018). Moreover, Gesler (2003) suggests that a sense of healing can occur in quintessentially therapeutic sites like hospitals and institutions like schools, churches, and workplaces that align with people's physical, mental, emotional, spiritual, and social needs.

When applied to academic libraries, Gesler's framework indicates how libraries' spaces, resources, and services can optimize support for student wellness. While libraries have traditionally facilitated access to information resources, today's libraries may additionally consider how they can construct an environment that fosters healing, identity, security, and belonging. Library services attuned to users' multifaceted needs can promote students' overall well-being while navigating numerous college-related stressors.

This study aims to clarify if academic libraries provide therapeutic benefits for college students, so extending Gesler's concepts to the setting of higher education. This study investigates students' perspectives on how library spaces, collections, technology, and support may influence the student's overall well-being, encompassing academic, physical, cognitive, and social domains.

In this study, the researcher identified Library Support as the independent variable. This encompasses the following support afforded by the library as physical, intellectual, social, and environmental.

Husaini et al. (2022) propose redesigning library support, contending that it surpasses conventional understandings of aesthetic spaces and book collections. The researchers present an integrated framework that considers library support as a complex entity comprising physical, intellectual, social, and environmental components, all customized to promote students' overall welfare.

Their research underscores the criticality of giving importance to physical comfort in library environments in order to improve the overall user experience. They hold an intellectual perspective that recognizes libraries as dynamic knowledge hubs, stimulating curiosity and promoting investigation. Libraries are considered crucial in fostering community connections and promoting social interaction from a social perspective. Environmentally, the study emphasizes the contribution of libraries to stress reduction by providing tranquil havens.

Furthermore, Husaini et al.'s study provides substantial evidence that libraries have a discernible beneficial effect on social well-being and health by utilizing their therapeutic environments. It is particularly critical during times of adversity that libraries are capable of adapting their services to meet the requirements of diverse patronage by providing combined in-person and digital support. The research study presents public libraries as multifunctional spaces for wellness that play a crucial role in community health by offering favorable environments and resources for individual development and introspection. Furthermore the authors emphasize the critical role that serene library environments play in assisting students to navigate the intricacies of a constantly evolving world.

Following, the previously discussed constructs, the succeeding paragraph elaborates the discussion of the library support framework.

**Physical support** is essential for libraries to provide students with comfortable settings conducive to studying and research. As Garoufali and Garoufallou (2022) emphasize, appropriate physical space design in libraries must prioritize facilitating knowledge development, an integral component of successful library transformation. Crucially, the pedagogical strategy reflected in the library's spatial layout must differentiate between enabling knowledge-seeking versus knowledge creation. Cozy seating, lighting, temperature control, and room to study are vital in establishing an environment where intellectual pursuits can thrive.

In providing **intellectual support** to students, libraries have invaluable roles to play. As Todd (2012) highlights, school libraries can function as practical learning tools by involving students directly in information processes that transform information into meaningful knowledge and deeper understanding. Fox (2017) gives the example of monthly library presentations and collaborative activities to stimulate young minds.

Empirical and theoretical evidence confirms the critical function of **social support** for students' mental well-being (Bukhari & Afzal, 2017). As House (1971) asserts, supplying

psychological and non-psychological assistance bolsters individuals' capacity and willingness to participate in target behaviors. Gustina et al. (2002) note that libraries provide diverse forms of social support - from services to programs to relationships - which positively impact user wellness.

Nieves-Whitmore (2021) argues that library space design and student anxiety levels share close links. Cleveland (2004) explains that transforming library environments helps lower student anxiety and encourages successful library use. Conducive facilities throughout libraries significantly influence how effectively students can utilize resources. An inviting ambiance, tidy spaces, a quiet atmosphere, sturdy furnishings, and bright lighting enhance productive study. Libraries must holistically incorporate such environmental support considerations.

The integrated physical, intellectual, social, and environmental support provision in deliberately designed library spaces can thus make libraries therapeutic landscapes that play instrumental roles in nurturing student growth and fulfillment.

Moreover, in this study, the researcher identified the students' well-being as the dependent variable. It is defined as a condition characterized by optimal mental, social, and physical health, as opposed to simply the absence of illness or deficiency (WHO, 2018).

Cox and Brewster (2020) state that an individual's well-being is related to their ability to recognize strengths, deal with daily stressors, and participate productively in society. According to Fraillon (2004), physical, cognitive, and social well-being are significant dimensions repeatedly highlighted in well-being research. Supporting this, Suldo et al. (2022) empirically demonstrated that life satisfaction, healthy relationships, and academic achievement all contribute to overall student wellness. Brown (2019) also theoretically integrates psychological, emotional, physical, and spiritual facets of well-being. Additionally, social well-being is impacted by community belonging and support systems (Linton et al., 2016), with Wu et al. (2020) highlighting the roles public spaces like libraries can play in that dimension. Overall, contemporary research reinforces those multidimensional models reflecting physical, mental, social, and environmental factors provide the most holistic conceptualizations of well-being (Killam & Weber, 2018; Magnano et al., 2019).

This study considered physical, social, and cognitive dimensions to measure college students' well-being. **Physical well-being** encompasses health-promoting behaviors and results. Positive effects are observed with targeted programs that encourage healthful activity, according to Blanksby and Whipp (2004). Academic libraries can make a positive contribution by supporting campus initiatives that promote balanced living and exercise, according to Lenstra (2020). By advocating for physical wellness, libraries facilitate the achievement of more students.

**Cognitive well-being**, on the other hand, comprises intellectual development, recreation, and exploration. Opportunities and challenges, as Dalry and Child (2015) explain, improve

cognitive health. Libraries offer access to resources and knowledge that are essential for intellectual growth. Through facilitating exploration and progress, library environments foster cognitive well-being.

Finally, *social well-being* is fundamentally comprised of societal actualization and community connection. Libraries in universities across the globe have increased their initiatives to promote the success and well-being of students (Lenstra, 2020). The community-building initiatives of libraries are consistent with their overarching goal of enhancing the learning experience. Libraries can significantly improve social wellness by fostering connections through programming, outreach, and inclusive spaces.

By integrating these domains, libraries establish conducive environments that promote students' physical, mental, and social development. Comprehensive wellness programs position libraries as focal points within the campus's care environment.

### **Purpose of the Research**

This study aimed to investigate the relationship between library support and students' well-being.

### **METHODOLOGY**

This study used a concurrent mixed-method design, combining qualitative (focus group discussions with 11 participants) and quantitative methods (researcher-constructed questionnaire). The qualitative phase explored nuanced experiences, while the quantitative phase assessed library support perceptions and well-being dimensions across physical, cognitive, and social aspects. This mixed-methods approach aimed for a comprehensive analysis of the relationship between library support and students' well-being.

The participants comprised 303 college students enrolled during the academic year 2023-2024 in a private school in Cagayan de Oro City, selected through random sampling using the Taro Yamane Formula (Taro, 1967). Criteria for selection included enrollment during the academic year 2023-2024, voluntary consent, and a physical visit to the school library. Only students who physically visited the library were included, ensuring a representative sample while maintaining institution anonymity.

The primary instruments were a researcher-constructed questionnaire and focus group discussions (FGD). Part I of the questionnaire assessed library support perceptions across dimensions, using a Likert scale. Part II focused on well-being assessment, integrating standardized scales and Likert-type items. The FGDs, guided by open-ended questions, aimed to unravel subjective experiences of college students regarding library support, providing qualitative depth. The mixed methods approach facilitated a comprehensive analysis of the relationship between library support and students' well-being.

Formal permission was obtained from the Library Coordinator, and ethical approval was secured from the Lourdes College Research Ethics Committee. The questionnaire and FGDs

were administered to 303 college students with the collaboration of library staff. Each questionnaire included an explanation letter and a consent form. Participation was voluntary, and confidentiality was emphasized. Data collected adheres to the Data Privacy Act of 2012 (RA 10173) and will be used solely for research purposes.

Statistics, including frequency, percentage, mean, and standard deviation, were used to analyze perceived library support and students' well-being. Inferential statistics, specifically regression analysis, explored the influence of library support on students' well-being. This systematic approach provided meaningful insights into library support's impact on students' well-being.

## RESULTS AND DISCUSSIONS

Table 1 presents an overview of how the participants rated the support they received from the library. It is evident from the table that physical, intellectual, social, and environmental support obtained a generally high rating. This implies that library support influences the level of well-being of the participants.

**Table 1**

*Summary table of the Participants' Assessment of Library Support*

<b>Level of Library Support</b>	<b>M</b>	<b>Interpretation</b>	<b>SD</b>
Physical	4.25	High	0.75
Intellectual	4.31	High	0.73
Social	4.09	High	0.81
Environmental	4.51	High	0.69
<b>OVERALL</b>	<b>4.29</b>	<b>High</b>	<b>0.05</b>

The data reveal that the participants gave a generally “high” rating to the aspect of physical support by the library, as indicated by the mean of 4.25. This reflects a positive perception among library users regarding the convenience, comfort, and functionality of the library's physical environment. This finding is corroborated by the research conducted by Cha and Kim (2015), which indicates that patrons perceive the physical resources of the library as favorable for their scholarly or investigative requirements, thereby augmenting their overall library experience and productivity.

Next, the data show a “high” rating of intellectual support as seen in the mean of 4.31. This finding indicates that library users hold a favorable perception of the library's support in their intellectual activities, which is indicative of the services and resources' ability to fulfill or surpass their expectations. This finding is consistent with the outcomes of Oakleaf's (2010) research, which demonstrated that students acknowledge and appreciate the library's capacity to furnish them with exhaustive and valuable information resources, research support, and

educational direction in order to efficiently fulfill their academic and intellectual requirements.

Then, the data show a “high” rating of social support as seen in the mean of 4.09. This finding indicates that library users place a significant emphasis on the collaborative and community-oriented services, programs, and resources that the institution offers; these elements foster a greater sense of belonging and engagement within the library setting. This result is consistent with the outcome of Child's (2018) research, which emphasizes the significance of school libraries in promoting the welfare of students, fostering an environment that appreciates mindfulness and creativity, and providing a forum for students to interact with one another, share thoughts, and establish relationships with both instructors and fellow students.

Furthermore, the data reveal a "high" level of environmental support, as indicated by the mean score of 4.51. This finding suggests that library users consider the physical setting of the library to be notably favorable, promoting an environment that is both conducive to productivity and comfort for a range of activities such as research, study, and relaxation. This conclusion is contingent on the findings of Santes (2021), which indicate that library users value the institution's capacity to serve as an academic workstation, a social space, and a multipurpose space that accommodates various learning needs. This encompasses factors such as the visual appeal, illumination, temperature, and comfort of the furniture.

Table 2 displays the participants' assessment on their level of well-being in terms of the physical, cognitive, and social dimensions were rated as generally high. It is apparent from the table that physical, cognitive, and social well-being obtained a generally high rating from the participants of this study. This suggests that, in the context of the study, the participants perceived these aspects to be positively influenced by the library support.

**Table 2**

*Summary table of the Participants' Assessment of their Well-being*

<b>Level of Library Support</b>	<b>M</b>	<b>Interpretation</b>	<b>SD</b>
Physical	3.74	High	0.89
Cognitive	3.90	High	0.75
Social	4.21	High	0.70
<b>OVERALL</b>	<b>4.09</b>	<b>High</b>	<b>0.09</b>

The results reveal that, on average, physical well-being received a "high" rating of 3.74. This indicates that participants hold a positive self-perception regarding their health and possess a strong sense of physical vitality. The research conducted by Wang et al. (2022) presents empirical findings that corroborate the association between engaging in vigorous physical activity and self-reported health. The findings point to include physical activities in the health promotion efforts of the libraries.



Accordingly, the results show the participants, as measured by the mean score of 3.90, rated their level of cognitive well-being as generally "high". This indicates that they hold a positive self-perception regarding their mental state, alertness, and clarity of mind. This result is consistent with the findings of Klapp et al. (2023), which demonstrated that students with higher cognitive abilities were more likely to have confidence in their ability to complete routine academic tasks and were less likely to experience anxiety regarding assignments and tests.

Furthermore, the findings show that the participants, as measured by the mean score of 4.21, rated their level of social well-being as generally "high". This finding suggests that students not only experience a sense of social connection but also convey satisfaction with interpersonal relationships, thereby cultivating a feeling of belonging and support within their social circles. Aligning with the large body of academic research that highlights the significant impact of social relationships on overall wellness, these results support the notion that social connections profoundly affect well-being as a whole. The positive correlation between well-being and strong social relationships is a notion consistently endorsed by scholars, including Wei (2022). The correlation between emotional well-being and social support becomes apparent, as social connections play an essential role in safeguarding against stress and considerably contribute to overall wellness.

Table 3 presents the regression analysis of the influence of participants' assessment of library support on their well-being. The results show that the entire model is significant ( $F=16.25$ ,  $p=.000$ ); which means that the hypothesis of the study is rejected. Participants who expressed positive evaluations of library support also reported a correspondingly high level of personal well-being, suggesting that the library's assistance contributed to their general state. This finding implies that the library's support may have contributed to the improvement of the individuals' general state of well-being.

**Table 3**

*Regression Analysis of the Influence of Participants' Assessment of Library Support on their Well-being*

LIBRARY SUPPORT	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.65	.247		10.70	.000
Physical	.090	.071	.103	1.27	.206
Intellectual	.029	.079	.032	.362	.718
Social	.320	.069	.393	4.66**	.000
Environmental	-.114	.068	-.119	-1.67	.096

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Model Summary

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R = .423      R<sup>2</sup> = .179      Adjusted R<sup>2</sup> = .168      F = 16.26\*\*      p = .000

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This finding is corroborated by the viewpoints expressed by participants in their Focus Group Discussions (FGD), where they defined the beneficial effect of using libraries on their overall well-being. For example:

*“...when I am in the library by having communication with my friends and classmates. I also like helping them, so if they ask for help, mag help pud ko kay ganahan pud ko nga masaligan ko, murag ga ka boost akong confidence bitaw na yay I can do this!...”* [“...when I am in the library by having communication with my friends and classmates. I also like helping them, so if they ask for help, I helped them because I feel that I am trustworthy and it boost my confidence that I can do this...”] (P2, Transcript 13, LN 641-645)

*“...my social relationship with my classmates in the library affects my well-being. Since the interaction that I get here is kanang very welcoming, we could have our inside jokes here inside the library, and we could be ourselves here in the library...”* (P3, Transcript 13, LN 650-652)

In addition, Child's (2018) research supports this notion by highlighting the significance of school libraries in fostering the well-being of students through the establishment of a supportive and safe environment. The research suggests that school libraries have the capacity to support students in developing social and emotional competencies, provide access to resources that promote well-being, and organize activities and programs that enhance student welfare. Another participant highlighted:

*“Being in the library with my classmates and friends is good for my well-being not just me but I think it's the same for others. When I am in the library, I can ask support for my researches, activities, and academic tasks from the librarians, and from my classmates also...”* (P3, Transcript 13, LN 660-664)

This finding is substantiated by the research of Merga (2021), which highlights the significance of school libraries in fostering a sense of community, providing a safe haven, and facilitating book exposure—thus contributing to the holistic development of students. Therefore, academic libraries are uniquely positioned to contribute to well-being initiatives, whether through their involvement in institution-wide programs or their development of library-specific interventions. The various kinds of well-being assistance offered by libraries demonstrates their capacity to accommodate evolving student requirements and institutional objectives. Nevertheless, it is imperative to recognize legitimate apprehensions pertaining to the wellness phenomenon in libraries. In order to ensure the effectiveness and favorable influence of present and future well-being practices on students, it is essential that their development, implementation, and evaluation be conducted in a systematic manner (Bladek, 2021).

Furthermore, the findings also suggest that academic and school libraries play an essential role in promoting the well-being of students by fostering a supportive environment, facilitating the development of social-emotional skills, and implementing well-being initiatives. Below is one the participants' responses offering firsthand perspectives on the influential role of social support from library staff in shaping their overall well-being:

*“... the library is more than a place for learning. The library helps me in improving my relationship with my classmates and friends. The library gives us a lot of opportunities to collaborate, and with these, I can grow and learn with my classmates...”* (P4, Transcript 10, LN 518-520)

The aforementioned response is consistent with the findings of Kim and Yang (2022), which demonstrated that contemporary academic libraries have the potential to make substantial contributions by providing conducive environments for students to study, collaborate, and engage in social interaction during their college years.

Another response that is important to note is the support they get from the librarians: *“Mo accommodate pud sila sa amoa always if naa mi kailangan. I like it also that the library is very active, mag recognize sad sila ug mga student nga often ga adtu sa library, and often ga borrow ug books...”* [Librarians accommodates us always every time we asked for their help, they also recognize top library users] (P1, Transcript 10, LN 471-474)

The transcript indicates that within the library, establishing meaningful connections with the librarians is equally as important as connecting with your peers. This supports the findings of a study Merga (2020) that suggests how school libraries specifically promote the well-being of students through the facilitation of social connections and the development of relationships with both librarians and peers.

A participant also highlighted that:

*“when we are in the library, mas nag iimprove ang relationship ko with my classmates, kasi we can talk and share ideas here. Mas ma express namin ang gusto namin express so mas nagiging close kami ng mga classmates ko...”* [when we are in the library, my relationship with my classmates improves because we can talk and share ideas here. We can express freely our thoughts which bring us closer. (P9, Transcript 11, LN 566-568)

The transcript exemplifies how the library transforms into a communal area where students can interact with one another, exchange perspectives, and contribute collectively to an environment that is welcoming and conducive to learning. Through proactive measures to foster social interactions and relationships, school libraries transform into dynamic centers that surpass their conventional academic functions, thereby actively contributing to the comprehensive welfare of students. Furthermore, Wei (2022) argues that college students require social support. Undoubtedly, libraries function as key centers where this assistance is nurtured, promoting communal spirit, cooperation, and overall welfare. In addition, through the promotion of connections, the encouragement of innovation, the facilitation of educational opportunities, and cooperation with other community organizations, libraries and museums play a crucial role in fostering social welfare (Norton et al 2021).

From the responses of the participants, themes of library support and their implications on student well-being emerged.

### **Theme 1: Conducive Library Environment**

A significant proportion of the participants emphasized the positive attributes of the library setting. They consider it to be an optimal and beneficial environment for engaging in collaborative endeavors with fellow students or colleagues. Significantly, the favorable atmosphere is established due to elements such as the availability of resources, the ease of access to collaboration spaces, and favorable conditions—such as suitable illumination and air conditioning—that facilitate group work. This indicates that the library adequately facilitates students in search of a conducive environment to engage in collaborative academic endeavors, specifically in relation to its collaborative spaces.

### **Theme 2: Technological Support**

The consensus among the participants was that the library was an invaluable and uplifting resource that enhanced various aspects of their academic journey and general welfare. Although their acknowledgment was varied, encompassing enhanced study environments and improved relationships, they all underscored the library's crucial function in facilitating effective online resource utilization through the application of modern technologies. The finding aligns with the research conducted by Kofo et al. (2022), which highlighted how online learning resources serve the dual purpose of inspiring students to excel academically and facilitating their readiness for future educational undertakings.

### **Theme 3: Opportunity to Collaborate**

Collaboration, interaction, or the combined efforts of various library elements created a cohesive and mutually beneficial environment, according to every participant. The complementary reinforcement of resources and services improves the students' educational experience as a whole. The environment, learning areas, and materials of the library facilitate productive collaboration and interaction. This is consistent with the findings of Harisanty (2019), which postulated that the utilization of school libraries by students is motivated by both influence from peers and a conducive atmosphere.

### **Theme 4: Distractions**

A number of the participants articulated some difficulties associated with the library setting. These distractions have the potential to disrupt the academic experiences of students, consequently drawing attention to areas that could benefit from enhancements in order to improve the library environment as a whole. This finding corresponds with the research conducted by Beneyat-Dulagan and Cabonero (2023), which demonstrated that students encounter challenges in their attempts to learn and achieve academic achievement, including overcrowding in libraries caused by insufficient reading areas and deficient learning spaces. Additional research conducted by Kiriri (2018) clarified the manner in which libraries ought

to incorporate a noise control mechanism to mitigate the distractions caused by distractions coming from certain sections of the library.

## CONCLUSION

This study sheds light on the crucial role of academic libraries in enhancing college students' well-being. Through their diverse support systems, including physical spaces, intellectual resources, and social networks, libraries create an environment conducive to student flourishing in the face of challenges.

These findings carry significant implications. Recognizing the profound impact of libraries on student wellness, it is apparent that there is a need for universities to prioritize comprehensive library services tailored to meet the varied needs of students. Investing in library resources emerges as a highly effective strategy to enhance campus life, focusing on creating welcoming environments, fostering collaboration, and addressing technological gaps—all directly linked to improved well-being.

Moreover, the research underscores how, with sufficient institutional support, students can thrive despite stressors. It highlights the potential for campuses to serve as nurturing environments that promote growth and healing. While libraries exemplify this ethos, a holistic approach to supporting student welfare should permeate all aspects of higher education. Colleges have a moral imperative and practical incentives to establish comprehensive systems prioritizing student well-being.

Ultimately, by demonstrating the multifaceted impact of libraries and showcasing campuses' ability to enrich student well-being, this study advocates for placing human development at the core of higher education. Emphasizing growth across various dimensions—intellectual, physical, social, and emotional—must become the central mission. This research provides both inspiration and empirical evidence to advance this vision.

## RECOMMENDATIONS

The conclusions and findings of the research serve as the foundation for the subsequent recommendations:

1. for **Librarians** that they may:

- 1.1 keep providing vigorous spaces, resources, and programming  
to support student welfare;
- 1.2 make environments more welcoming and collaborative for diverse student  
needs;
- 1.3 address technology gaps and accessibility barriers to reach more students;  
and

- 1.4. regularly collect student feedback to adapt to emerging needs.
2. for **School Administrators** that they may:
  - 2.1 apply a “therapeutic landscape” ethos across education to aid student growth; and
  - 2.2 create policies, spaces, and systems promoting healing and enrichment.
3. for **Future Researchers** that they:
  - 3.1 examine nuances of libraries' wellness influence using longitudinal and causal studies; and
  - 3.2 consider studies in comparing the influence of library support on well-being across different institutions or among students with diverse backgrounds.

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