

Original Article

LIBRARY SUPPORT SERVICES AND THEIR INFLUENCE ON STUDENT WELL-BEING IN CHHATTISGARH: A SECONDARY DATA-BASED ANALYTICAL STUDY

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ABSTRACT

Academic libraries are no longer limited to the storage and circulation of books. They increasingly provide digital resources, research assistance, quiet learning spaces, internet facilities, information literacy training, orientation programmes and other forms of student support. These services may influence not only academic performance but also students' confidence, comfort, sense of belonging and overall well-being. The present study examines the role of library support services in student well-being with special reference to higher education institutions in Chhattisgarh. The study is based entirely on secondary data. Peer-reviewed research articles, professional standards and official information available from selected higher education libraries in Chhattisgarh were reviewed and analysed thematically. The literature suggests that academic libraries may support student well-being through easier access to information, reduction of library and research anxiety, comfortable study environments, social and academic connection, digital inclusion and referral or collaborative support. Evidence from institutions in Chhattisgarh shows substantial development of print collections, e-resources, digital libraries, internet facilities, reading spaces and research-support systems. However, there is limited direct empirical evidence from Chhattisgarh measuring the relationship between these library services and student well-being. To organize the findings, the paper proposes a Library-Student Well-Being Five-Pathway Framework consisting of information access, academic confidence, supportive space, connection and inclusive digital support. The study concludes that libraries can become important partners in student well-being when services are user-friendly, inclusive and connected with the wider educational support system. It recommends regular assessment of students' experiences and greater collaboration between libraries, faculty, counselling services and institutional administration.

Keywords: Academic Libraries, Library Support Services, Student Well-Being, Digital Library, Library Anxiety, Higher Education, Chhattisgarh

INTRODUCTION

Higher education students face many academic and personal demands. They are expected to understand complex subjects, complete assignments, search for reliable information, prepare examinations, conduct research and adjust to changing educational technologies. These demands may produce uncertainty, academic pressure and difficulty in managing learning tasks. Student well-being therefore depends not only on health or counselling facilities but also on the quality of the wider academic environment.

The academic library is an important part of this environment. Traditionally, a college or university library was viewed mainly as a place where books and journals were stored and issued. Modern academic libraries have a much wider role. They provide printed

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and electronic information, internet facilities, research databases, reading spaces, reference services, orientation programmes and guidance in finding and using information.

Professional standards also recognize this wider educational responsibility. The Association of College and Research Libraries states that academic libraries should contribute to student learning and institutional effectiveness through inclusive, student-centred services. Its current standards identify student success, information literacy, accessible collections, discovery, safe and inviting spaces, collaboration and equitable access as important areas of library work [Association of College and Research Libraries \(2026\)](#).

The relationship between library services and student well-being is important because academic difficulty is not always caused by lack of ability. A student may know what information is needed but may not know where to locate it. Another student may feel uncomfortable approaching library staff or using unfamiliar databases. Some may lack a quiet study place or reliable internet connection outside the institution. In such situations, effective library support can remove barriers that otherwise increase frustration and academic stress.

[Bladek \(2021\)](#) argued that academic libraries are increasingly participating in campus-wide efforts to support the whole student. Library contributions can include collections, services and spaces that support both academic work and well-being.

This perspective is highly relevant to Chhattisgarh, where higher education institutions serve students from different social, economic, geographical and educational backgrounds. Current institutional evidence shows substantial development of physical and digital library facilities across universities in the state. However, there is still limited research examining whether and how these services are related to students' academic, emotional and social well-being.

The present paper therefore analyses existing research and selected institutional evidence to understand the possible contribution of library support services to student well-being in Chhattisgarh.

MEANING OF LIBRARY SUPPORT SERVICES

Library support services refer to the different facilities and professional activities through which a library helps its users meet their academic, informational and research needs. For the purpose of the present study, library support services include the following:

- 1) availability of textbooks and reference books;
- 2) electronic books and journals;
- 3) online databases and institutional repositories;
- 4) internet and Wi-Fi facilities;
- 5) digital library access;
- 6) reference and research assistance;
- 7) library orientation and user education;
- 8) information literacy support;
- 9) quiet individual study spaces;
- 10) collaborative learning spaces;
- 11) assistance from library professionals;
- 12) extended or convenient access to information;
- 13) inclusive services for students with different needs; and
- 14) links with wider institutional student-support services.

The effectiveness of library support is therefore not determined only by the size of the collection. A large collection may have limited value if students cannot identify, access or use the required material. Good support requires a combination of appropriate resources, technology, accessible space and human guidance.

CONCEPT OF STUDENT WELL-BEING

Student well-being is a broad concept. It cannot be reduced only to the absence of mental illness. In an educational setting, well-being includes the student's ability to learn in a supportive environment, manage academic demands, feel safe and included, access necessary resources and maintain a reasonable sense of confidence and belonging.

ACADEMIC WELL-BEING

Academic well-being refers to students' confidence in completing learning tasks, locating academic information, preparing assignments and participating effectively in their studies.

PSYCHOLOGICAL COMFORT

Psychological comfort includes reduced unnecessary academic anxiety, a sense of control over study tasks and access to spaces that support concentration and calmness.

SOCIAL WELL-BEING

Social well-being refers to the sense that a student belongs within the educational institution and has access to respectful, inclusive and supportive academic environments.

DIGITAL AND INFORMATION WELL-BEING

Modern students need reliable digital access and the ability to distinguish useful academic information from confusing or unreliable material. Lack of digital access or searching skills may itself become a source of academic difficulty. The library can potentially contribute to all four dimensions without functioning as a clinical mental health service.

REVIEW OF RELATED LITERATURE

COX AND BREWSTER (2020)

Cox and Brewster examined how academic libraries in the United Kingdom supported student mental health and well-being before and during the COVID-19 pandemic. Their study identified a wide range of roles, including the inherent value of the library, the effect of ordinary library services, specific well-being initiatives, signposting and partnership with other university units. During the pandemic, libraries also helped reduce anxiety associated with accessing electronic resources. The researchers proposed a holistic model in which library support forms part of a whole-university approach to student well-being.

BLADEK (2021)

Bladek reviewed well-being initiatives in academic libraries and argued that libraries have a reasonable role in supporting the whole student because well-being and academic outcomes are interconnected. The study discussed initiatives developed through library collections, services and physical spaces. It also emphasized the need for assessment instead of assuming that every wellness activity automatically produces positive outcomes.

KIM AND YANG (2022)

Kim and Yang examined academic library spaces and student activities. Their study was based on interviews with 12 students. They found that students used academic library environments for individual study, group learning, collaboration and social activities. Both physical and functional features of library space were associated with students' study performance and well-being.

DILINIKA (2023)

Diliniika reviewed research concerning library anxiety among students. The review showed that library anxiety is a real phenomenon that can negatively influence students' ability to use library information sources and may eventually affect academic performance. The paper identified several sources of library anxiety and suggested that reducing anxiety and increasing confidence can help students become more effective library users.

NOORI (2024)

Noori studied library anxiety among students at Kabul University and examined its relationship with library-resource engagement and academic performance. The study reinforces the idea that an academically rich library does not automatically benefit students if they feel anxious, confused or unable to navigate its resources.

SURESH ET AL. (2025)

Suresh, Lim, Ekanayake and Arora conducted a scoping review to examine whether academic libraries contribute to the well-being of students and community users. Their search initially identified 5,437 records, from which 40 documents were included in the final review. The review showed that academic libraries use a variety of activities and initiatives related to user well-being, while also finding that the concept of well-being within librarianship remains insufficiently defined and evaluated.

SINGH AND MISHRA (2026)

Singh and Mishra examined library anxiety among students of the Institute of Management Studies at Banaras Hindu University. Their study described library anxiety as an important barrier that can affect the academic and psychological well-being of students and researchers. This recent Indian evidence is especially important because it indicates that problems such as library anxiety are relevant within the Indian higher-education environment and should not be treated only as a Western research concern.

RECENT EVIDENCE ON RESEARCH SUPPORT AND ANXIETY

A 2026 study of doctoral students in five universities in South-West Nigeria found a strong negative relationship between engagement with librarian support services and research anxiety ($r = -.63$, $p < .01$). Regression analysis indicated that librarian support accounted for 25% of the variance in research anxiety in that study. Although this evidence comes from a different country and cannot be directly generalized to Chhattisgarh, it demonstrates a possible mechanism through which structured research assistance may reduce academic uncertainty.

RESEARCH GAP

The available literature shows growing international interest in the relationship between academic libraries and student well-being. Research has examined library anxiety, physical study environments, mental health support, information access and student success. Recent studies have also started examining the contribution of librarian support to research anxiety.

First, a large part of the available literature comes from the United States, United Kingdom and other countries. Indian evidence is comparatively limited, particularly when student well-being is examined as a multidimensional outcome rather than only academic achievement.

Second, existing studies often examine either library use, mental health initiatives or library anxiety separately. Less attention has been given to the combined influence of ordinary library support services-resources, spaces, technology, librarian assistance and information-literacy guidance-on overall student well-being.

Third, there is a particularly clear geographical gap in relation to Chhattisgarh. Universities and colleges in the state have developed large print collections, digital-resource systems, reading spaces, internet facilities and electronic access, but little published research has directly measured how students experience these services in relation to well-being.

The present study addresses this gap through a secondary-data-based analysis that connects broader research evidence with the present library-support environment of selected higher education institutions in Chhattisgarh.

OBJECTIVES OF THE STUDY

- 1) To examine the major library support services available to students in higher education institutions.
- 2) To study the relationship between academic library support and different dimensions of student well-being as reported in existing literature.
- 3) To examine selected examples of library-support infrastructure available in higher education institutions of Chhattisgarh.
- 4) To identify the possible pathways through which library services may support academic, psychological, social and digital well-being.
- 5) To identify the major challenges that may reduce the effectiveness of library support services.
- 6) To suggest measures for strengthening the contribution of academic libraries to student well-being in Chhattisgarh.

RESEARCH QUESTIONS

- 1) How can academic library support services influence student well-being?
- 2) Which types of library services appear most relevant to academic and psychological comfort?
- 3) What forms of library-support infrastructure are currently visible in selected higher education institutions of Chhattisgarh?
- 4) What changes are required to make library services more student-centred and supportive of well-being?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The present study follows a descriptive and analytical secondary-data research design. No primary questionnaire or direct student survey was used.

NATURE OF THE STUDY

The study combines two forms of evidence: published research concerning library support and student well-being; and publicly available institutional information concerning selected academic libraries in Chhattisgarh.

SOURCES OF SECONDARY DATA

Secondary material was obtained from peer-reviewed journal articles, academic research databases, official university and institutional library websites, Association of College and Research Libraries standards, All India Survey on Higher Education sources and relevant academic publications on library anxiety, library spaces and student support.

SELECTION OF CHHATTISGARH INSTITUTIONAL EXAMPLES

Institutional examples were selected to represent different forms of higher education and library development within the state. These examples were not treated as a statistical sample of all libraries in Chhattisgarh. They were used to understand the range of facilities currently available. The institutions included Guru Ghasidas Vishwavidyalaya, Bilaspur; Kalinga University, Naya Raipur; IIIT Naya Raipur; Indira Gandhi Krishi Vishwavidyalaya, Raipur; MATS University, Raipur; and a college affiliated with Shaheed Nandkumar Patel Vishwavidyalaya, Raigarh.

METHOD OF ANALYSIS

The evidence was organized through thematic content analysis. Five recurring pathways were identified: information access, academic confidence, supportive physical environment, social and professional connection, and inclusive digital support. These themes formed the basis of the analytical framework proposed in this study.

HIGHER EDUCATION CONTEXT OF CHHATTISGARH

The higher education environment of Chhattisgarh is expanding. Government data based on AISHE show that the state's Gross Enrolment Ratio in higher education was reported as 19.6 in 2021-22 and 27.8 provisionally for 2022-23. This indicates an expanding higher-education population and strengthens the need for student-support infrastructure that can serve learners from diverse backgrounds [Ministry of Education, Government of India \(2024\)](#).

Nationally, higher-education enrolment reached approximately 4.33 crore students in 2021-22, demonstrating the growing scale of higher education and the corresponding importance of institutional support services. As access expands, institutions have to consider not only admission and classroom instruction but also whether students can effectively use learning resources after entering higher education. Libraries form a major part of this support structure.

SECONDARY EVIDENCE FROM SELECTED LIBRARIES IN CHHATTISGARH

Table 1

Table 1 Examples of Academic Library Support Infrastructure in Chhattisgarh		
Institution	Selected Library Support Evidence	Possible Student-Support Relevance
Guru Ghasidas Vishwavidyalaya, Bilaspur	Nalanda Central Library reports more than 202,000 printed books, over 50,000 e-books, more than 3,100 Ph.D. theses, ONOS resources, over 500 seats, 142 computers, Wi-Fi, Web OPAC, e-library access and orientation programmes.	Large study space, digital access, research support and user orientation may reduce information barriers.
Kalinga University, Naya Raipur	The university reports 90,000+ printed books, extensive e-book and e-journal access, a 400-seat reading facility, databases and off-site electronic access through its portal.	Combines quiet physical study facilities with large-scale digital access.
IIIT Naya Raipur	The library provides print resources, IEEE material, e-books, plagiarism software and an institutional digital repository.	Supports technical learning, research access and academic integrity.
Indira Gandhi Krishi Vishwavidyalaya, Raipur	Nehru Library provides web-based services, OPAC, internet, consortium access, a large collection and thousands of electronic journals.	Provides specialized disciplinary and digital research support across agricultural education.

MATS University, Raipur	The library reports print holdings, e-books, e-journals, DELNET, digital databases, automation and a designated quiet study area.	Integrates academic resources, digital discovery and focused study space.
Chaitanya Science and Arts College, Janjgir-Champa	The college reports more than 15,000 library resources, high-speed internet and access to INFLIBNET, SWAYAM, e-Pathshala, MOOCs and the National Digital Library. It is affiliated with Shaheed Nandkumar Patel Vishwavidyalaya, Raigarh.	Illustrates how digital-learning support can also be extended through affiliated colleges outside major urban centres.

The institutional evidence indicates that academic libraries in Chhattisgarh are moving beyond traditional book circulation. Print resources remain important, but electronic resources, Wi-Fi, computer access, institutional repositories, OPAC systems, digital databases and research-support services have become increasingly visible.

These figures should not be interpreted as proof that students at these institutions have better well-being. The institutional sources describe infrastructure and services rather than measured well-being outcomes. Their importance lies in showing that the basic conditions needed for supportive library environments already exist in several parts of the state.

ANALYSIS: HOW LIBRARY SUPPORT MAY INFLUENCE STUDENT WELL-BEING INFORMATION ACCESS AND REDUCTION OF ACADEMIC UNCERTAINTY

Students frequently experience difficulty when they cannot locate material required for examinations, assignments or research. The problem becomes greater when information is scattered across different websites or students do not know which source is academically reliable.

A supportive library reduces this uncertainty by organizing access to textbooks, journals, databases, e-books and reference material. Librarians can further reduce confusion by helping students choose search terms, identify databases and evaluate sources.

The ACRL standards emphasize that librarians should help users discover, evaluate and ethically use information and should integrate resource access into systems that users can navigate effectively. From a well-being perspective, this matters because uncertainty consumes time and increases frustration. When students can locate required information efficiently, they may feel more control over their academic work.

LIBRARY GUIDANCE AND ACADEMIC CONFIDENCE

A student who does not know how to use a catalogue, database or reference system may avoid the library even when useful resources are available.

Library anxiety research shows that unfamiliar procedures, difficulty locating resources and lack of confidence may prevent students from fully using library facilities. Orientation programmes and individual librarian assistance can therefore have an indirect well-being function. They can transform the library from an intimidating system into a manageable learning environment.

Guru Ghasidas Vishwavidyalaya, for example, lists orientation programmes among the additional services of its central library. Such programmes may be especially relevant for students entering university from schools or colleges where advanced digital-library systems were not previously available.

PHYSICAL LIBRARY SPACE AND PSYCHOLOGICAL COMFORT

Students need spaces where they can concentrate without constant distraction. This need may be particularly important for students who do not have a private or quiet study environment at home or in hostels.

Kim and Yang (2022) found that both physical and functional characteristics of academic library spaces were associated with students' study performance and well-being. Libraries can support psychological comfort through sufficient seating, good lighting, ventilation, low-noise areas, clean surroundings, safe spaces, reliable electricity and internet, and separate areas for quiet and collaborative work.

ACRL standards similarly state that academic libraries should provide spaces that are safe, clean, accessible, inviting and conducive to study and research. A supportive physical environment may not directly treat stress or mental illness, but it can remove environmental difficulties that make academic work unnecessarily stressful.

DIGITAL ACCESS AND EDUCATIONAL EQUITY

Students do not enter higher education with equal access to personal laptops, paid databases, high-speed internet or subscription-based academic material. This creates a digital dimension of student well-being. A student who repeatedly cannot access course information because of financial or technological limitations may experience disadvantage, frustration and reduced confidence.

Digital library systems can reduce this inequality by making databases, e-books, electronic journals and internet-connected computers available through the institution. The selected Chhattisgarh examples show substantial investment in electronic-resource systems, including e-libraries, specialist databases, consortium-supported journals and computer facilities.

However, access alone is not enough. Institutions must also ensure that students know these resources exist and have the skills required to use them.

RESEARCH SUPPORT AND REDUCTION OF RESEARCH ANXIETY

Research students face additional pressures associated with literature searching, academic writing, methodology and identifying credible sources.

Recent evidence indicates that librarian support may have particular value at this level. A 2026 study of doctoral students in South-West Nigeria found a strong negative relationship between engagement with librarian support services and doctoral research anxiety. Although that result cannot automatically be applied to students in Chhattisgarh, it provides a useful direction for local research.

Libraries in Chhattisgarh already provide services that could support this area, including current-awareness, selective dissemination, databases, plagiarism-support systems, repositories and scholarly resources. A future Chhattisgarh study could directly test whether students who use these services report lower levels of research anxiety.

SOCIAL CONNECTION AND SENSE OF BELONGING

A library is also a social academic space. Students may enter alone but study alongside peers, meet classmates, receive assistance from staff or participate in learning activities.

Kim and Yang (2022) observed that academic libraries were used not only for individual study but also for collaboration and social interaction. This is important because belonging within an educational institution does not develop only inside classrooms. Shared academic spaces can help students feel that they are part of a learning community.

Libraries should therefore provide both quiet individual areas and appropriate spaces for collaborative learning.

LIBRARY-STUDENT WELL-BEING FIVE-PATHWAY FRAMEWORK

Based on the literature and the Chhattisgarh institutional evidence, the present paper proposes a Library-Student Well-Being Five-Pathway Framework (L-SW5).

Table 2

Table 2 Proposed L-SW5 Framework		
Pathway	Library Contribution	Expected Student-Level Benefit
1. Access	Books, journals, databases, e-resources and internet	Reduced difficulty in obtaining learning material
2. Confidence	Orientation, reference support and information-literacy guidance	Greater ability to complete academic and research tasks
3. Space	Safe, quiet, clean and accessible study environments	Better concentration and psychological comfort
4. Connection	Supportive librarians, peer spaces and institutional collaboration	Greater sense of academic belonging and available help
5. Inclusion	Digital access, remote services and support for diverse users	Reduced informational and technological disadvantage

The framework suggests that libraries influence well-being primarily by reducing avoidable barriers to learning. This is an important distinction. The library does not need to become a counselling centre to contribute to student well-being. Its strongest contribution may come from performing its own educational functions in a more accessible, supportive and student-centred way.

MAJOR FINDINGS

- 1) Academic library support has expanded beyond book circulation to include digital access, research support, information-literacy instruction and learning-space management.
- 2) Existing international research suggests that libraries may contribute to student well-being through both ordinary library services and specific well-being initiatives.
- 3) Library anxiety can prevent students from effectively using resources and may negatively affect academic experience.
- 4) Friendly guidance, library orientation and information-literacy support may improve academic confidence.
- 5) Physical library environments can influence study behaviour, concentration and perceived well-being.
- 6) Digital library access is increasingly important for reducing unequal access to academic information.
- 7) Research-support services may be especially relevant to postgraduate and doctoral students experiencing research-related uncertainty.
- 8) Selected higher education institutions in Chhattisgarh demonstrate substantial development of both physical and electronic library infrastructure.
- 9) Chhattisgarh libraries provide a strong base from which more student-centred support services can be developed.
- 10) There is presently insufficient published evidence directly measuring the influence of library support services on student well-being in Chhattisgarh.
- 11) Infrastructure statistics alone cannot establish student well-being outcomes. User-experience assessment is necessary.
- 12) Library contribution to well-being is likely to be strongest when resources, spaces, technology and human guidance operate together.

EDUCATIONAL IMPLICATIONS

The findings have important implications for higher education in Chhattisgarh. Library development should not be evaluated only by the number of books or electronic subscriptions. Institutions should also examine whether students can comfortably and independently use those resources.

Library orientation should form part of the academic transition process for new students. A short introduction during admission is often insufficient. Practical sessions on catalogues, databases and electronic resources can be more useful.

The physical environment of the library should be treated as an educational resource. Quiet spaces, sufficient seating, lighting, charging facilities and internet access contribute directly to the quality of study experience.

Librarians should be included in broader institutional discussions concerning student success and retention. Their regular interaction with students places them in a useful position to identify common informational barriers.

Higher education institutions should recognize digital access as an equity issue. Students who cannot afford subscriptions, devices or reliable private internet need institutional alternatives.

SUGGESTIONS

- 1) Every university and major college library in Chhattisgarh should conduct an annual student library-experience survey.
- 2) Student satisfaction should be assessed separately for collections, digital resources, staff support, physical space and ease of access.
- 3) Library orientation should include practical hands-on sessions rather than only introductory lectures.
- 4) Special orientation should be provided to first-year and first-generation higher-education students.
- 5) Libraries should offer short workshops on database searching, referencing, plagiarism avoidance and research-resource discovery.
- 6) Library websites should provide simple and clearly organized access to electronic resources.
- 7) Off-campus access to digital resources should be expanded wherever licensing and technology permit.
- 8) Libraries should maintain adequate quiet-study areas along with separate collaborative-learning areas.
- 9) Librarians should receive training in student-centred communication so that students feel comfortable asking for help.
- 10) Libraries and counselling or student-support units should maintain clear referral links without requiring librarians to perform counselling roles.
- 11) Institutions should assess library anxiety among students, especially new entrants.

- 12) Higher education libraries in Chhattisgarh should conduct empirical studies linking library use with academic confidence, stress, satisfaction and student belonging.
- 13) Library performance assessment should include outcomes rather than only inputs.
- 14) Special attention should be given to students from rural areas and students with limited prior exposure to digital academic resources.
- 15) Libraries should collect anonymous usage statistics to identify services that are underused and investigate the reasons.
- 16) Cooperation among Chhattisgarh university libraries should be strengthened to improve resource sharing and professional development.

LIMITATIONS OF THE STUDY

- 1) The study is based entirely on secondary data.
- 2) No primary survey of students in Chhattisgarh was conducted.
- 3) Institutional websites provide information about available facilities but generally do not provide independent evidence of their effect on student well-being.
- 4) The selected institutional examples do not represent every university or college library in Chhattisgarh.
- 5) International research findings may not apply identically to the social and educational conditions of Chhattisgarh.
- 6) Student well-being is influenced by many factors such as family environment, financial conditions, academic workload, health, peer relations and teaching quality. Library support is only one part of this wider environment.

These limitations indicate a strong need for future field-based research within the state.

SCOPE FOR FUTURE RESEARCH

The present secondary analysis can provide the foundation for a future empirical study in Chhattisgarh. A large-scale study could select students from government and private universities and measure perceived library support, library usage frequency, library anxiety, academic confidence, satisfaction with library services, sense of belonging, perceived academic stress and overall student well-being.

Correlation and regression analysis could then be used to determine whether library support significantly predicts student well-being after collecting actual student responses.

Comparative studies may also be conducted between government and private institutions, undergraduate and postgraduate students, rural and urban students, regular and research students, and frequent and infrequent library users.

Such research would provide direct evidence for policy decisions in Chhattisgarh.

CONCLUSION

The role of the academic library is changing. Modern students need more than shelves of books. They need reliable information, digital access, research guidance, welcoming study spaces and professional assistance that helps them become confident and independent learners.

The literature reviewed in the present study indicates that library support can contribute to student well-being through several pathways. Easy access to information can reduce academic uncertainty. Orientation and librarian guidance can reduce library anxiety. Quiet and safe spaces can support concentration. Digital services can reduce inequalities in access to academic information, while collaborative learning spaces can strengthen connection with the academic community.

Selected evidence from higher education institutions in Chhattisgarh shows that many of the necessary foundations already exist. Universities in the state have developed large collections, electronic resources, computer facilities, Wi-Fi, digital libraries, databases and research-support systems. The next important stage should therefore move from providing resources to evaluating student experience and outcomes.

The proposed Library-Student Well-Being Five-Pathway Framework identifies access, confidence, space, connection and inclusion as the five major pathways through which library support may influence student well-being.

The study concludes that academic libraries should be regarded as an important part of the wider student-support ecosystem in Chhattisgarh. Their contribution does not require them to become mental health clinics. Instead, libraries can make a meaningful contribution by ensuring that students have a place where academic information is accessible, learning is supported, questions are welcomed and the educational environment feels manageable and inclusive.

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