

Student Engagement, Academic Support, and Learning Environment in Learning Commons of the City College of Tagaytay

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Abstract

This study determined the level of student engagement, perceived academic support, perceived learning environment, and the relationship among these variables in the Learning Commons of the City College of Tagaytay. A descriptive-correlational design was employed in this study, gathering data from 261 officially enrolled students.

The findings of the study revealed that respondents have a high level of student engagement in the Learning Commons of the City College of Tagaytay, it was apparent in its computed average weighted mean of 3.06; the respondents' insight into academic support in the Learning Commons of the City College of Tagaytay was favorable based on the computed average weighted mean of 3.15; and the respondent's perception of the learning environment in the Learning Commons of the City College of Tagaytay was highly favorable with the computed average weighted mean of 3.48. Further, statistically significant relationships between the variables were found, indicating a positive correlation between the variables.

It was concluded in the study that respondents have a high level of student engagement in Learning Commons; have a favorable perception of the academic support in the Learning Commons; and have a highly favorable perception in the learning environment in the Learning Commons. Moreover, the effective academic support services provided of the Learning Commons play a vital role in enhancing student engagement. Thereby, the higher students' perception of academic support in the Learning Commons, their level of engagement also tends to increase; the positive perception of the respondents of the learning environment in the Learning Commons of the City College of Tagaytay is associated with higher student engagement; and the positive perceptions of the respondents of academic support are linked with favorable perceptions of the learning environment in the Learning Commons of the City College of Tagaytay.

Keywords: Learning Commons, Student Engagement, Academic Support, Learning Environment

Introduction

Academic libraries play a vital role in supporting teaching and learning by providing access to information resources and learner-centered services. It functions as spaces for learning, collaboration, and intellectual exchange, while also serving as repositories of reliable information in both print and digital formats, including books, journals, databases, and archival collections. As such, the quality of an

academic institution is often reflected in the accessibility and richness of its learning resources, as well as its ability to cultivate independent and self-directed learners.

The rapid advancement of technology has further transformed academic libraries from traditional, client-oriented service units into dynamic, learner-centered environments into Learning Commons. As noted by LaFleur (2020) the Learning Commons expands on this mission, bringing together library research and computing support, along with access to multimedia production technologies, makerspaces, and services for teaching and learning, such as an academic writing center or campus tutoring service. Furthermore, identifying the student engagement, academic support, and learning environment is vital to measure the effectiveness of the Learning Commons in relation to students' academic success.

According to Ellis and Becker (2025), student development theories such as Astin's Student Involvement Theory have been firmly integrated in higher education, librarians with student engagement responsibilities have been able to rely on those theories' definitions to inform their practice. Thus, they consider student engagement to be an already well-defined concept, well-understood in its use and application, and distinct from other expressions of engagement within academic libraries. Likewise, Fragola (2025) highlighted that while libraries clearly provide valuable resources and academic support, their role in fostering meaningful engagement and enhancing academic outcomes appears intricately tied to institutional structures and individual student characteristics. Correspondingly, Song et al. (2024) highlights the importance of flexible physical spaces, technology integration, and collaborative learning areas in successful learning commons.

Despite their importance in supporting student learning, little empirical research has been done to understand the connections and relationships between and among student engagement, academic support, and learning environment, specifically in the City College of Tagaytay. This gap restricts a comprehensive understanding of how these factors collectively influence students' learning experiences and outcomes within Learning Commons settings. Therefore, investigating these interrelationships sought to provide empirical insights for library administrators, school administrators, and institutional stakeholders such as the Local Government of Tagaytay that can guide in the development of more effective programs, services, and policies for the Learning Commons in the City College of Tagaytay. Ultimately, this study contributes to the advancement of knowledge by offering a more integrated perspective on key factors shaping the academic library experience.

LITERATURE REVIEW

Learning Commons

Learning Commons has emerged as a significant educational innovation aimed at enhancing student learning through integrated academic support services. Unlike traditional libraries, Learning Commons combines technology, collaborative spaces, and academic assistance to promote student engagement and academic success.

According to Jain (2023), academic library learning commons are dynamic, collaborative environments that provide students and faculty with access to resources, technology, and support services, thereby enhancing learning and fostering creativity. Likewise, Fresnido and Piedad (2020) examined how different library spaces and zones—including discussion rooms and Learning Commons—are utilized to better understand patrons' needs and preferences. Furthermore, Ralph and Hegeman (2025) reported that Learning Commons have a positive impact on student academic engagement and performance. Institutions that implement these spaces often experience increased library usage, improved student

collaboration, and enhanced access to learning resources. These outcomes are associated with interactive learning environments and integrated academic support services that encourage active participation in the learning process.

Student Engagement

Student engagement in learning is a multidimensional construct encompassing behavioral participation, cognitive investment, and emotional involvement, all of which significantly influence academic achievement and overall learning outcomes.

Appleton (2020) categorized student engagement in higher education into key areas such as learning engagement, partnership and collaboration, and student voice. Despite these broader conceptualizations, much of the library and information science literature continues to define engagement in terms of observable activities, interactions, and institutional efforts rather than students' psychological states, as emphasized in educational research. Further, DeVille and Sughrue (2023) explored the relationship between library usage and student success, emphasizing that academic success is largely driven by student engagement, particularly through academic and social dimensions. Supporting this perspective, Croxton and Moore (2020) found that student success is significantly correlated with engagement in library, co-curricular, and extracurricular activities.

Academic Support

Academic support programs often include the development of resource libraries that provide students with a range of study aids.

Muti et al. (2025) investigated the relationships among library usage, resource utilization, information literacy, and librarian interactions, and their combined influence on students' academic success in higher education. The findings underscore the importance of academic libraries in fostering student achievement by offering essential resources, developing critical competencies, and delivering meaningful academic support. The study also recommends integrating library engagement and information literacy into higher education curricula and policies, increasing librarian visibility, and developing innovative, student-centered programs. Further, Louderback (2022) examined the creation of an evidence-based principles document used as a benchmarking tool to measure institutional effectiveness in academic library settings. The study highlighted best practices that support academic engagement and institutional learning. Similarly, Dixit et al. (2024) explored the role of academic libraries in supporting the academic and research needs of students, faculty, and staff. Their findings emphasized the need for librarians to continuously evaluate and adapt services to meet evolving user demands. This includes developing user-friendly systems for accessing resources, offering personalized support, and implementing innovative programs that enhance the learning experience.

Learning environment

Libraries in higher education play a central role in supporting students' learning on campus. Beyond individually focused study, students use library spaces for a variety of purposes, including group learning, collaboration, and social interaction. To accommodate these diverse learning needs, libraries must provide appropriate physical and functional environments.

Belotindos and Cansancio (2024) reported that students demonstrated a very high level of perception toward library space design, alongside a high level of user engagement. Their findings suggest that students' perceptions of library design significantly influence their engagement. Similarly, Shoaib et al. (2025) concluded that student engagement in learning is closely linked to academic library spaces in higher education. Their findings indicate that silent zones, creative learning spaces, and collaborative

environments all have significant positive effects on student engagement. Furthermore, Loh (2024) found that students value library environments that are comfortable, peaceful, and welcoming. The study emphasizes the importance of providing diverse spaces that support a range of activities, including both quiet study and more collaborative, noise-tolerant work. Also, access to well-resourced and thoughtfully designed library spaces encourages reading for pleasure, which is widely associated with enhanced well-being.

METHODOLOGY

Research Design

A descriptive-correlational research design was utilized in this study. This research design was helpful in measuring the degree of association between variables, likewise, it enabled the formulation of informed predictions derived from the identified relationships (Bhandari, 2021).

Sources of Data

The primary sources of data of this study were the students currently officially enrolled from the various programs of the City College of Tagaytay, who agreed to participate in the study. The empirical data gathered from the respondents were subjected to statistical treatment and analysis.

Population of the Study

The population of the study consisted of 7,050 undergraduate students currently officially enrolled from the various programs of the City College of Tagaytay. The population size totaling 261 undergraduate students was recognized by means of the Raosoft sample size calculator, with a margin of error of 5% and the confidence level at 90%. To ensure proportionate allocation of respondents among the identified population size the study utilized stratified random sampling.

Instrumentation and Validation

The instrument used in this study was a self-developed questionnaire based on the information derived from the concepts and research literature. The survey questionnaire was divided into three parts. Part I covered the students' level of engagement in Learning Commons, Part II focused on the students' perception on the level of academic support from the Learning Commons, and finally, Part III identified the students' perception of the learning environment at the Learning Commons.

To ensure the content validity of the questionnaire, a panel of experts in library and information science, research, and statistics evaluated the tool and offered suggestions for its improvement.

Furthermore, the questionnaire was subjected to reliability testing using Cronbach's Alpha Coefficient, which resulted in .899 for student engagement indicators, .884 for academic support indicators, and .910 for the learning environment indicators, signifying that the tool is highly reliable for data collection.

Data Gathering Procedure

Prior to the administration of the survey questionnaire for data gathering, the researcher, through writing, sought approval from the College President thru the Research Development and Extension Office of the City College of Tagaytay to permit the conduct of the study. Upon securing approval and granting of the request, the researcher administered an in-person distribution of survey questionnaires among the identified population size as the respondents of the study. Collected accomplished survey questionnaires were tallied and tabulated accordingly and were subjected to statistical treatment of data.

Statistical Treatment of Data

The following statistical tools were used in this study:

1. Weighted mean was used to determine the student engagement, academic support, and learning en-

vironment among the respondents.

2. Pearson r was used to determine the significant relationship between the variables of the study.

RESULTS AND DISCUSSIONS

The following tables and textual presentations show analysis and interpretation on student engagement, academic support, and learning environment in Learning Commons of the City College of Tagaytay.

Table 1
Level of Student Engagement in Learning Commons

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I regularly use the Learning Commons for my academic work.	2.92	High	8
2. I actively use Learning Commons spaces and services beyond borrowing materials.	2.87	High	10
3. I spend productive study time in the Learning Commons.	2.95	High	7
4. I seek academic help or resources in the Learning Commons when needed.	3.07	High	6
5. I feel comfortable and welcome in the Learning Commons.	3.39	Very High	1
6. I enjoy doing my academic tasks in the Learning Commons.	3.13	High	4
7. I prefer studying in the Learning Commons compared to other places.	3.1	High	5
8. I stay mentally focused when working in the Learning Commons.	3.16	High	2
9. I try help-seeking or new search strategies when I cannot find information there.	3.14	High	3
10. I persist in completing difficult academic tasks while using Learning Commons resources.	2.9	High	9
Average Weighted Mean	3.06	High	

Table 1 above presents the data results of the level of student engagement in Learning Commons of the City College of Tagaytay. The computed average weighted mean of 3.06 indicates that the overall evaluation of the measured construct falls within the High category. Most indicators were rated high, with one indicator attaining a very high level. This suggests that respondents perceive the indicators positively and that the condition, or practice, being measured is evident to a considerable level. The overall high rating demonstrates that the level of student engagement in Learning Commons of the City College of Tagaytay is effective according to respondents' assessments.

The indicator-level analysis reveals variations in the level of perception among respondents. Indicator 5 obtained the highest weighted mean of 3.39, interpreted as Very High. This result indicates that respondents feel comfortable and welcome in the Learning Commons as strongly evident or highly practiced. In contrast, Indicator 2 obtained the lowest weighted mean of 2.87, followed by Indicator 10 with the weighted mean 2.90, and Indicator 1 with the recorded weighted mean 2.92. Although these indicators remain within the High descriptive range, their comparatively lower means indicate that respondents perceive them as less strongly manifested relative to the other indicators. Notably,

respondents did not rate any indicator as Low or Very Low. The absence of low ratings indicates that none of the measured aspects perceived by the respondents as deficient or inadequate.

In the end, findings signify that while respondents’ the level of student engagement in the Learning Commons of the City College of Tagaytay was positively evaluated, opportunities for improvement remain to achieve a more outstanding level of performance. This finding is the same with Croxton and Moore (2020) study that student success is significantly correlated with engagement in library, co-curricular, and extracurricular activities.

Table 2
Perceived Academic Support in Learning Commons

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The Learning Commons provides the academic help I need for my coursework.	3.14	Favorable	5
2. I can easily access academic support services in the Learning Commons.	3.17	Favorable	4
3. Staff in the Learning Commons provide useful academic assistance.	3.26	Highly Favorable	3
4. Instructional support in the Learning Commons improves my research and study skills.	3.12	Favorable	6
5. Guidance from Learning Commons staff helps me complete academic tasks more effectively.	3.07	Favorable	8
6. The Learning Commons offers sufficient academic resources for my subjects.	3.07	Favorable	8
7. The Learning Commons supports me in finding accurate and reliable academic information.	3.27	Highly Favorable	2
8. One-on-one or personalized academic support is available when I need it.	2.93	Favorable	10
9. Recommendations from Learning Commons staff are relevant to my academic needs.	3.07	Favorable	8
10. Overall, the Learning Commons is an important source of academic support for my learning.	3.41	Highly Favorable	1
Average Weighted Mean	3.15	Favorable	

The Table 2 above presents the data results of respondents’ perception of academic support in the Learning Commons of the City College of Tagaytay. Based on the computed weighted means of the ten indicators, the overall average weighted mean was 3.15. This indicates that respondents perceive the Learning Commons positively as a provider of academic assistance.

The indicator-level analysis discloses that nine out of ten statements attained a Favorable interpretation, demonstrating consistent positive evaluations across various aspects of academic support. Particularly, indicator 10, with the highest weighted mean of 3.41, suggests that respondents recognize the significant role of the Learning Commons in their academic success. Similarly, indicator 7 and indicator 3, which obtained the weighted mean of 3.27 and 3.26 respectively, also garnered highly favorable verbal

interpretation, the support in finding accurate and reliable academic information and the usefulness of assistance provided by staff reflects strong confidence in the competence and reliability of the services offered. Furthermore, indicators 2, 1, 4, 5, 6 and 9 related to accessibility of services, improvement of research and study skills, adequacy of resources, staff guidance, and relevance of recommendations obtained the weighted mean of 3.14, 3.17, 3.12, and 3.07 correspondingly were likewise, verbally interpreted as Favorable. This suggests that respondents find the Learning Commons accessible, helpful, and beneficial to their academic performance. However, indicator 8 obtained the lowest weighted mean of 2.93, interpreted as Less Favorable, making it the lone aspect that fell below the favorable threshold. This suggests that while overall services are positively perceived, personalized academic assistance may require further enhancement.

Ultimately, the findings reveal that respondents hold a favorable perception of the Learning Commons as an academic support system. The results highlight their strengths in overall support, reliability of information, and staff assistance, while also identifying personalized support services as a potential area for improvement. This is true with Dixit et al. (2024) study that librarians need to continuously evaluate and adapt services to meet evolving user demands. This includes developing user-friendly systems for accessing resources, offering personalized support, and implementing innovative programs that enhance the learning experience.

Table 3
Perceived Learning Environment in Learning Commons

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The Learning Commons provides a calm and conducive atmosphere for learning.	3.57	Highly Favorable	1
2. There is sufficient space for individual and group study in the Learning Commons.	3.38	Highly Favorable	9
3. Quiet and collaborative zones are adequately available in the Learning Commons.	3.48	Highly Favorable	6.5
4. The facilities and study areas in the Learning Commons are accessible and user-friendly	3.5	Highly Favorable	5
5. Students cooperate productively in the Learning Commons.	3.32	Highly Favorable	10
6. Shared spaces and rules are generally respected in the Learning Commons.	3.44	Highly Favorable	8
7. The Learning Commons supports positive academic interaction among students.	3.48	Highly Favorable	6.5
8. The Learning Commons supports concentration and sustained focus.	3.52	Highly Favorable	4
9. The Learning Commons provides a comfortable place for studying.	3.55	Highly Favorable	3
10. The Learning Commons contributes positively to students' overall learning experience.	3.56	Highly Favorable	2
Average Weighted Mean	3.48	Highly	

Favorable

Table 3 presents data results of the respondents' perception on the learning environment in the Learning Commons of the City College of Tagaytay. The computed average weighted mean of 3.48 indicates an overall Highly Favorable assessment. This suggests that respondents perceive the Learning Commons as a highly effective learning environment that provides academic assistance and support services.

The indicator-level analysis presents that all ten indicators obtained weighted mean scores ranging from 3.32 to 3.57, with each indicator interpreted as Highly Favorable. The highest-rated indicator was indicator 1 with a weighted mean of 3.57, which indicates that students strongly agree that the Learning Commons provides the academic help specifically the necessary learning environment they need for their academic needs. Similarly, indicators 10 and 9, obtaining a weighted mean of 3.56 and 3.55 respectively, equally verbally interpreted as highly favorable, suggests that students recognize the Learning Commons contribute positively to students' overall learning experience by providing a comfortable place for studying. Additionally, indicators 8, 4, 3, 7, 6, 2, and 10, related to the support for adequate, accessible, and user-friendly space that supports positive interaction among students likewise received highly favorable verbal interpretation, with obtained weighted mean ranging from 3.52 to 3.32. These findings reflect strong respondents' satisfaction across all measured aspects of the learning environment in the Learning Commons of the City College of Tagaytay.

Overall, the results demonstrate a consistently high level of positive perception among respondents. The uniformity in responses signifies that respondents widely acknowledge the effectiveness, accessibility, and importance of the Learning Commons in their academic success. This is consistent with the findings of Shoaib et al. (2025) that student engagement in learning is closely linked to academic library spaces in higher education. Their findings indicate that silent zones, creative learning spaces, and collaborative environments all have significant positive effects on student engagement.

Table 4
Relationship Between the Level of Student Engagement and Perceived Academic Support in Learning Commons

	Pearson's value	<i>r</i>	<i>p</i> -value	Interpretation
The level of student engagement and perception towards the academic support in Learning Commons	.603 (strong correlation)		< .001**	Significant
** Significant at <.05				

The data analysis shown in Table 4 above shows that the relationship between student engagement and students' perception toward academic support in the Learning Commons generated a Pearson's *r* value of 0.603, indicating a strong positive correlation. Additionally, the obtained *p*-value of less than .001 is lower than the significance level of 0.05, confirming that the relationship is statistically significant.

Largely, the findings suggest that effective academic support services provided in the Learning Commons play a vital role in enhancing student engagement. Further, this implies that higher perceived academic support in the Learning Commons is associated with increased student engagement. This is similar to the findings of Muti et al. (2025) emphasizing the importance of academic libraries in

fostering student achievement by offering essential resources, developing critical competencies, and delivering meaningful academic support.

Table 5
Relationship Between the Level of Student Engagement and Perceived Learning Environment in Learning Commons

	Pearson's value	<i>r</i>	<i>p</i> -value	Interpretation
The level of student engagement and perception towards the learning environment in Learning Commons	.483 (moderate correlation)		< .001**	Significant
** Significant at <.05				

The data analysis shown in Table 5 above reveals a moderate positive correlation between the level of student engagement and students' perception toward the learning environment in the Learning Commons, obtaining the *r* value of .483. Moreover, the < .001 *p*-value is lower than the 0.05 level of significance, indicating a statistically significant relationship.

Finally, the results indicate that a more positive perception of the Learning Commons environment is associated with higher student engagement. This is like the findings of Belotindos and Cansancio (2024) that students demonstrated a very high level of perception toward library space design, alongside a high level of user engagement. Their findings suggest that students' perceptions of library design significantly influence their engagement.

Table 6
Relationship Between the Perceived Academic Support and Perceived Learning Environment in Learning Commons

	Pearson's value	<i>r</i>	<i>p</i> -value	Interpretation
The students' perceptions towards the academic support and the learning environment in Learning Commons	.519 (moderate correlation)		< .001**	Significant
** Significant at <.05				

The data analysis shown in Table 6 above indicated a moderate positive correlation between students' perceptions toward academic support and the learning environment in the Learning Commons with an obtained *r* value of .519. Furthermore, the obtained <.001 *p*-value is lower than the 0.05 level of significance, therefore indicating a statistically significant relationship.

The result implies that positive perceptions of academic support are associated with favorable perceptions of the learning environment in the Learning Commons. This is true with the findings of Loh (2024) that students value library environments that are comfortable, peaceful, and welcoming, furthermore, emphasizes the importance of providing diverse spaces that support a range of activities, including both quiet study and more collaborative, noise-tolerant work. Additionally, access to well-

resourced and thoughtfully designed library spaces encourages reading for pleasure, which is widely associated with enhanced well-being.

CONCLUSIONS

Based on the findings made, the following conclusions were drawn:

1. The overall high rating of the respondents concludes that the level of student engagement in Learning Commons of the City College of Tagaytay is effective as revealed in their assessment.
2. The favorable perception of the respondents with academic support in the learning commons highlights its strength in providing overall support, reliability of information, and staff assistance, while also identifying personalized support services as a potential area for improvement.
3. The consistent high level of positive perception and satisfaction across all measured aspects of the learning environment in the Learning Commons of the City College of Tagaytay among respondents signified the wide acknowledgement of its effectiveness, accessibility, and importance in academic success.
4. The effective academic support services provided in the Learning Commons play a vital role in enhancing student engagement. Thereby, the higher students' perception of academic support in the Learning Commons, their level of engagement also tends to increase.
5. The positive perception of the respondents of the learning environment in the Learning Commons of the City College of Tagaytay is associated with higher student engagement.
6. The positive perceptions of the respondents of academic support are linked with favorable perceptions of the learning environment in the Learning Commons of the City College of Tagaytay.

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