

**ROLES OF LIBRARIANS AND SCHOOL COUNSELORS IN ESTABLISHMENT OF STUDENTS
CENTERED LIBRARIES IN THE 21ST CENTURY: THE INNOVATIVE TECHNOLOGICAL
SETTINGS**

By

**IHEANAETU Beatrice Ifeyinwa, Ph.D.
Department of Education Foundation
Imo State College of Education**

And

**Dr Glory Gabriel UMOH
Department of General Studies
Akwa Ibom State Polytechnic
Ikot Osua, Ikot Ekpene**

ABSTRACT

The study examined the roles of librarians and school counsellors in the establishment of student-centred libraries in the 21st century, using innovative technological settings. Several concepts were explored, including librarian, counsellor, library, and student-centred library, among others. The study noted that a student-centered library is an educational approach that places the student at the forefront of the learning process as it emphasizes active participation, engagement, and personalized learning experiences designed to individual student needs and preferences. It further highlighted that innovative technology has fundamentally reshaped the establishment and operation of student-centred libraries in the 21st century, as the integration of advanced technological tools and digital resources has transformed libraries from traditional repositories of books into dynamic, interactive learning environments that cater specifically to the needs of students. Furthermore, the study noted that librarians and school counsellors are bound to play a more active role in ensuring the learning success of students, as they both have a crucial role to play in fostering a positive and engaging learning environment for students. The study further listed, among others, the roles counsellors and librarians should play in the establishment of student-centred libraries in the 21st century, which include understanding students' needs and advocating for lifelong learning. The study further mentioned how to design a student-centred library, in which engaging students, teachers, and librarians in the design process to ensure that the library meets the needs of all stakeholders, was one of the noted ways to design a student-centred library. Based on this, the study concluded that continued collaboration and innovation among professionals (counsellors and librarians) will shape the future of student-centred learning. One of the recommendations made was that school management should ensure that sufficient funding and resources are allocated to support the establishment and maintenance of student-centred libraries equipped with innovative technologies.

KEYWORDS: Librarians, School, School Counselors, Student Centered Libraries, 21st Century, Innovative technology

INTRODUCTION

The establishment of student-centred libraries in the 21st century has transformed the educational landscape, integrating innovative technological settings to better serve students' diverse needs. This evolution reflects a broader trend in education, where personalized learning environments are increasingly recognized as crucial for fostering academic success and lifelong learning. Central to this transformation are librarians and school counsellors, whose roles have expanded and adapted to meet the demands of modern educational contexts. By leveraging technology, these professionals not only enhance the library's functionality but also ensure that it remains a pivotal resource for student development.

Librarians are no longer simply custodians of books; they have become dynamic educators and facilitators of information literacy. Their responsibilities now include curating digital resources, teaching students how to navigate and evaluate information, and integrating technological tools into the learning process. According to the American Library Association (ALA, 2017), librarians are instrumental in promoting critical thinking and research skills, which are essential for students in today's information-rich world. They work closely with teachers to align library resources with curriculum goals, creating a supportive learning environment that encourages exploration and inquiry.

In parallel, school counsellors play a critical role in the holistic development of students, addressing their academic, social, and emotional needs. Counsellors collaborate with librarians to create a comprehensive support system within the library setting, ensuring that students have access to both the informational and emotional resources they need to succeed. Their work involves guiding students through personal and academic challenges, providing career advice, and fostering a positive school climate. By integrating counselling services within the library, counsellors help to create a welcoming and supportive space where students can thrive (Gysbers & Henderson, 2014).

The integration of innovative technology into student-centred libraries further enhances their effectiveness and accessibility. Technologies such as digital catalogues, e-books, online databases, and interactive learning platforms have revolutionized how students access and engage with information. These tools not only broaden the scope of available resources but also facilitate personalized learning experiences tailored to individual student needs. As Buckland (2012) notes, the digital transformation of libraries has made them more adaptable and responsive to the changing educational landscape, providing students with the skills and knowledge necessary for the digital age.

Moreover, the collaborative efforts of librarians and school counsellors in utilizing technology ensure that the library remains an inclusive and equitable space. By offering resources and support tailored to diverse learning styles and needs, they help to bridge the gap for students who may face barriers to accessing traditional educational resources. This inclusive approach is critical to promoting equity and ensuring that all students have the opportunity to succeed. Through targeted interventions and personalized support, librarians and counsellors play a vital role in levelling the playing field and fostering a culture of inclusivity within the school community (Aabø & Audunson, 2012).

The roles of librarians and school counsellors are integral to the establishment of student-centred libraries in the 21st century. Their collaborative efforts and the strategic integration of innovative technologies have transformed these libraries into dynamic, supportive environments that cater to the diverse needs of students. By fostering critical thinking, promoting inclusivity, and providing comprehensive support, librarians and counsellors ensure that student-centred libraries remain vital resources for educational success in the digital age. As educational paradigms continue to evolve, the continued innovation and collaboration among these professionals will be essential in shaping the future of student-centred learning (Lippincott, 2010).

STATEMENT OF PROBLEM

Libraries had always been at the forefront of promoting students' educational needs, but the 21st century has witnessed tremendous changes due to the advent of innovative devices which has provided students with their educational needs. Regardless of this innovative technologies, school libraries and school counselors have continued to play essential roles in the provision of student centered libraries in the 21st century. This study aims to assess how school administrators in Akwa Ibom state in this innovative technological settings enhances school librarians and school counselors in establishing students centered libraries in the 21st century.

OBJECTIVES OF THE STUDY

- To find out the roles of Librarians in establishing students centered library.
- To examine the roles of school counselors in establishing students centered library

RESEARCH QUESTIONS

- What are the roles of Librarians in establishing students centered library?
- What are the roles of school counselors in establishing students centered library?

CONCEPT OF LIBRARIAN

A librarian is a professional who works in a library, giving patrons access to information as well as occasionally technical or social programming and teaching in information literacy. According to Librarianship Studies and Information Technology (2021), a librarian is a person who is in charge of or works professionally in a library and is responsible for its management and services. A librarian's duties include overseeing collection development and acquisitions, cataloguing, collections management, circulation, and offering a variety of services, including reference, information, instruction, and training. A librarian also takes care of the library and its resources.

Librarians are experts at gathering, documenting, storing, communicating, and evaluating knowledge and expertise in the form of articles, reports, monographs, multimedia files, and more (Kolendo, Corbin, Hughes, and Vossler, 2023). Bartlett (2021) mentioned that librarians are trained professionals who are experts at

providing resources to library users. The role of a librarian has changed dramatically throughout time to reflect shifts in technology, society, and the nature of information itself. In the past, librarians were mostly thought of as the keepers of books and other tangible media, in charge of arranging, maintaining, and granting access to the library's collection. In order to guarantee that information was kept safe and accessible to those who needed it, this function was essential. Librarians were often regarded as gatekeepers of knowledge, with specialized skills in cataloguing, classification, and reference services (Rubin, 2016).

The emergence of digital technology has brought about a transformation and expansion in the work of the librarian. In addition to managing physical collections, modern librarians now need to be skilled at exploring and selecting digital resources. E-books, online journals, databases, and other digital material fall under this category. The shift to digital has also meant that librarians need to be proficient in information technology, including understanding and implementing library management systems, digital archiving, and cybersecurity measures (Mann, 2020).

Furthermore, the work of the librarian has evolved to include facilitation and education more and more. Librarians teach information literacy in both academic and public libraries, assisting users in acquiring the abilities necessary to locate, assess, and utilize information efficiently. In a time of misinformation and information overload, this teaching role is crucial since it teaches students how to distinguish reliable sources from bogus ones. Librarians often conduct workshops, create educational materials, and collaborate with educators to integrate information literacy into curricula (Grassian & Kaplowitz, 2009).

A librarian now plays a multifarious function that encompasses teaching, community participation, advocacy, and digital competence in addition to their traditional concentration on managing physical collections.. As technology and information landscapes continue to evolve, the role of the librarian will undoubtedly continue to adapt and expand, remaining a vital element of the information infrastructure (Rubin, 2016; Mann, 2020).

CONCEPT OF A COUNSELOR

A counsellor's role is to offer guidance and support to individuals experiencing difficulties. Counsellors at schools are qualified to listen to students and offer guidance on their issues. School counsellors assist students with their academic, professional, and social and personal growth. School counsellors were traditionally thought of as consultants who assisted pupils with college applications and academic planning. But their duties now cover a far wider range of areas, including a more all-encompassing approach to student development. Modern school counsellors work with students to set academic goals, develop career plans, and address personal issues that may affect their school performance and overall well-being (American School Counsellor Association, 2019).

School counsellors are qualified to recognize and manage a variety of psychological disorders that can affect a student's academic performance, such as anxiety, depression, and family troubles. School counsellors offer individual and group

counselling, crisis intervention, and referrals to outside mental health resources in order to foster a safe and supportive learning environment for children. This role is especially important in today's educational landscape, where students face increasing pressures and mental health challenges (Baker, Robichaud, & West, 2016).

A counsellor is a qualified professional whose role it is to listen to those who are struggling or who have goals and offer guidance. An advisor or counsellor is a person who provides guidance. According to Bhattacharjee (2021), a counsellor is a professionally trained expert who helps people overcome their issues after a systematic chain of sessions. A counselor's job is not limited to making recommendations; instead, they assist students in talking about their issues in-depth in order to determine the root cause of those issues.

Counsellors also create an action plan to assist pupils in overcoming or coping with the problem. A person may occasionally find themselves in need of guidance or advice from a reputable authority figure who can provide an unbiased and impartial viewpoint. This is basically the counselling definition of guidance, and it is especially true during hard circumstances. A counsellor is an expert with professional training who works with clients to help them resolve their problems through a structured series of sessions. A counsellor is a person who offers advice to people to assist them process a circumstance or choice. Furthermore, Chapel (2023) stated that a counsellor is a helping professional who is trained. More akin to a therapist, he or she works with a family, group, or individual to identify and treat various forms of psychological pain.

CONCEPT OF LIBRARY

A library is a well-curated collection of materials available for loan or reference to members of a specific community. It offers digital or physical access to content and can be a virtual environment, a real building or room, or both. Books, magazines, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audiobooks, databases, and other formats can all be found in a library's collection. According to Bassegy and Owushi (2023) a library is a repository of information and knowledge, typically in the form of books, journals, and other printed materials, that is organized and made available for use by members of a community. Libraries are found in academic institutions, public buildings, and private organizations, and they serve a variety of functions, including supporting research and education, preserving cultural heritage, and promoting literacy and lifelong learning.

Furthermore, Bassegy and Umoh (2023) a library is a collection of resources, books, or media that are available for use rather than merely display. Furthermore, Ngozi, Ukanga and Bassegy (2024) defined library as a hub of information for learning, teaching, research, and a source of knowledge. Library is a collection of resources in a variety of formats that is organised by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programmes with the mission of educating, informing, or entertaining a variety of audiences and the goal of stimulating individual learning and advancing society as a whole.

Furthermore, Francis and Haider (2024) stated that a library is a collection of books used for reading or studying, or a building or a room in which such collections are kept. A library is a space designated for the reading, viewing, listening, studying, and referencing of books, periodicals, and other materials. However, Ashikuzzaman (2023) mentioned that a library is a collection of books, magazines, newspapers, and other materials made available for people to borrow or use for reference. A library is a collection of resources in a variety of formats that are organised by informational professionals or other experts (Bassey and Bantai, 2021).

CONCEPT OF STUDENT CENTERED LIBRARY

A student-centered library stresses active involvement, engagement, and individualized learning experiences tailored to each student's needs and preferences, putting the student at the core of the learning process. (Panda and Kaur, 2024). Moreover, Jarson (2017) stated that the student-centred library is a way of working by practicing empathy for students, which means inviting students to co-construct meaningful learning experiences and environments. Students have more freedom and influence over the subjects and learning strategies they choose when they use a student-centered library.

By giving students control over their learning path, teaching them skills, and giving them the foundation for understanding a particular subject as well as the schematics needed to meet performance requirements, a student-centered library supports their learning and helps them to develop their autonomy and independence. When the material they are studying is relevant to them, students flourish. Furthermore, Sudderth (2024) mentioned that a student-centered library drives the interest of students in their education as it gives them the opportunity to access the material they need to learn and how they learn it.

A student-centered library emphasizes the active participation and engagement of students in the learning process by designing a space that is customized to meet their needs and preferences. Student-centered libraries are dynamic places that accommodate a range of learning styles and activities, in contrast to traditional libraries, which frequently prioritize quiet study and book collections. This approach aligns with contemporary educational philosophies that prioritize student agency, collaboration, and experiential learning (Lippincott, 2010).

The layout of the physical library space is a crucial component of a student-centered library. These libraries frequently have rooms set aside for both quiet study and group activities, as well as movable furniture layouts and collaborative workplaces. The intention is to establish a welcoming environment that inspires kids to explore, learn, and work together. Additionally, many student-centred libraries incorporate technology-rich environments, providing access to computers, tablets, interactive whiteboards, and other digital tools that facilitate learning and research (Somerville & Brar, 2014).

Additionally, the goal of student-centered libraries is to facilitate access to a wide variety of materials and resources that complement different academic fields and interests. This covers both conventional print materials and digital resources such open

educational resources, internet databases, multimedia content, and e-books. In order to make sure these resources are pertinent and easily accessible to students, librarians in student-centered libraries take the initiative to curate them. They often collaborate with faculty to integrate library resources into the curriculum, enhancing the overall learning experience (Carlson & Kneale, 2011). Moreover, student-centred libraries often provide personalized assistance, recognizing the diverse backgrounds and skill levels of the student population (Brown & Malenfant, 2016).

CONCEPT OF INNOVATIVE TECHNOLOGY

When new or significantly enhanced technological solutions are developed and applied, they offer advanced functions, efficiencies, or capacities over those of existing technologies. This is known as innovative technology. According to Nick (2023), technology innovation is the creation and application of new or improved technologies, tools, systems, and processes that bring about significant advancements or breakthroughs in various fields. The creation and management of student-centered libraries in the twenty-first century have undergone a profound transformation thanks to innovative technology. These libraries have evolved from being static, book-only repositories to dynamic, student-focused learning environments with the use of cutting-edge technology tools and digital resources. This transformation is driven by the recognition that technology can enhance accessibility, engagement, and the overall educational experience (Lippincott, 2010).

Apart from facilitating accessibility, cutting-edge technology has also improved the interactivity and engagement of library services. Interactive digital platforms, like learning management systems and collaborative software, let students collaborate in virtual spaces while seamlessly exchanging ideas and resources. Technologies like virtual reality (VR) and augmented reality (AR) offer immersive learning experiences that can simplify and enliven complex subjects. For instance, VR can simulate historical events or scientific phenomena, providing students with a more in-depth understanding of their subjects (Johnson et al., 2015).

Furthermore, the student-centered approach is in line with the customization of library services made possible by contemporary technology. Libraries today make use of artificial intelligence (AI) and data analytics to customize resources and provide recommendations based on the needs of specific students. Customized reading lists, focused research support, and unique learning modules are a few examples of this. AI-driven Chabot's and virtual assistants are also increasingly used to provide instant support and guidance, enhancing the user experience by making library services more responsive and tailored (Gartner, 2021).

As new and inventive technologies have emerged, so too has the work of librarians changed. In addition to being stewards of information, modern librarians also serve as instructors and technological facilitators. They promote the integration of technology into educational activities, teach digital literacy skills, and help students navigate digital resources. This instructional role is essential to assisting students in developing the skills necessary to use new technologies responsibly and successfully. By doing so, librarians contribute significantly to the development of critical thinking and information literacy skills among students (Grassian & Kaplowitz, 2009).

ROLES OF LIBRARIANS IN ESTABLISHMENT OF STUDENTS CENTERED LIBRARY

Librarians are bound to play a more active role in ensuring the learning success of their students. The following are the roles of librarians in establishing student centered libraries:

- **Advocate for Lifelong Reading:**

In addition, librarians support lifelong reading, are crucial teaching allies, and assist students in locating suitable reading materials. Since every student has a distinct reading level, librarians are essential in assisting each student in selecting a book that fits not only their reading level and interests but also the learning objective that their instructor has established for the class. (ALA 2017).

- **Teacher:**

Librarians enable students to develop into critical thinkers, voracious readers, competent researchers, and moral information consumers. Through literacy instruction led by librarians and access to a wide range of grade-, level-, and age-appropriate materials tailored to their interests, the librarian also assists students in improving their reading and comprehension skills. These resources support literacy development both inside and outside of the classroom and improve student performance on statewide assessments.

- **Leadership:**

Leadership also calls for a deeper commitment to one's career and in-depth understanding of the opportunities and problems that one's field presents. The school librarian can cultivate connections with organizations and interested parties in order to create a successful school library programme and promote student learning. (ALA 2017).

- **Information expert:**

Access to information and information resources is facilitated by librarians. They act as intermediaries between users and the technology that allows them to access and retrieve information. Librarians move away from being curators of material into research support roles and various roles that are reflected in the new titles that librarians are now given (Sacchanand 2018).

- **Instructional designer:**

In the role of instructional designer, the librarian develops learning objectives, learning objects, assessment instruments, and instructional materials for use in a variety of learning situations. In order to provide learning experiences that incorporate information literacy and improve student instruction, librarians can also function as teaching faculty members and instructional designers.

ROLES OF SCHOOL COUNSELLORS IN ESTABLISHMENT OF STUDENTS CENTERED LIBRARY

The following are the roles of school counsellors in the establishment of student-centred libraries, as mentioned by Daniel (2013) and the American School Counsellor Association (2016):

- **Understanding Student Needs:**

When it comes to comprehending students' interests, academic difficulties, and emotional wellbeing, school counsellors are at the forefront. They learn a great deal about the needs and goals of the student population through observations, classroom guidance lectures, and individual counselling sessions.

- **Needs Assessment and Collection Development:**

Counsellors can turn their knowledge of students' needs into workable plans for library development by working with librarians. They can recommend materials that close the achievement gap, encourage social and emotional development, and accommodate a range of interests and learning styles. This might entail finding resources for mental health, recommending graphic novels to reluctant readers, or recommending books on certain subjects that students are finding difficult.

- **Promoting Library Resources and Programs:**

Counsellors are often ardent supporters of the library. During advice courses in the classroom, they can incorporate library resources into counselling sessions, suggest library programming to students, and advertise library events. This proactive approach motivates students to investigate the resources available in the library and make use of them for their own academic and personal growth.

- **Collaboration on Student-Centered Programs:**

Librarians and counsellors can collaborate to create initiatives that meet students' needs outside of the classroom. This could be working together to design workshops on time management, effective study techniques, or constructive coping strategies. They can also work together on reading programmes or book clubs that support social-emotional learning or target particular issues that students face, including anxiety or bullying.

THE INNOVATIVE TECHNOLOGICAL SETTINGS FOR LIBRARY BY SCHOOL ADMINISTRATORS

Supervision of modern libraries by school administrators is critical for ensuring that libraries effectively support educational goals, adapt to technological advancements, and meet the needs of students and teachers (Diantha D. 2024). Here are some key points with references to guide school administrators in supervising the establishment and maintenance of modern libraries:

Key Aspects of Supervision

- **Vision and Strategic Planning:**

- Develop a clear vision and strategic plan for the library that aligns with the school's educational objectives.

- Involve stakeholders, including students, teachers, and parents, in the planning process.
- **Technology Integration:**
 - Ensure the library is equipped with modern technology, including computers, tablets, and e-readers, to support digital learning.
 - Provide access to online databases, e-books, and other digital resources.
- **Library Space Design:**
 - Design flexible spaces that can accommodate individual study, group work, and various activities.
 - Create an inviting and comfortable environment that encourages students to use the library.
- **Professional Development:**
 - Support ongoing professional development for library staff to stay updated with the latest trends and technologies in library science.
 - Encourage collaboration between library staff and teachers to integrate library resources into the curriculum.
- **Collection Development:**
 - Develop a diverse and inclusive collection that reflects the interests and needs of the student body.
 - Include a mix of physical and digital resources to cater to different learning preferences.
- **Access and Equity:**
 - Ensure all students have equitable access to library resources, including after school hours if possible.
 - Implement policies that support the use of the library by all students, including those with special needs.
- **Evaluation and Feedback:**
 - Regularly evaluate the effectiveness of the library's services and resources.
 - Collect feedback from students and teachers to continuously improve the library.

HOW TO DESIGN STUDENTS CENTERED LIBRARY.

Creating an environment where students' needs and preferences are given priority is a key component in designing a student-centered library. This necessitates giving functionality, comfort, and engagement significant thought. This is how a student-centered library should be designed.

- **Collaborative Design Process:**

By involving educators, librarians, and students in the design process, the library is guaranteed to satisfy the requirements of all parties involved. Through comprehensive group discussions and incorporating these groups into the process of making decisions, designers have the ability to establish a transparent and cooperative atmosphere. This

strategy guarantees that the library serves the learning objectives and preferences of its main patrons. (Susan, 2023).

- **Flexible and Engaging Spaces:**

Easily reconfigurable flexible areas are essential for a student-centered library to accommodate a variety of activities. This covers spaces for introspective thought, teamwork, and artistic endeavours. Maker spaces are common in contemporary libraries as a means of encouraging participation, creativity, adaptability, mentoring, and equity. These spaces allow students to explore new technologies, engage in hands-on learning, and foster creativity (Hopper, 2023).

- **Integration of Technology:**

Incorporating contemporary technology is essential in a library that prioritises students. Access to digital cameras, VR equipment, 3D printers, personal gadgets, and presentation screens are all included in this. It is recommended that the library incorporate suitable storage and work areas to facilitate easy access to these resources. This technological infrastructure supports a wide range of learning activities and helps students develop digital literacy skills (Troup, 2024).

- **Resource Organization and Accessibility:**

Students can find it easier to locate what they need in the library if it is divided into sections that are devoted to particular academic areas or resource kinds. There should be obvious labels indicating which sections are for fiction, non-fiction, magazines, reference materials, and video resources. It's also crucial to make sure the library is inclusive of all pupils, including those with impairments, and easily accessible to them. Features like ramps, elevators, and audio-visual equipment should be included to support students with visual or hearing impairments (Shinkel, 2022).

- **Comfortable and Conducive Environment:**

When designing a library, the physical comfort of the patrons is a crucial factor. Students are encouraged to spend time in the library by its pleasant ambiance, comfortable seating, and sufficient lighting. The main goal of the library is to foster a love of reading and learning, which is facilitated by this setting. Designers should also consider quiet spaces for reflection and restorative purposes, catering to different student needs throughout the day (Hopper, 2023).

- **Supporting Lifelong Learning and Community Building:**

Librarians play a pivotal role in fostering a love of reading and learning. They can create positive learning experiences by combining assessment with agency, opportunity, and community building. By designing a library that supports various learning styles and activities, librarians can help students become independent readers and lifelong learners. This involves providing a range of resources and tools that support both academic and personal growth (Shinkel, 2022).

METHODOLOGY

A descriptive survey design was adopted for this study. The study was carried out in Akwalbom state. The targeted population for the study comprised of all librarians, counselors and school administrators in tertiary institutions in Akwalbom state. A stratified random sampling technique was used to select 3 personnel (1 school administrator, 1 librarian, 1 school counselor) from 5 public tertiary institutions (University of Uyo, Akwalbom State University, College of Education, Akwalbom State Polytechnic, College of Science and Technology) and also 3 personnel (1 school administrator, 1 school librarian and 1 school counselor) from the following private tertiary institution (Obong University, Ritman University, Topfaith University, Ibom Metropolitan Polytechnic, and Heritage polytechnic) which gave a total of 30 respondents used for the study. The instrument used for data collection was a structured questionnaire titled "Librarians and school counselors Role in Students Centered Libraries Questionnaire (LSCRSLQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.85, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such percentage analysis to answer research questions.

Research Questions 1: What are the roles of school librarians in establishing students centered library?

To answer the research question, percentage analysis was performed on the data, (see table 1).

**Table 1:
Percentage analysis of the roles of librarians in establishing students centered library**

ROLES	FREQUENCY	PERCENTAGE (%)
Advocate for Lifelong Reading	11	36.67**
Good culture Teacher	5	16.67
Information expert	4	13.33
Leadership	3	10*
Instructional designer	7	23.33
TOTAL	30	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field Survey

The above table 1 presents the percentage analysis of the roles of appraisal librarians in the establishment of students centered library. From the result of the data analysis, it was observed that the role tagged "Advocate for Lifelong Reading" 11(36.67%) was rated as the most prominent role of librarians in the establishment of students centered library, while "leadership" 3(10%) was rated the least role of librarians in establishment of students centered library. The result therefore is in

agreement with the opinion of American Library Association (2017), librarians support lifelong reading, are crucial teaching allies, and assist students in locating suitable reading materials. Since every student has a distinct reading level, librarians are essential in assisting each student in selecting a book that fits not only their reading level and interests but also the learning objective that their instructor has established for the class.

Research Question 2

What are the roles of school counselors in establishing students centered library?

To answer the research question, percentage analysis was performed on the data, (see table 2).

Table 2:

Percentage analysis of the roles of school counselors in the establishment of students centered library

ROLES	FREQUENCY	PERCENTAGE (%)
Understanding Student Needs	13	43.33**
Promoting Library Resources and Programmes	6	20
Needs Assessment and Collection Development	2	6.67*
Collaboration on Student-Centered Programmes	9	30
TOTAL	30	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field Survey

The above table 2 presents the percentage analysis of the roles of school counselors in establishment of students centered library. From the result of the data analysis, it was observed that the role tagged "Understanding Student Needs" 13(43.33%) was rated as the highest role of school counselors in establishment of students centered library, while "Needs Assessment and Collection Development" 2(6.67%) was rated the least role of school counselors in establishment of students centered library. The result therefore is in agreement with the opinion of Daniel (2013) who mentioned that when it comes to comprehending students' interests, academic difficulties, and emotional wellbeing, school counselors are at the forefront

CONCLUSION

The establishment of student-centered libraries in the 21st century has transformed the educational landscape by integrating innovative technological settings to better serve students' diverse needs. Librarians and school counsellors have adapted

their roles to meet modern educational demands, leveraging technology to enhance library functionality and support student development. Librarians now curate digital resources and teach information literacy, while school counsellors address students' academic, social, and emotional needs, creating a comprehensive support system. The integration of technology ensures these libraries are inclusive and equitable, promoting critical thinking and personalized learning experiences. Continued collaboration and innovation among these professionals will shape the future of student-centered learning.

RECOMMENDATIONS

- School management should ensure to allocate sufficient funding and resources to support the establishment and maintenance of student-centered libraries equipped with innovative technologies.
- Librarians should ensure that they continuously integrate and update technological resources within the library. This includes maintaining digital catalogs, e-books, online databases, and interactive learning platforms to support personalized learning experiences.
- School counselors should ensure to collaborate closely with librarians to create a comprehensive support system that addresses students' academic, social, and emotional needs.

REFERENCES

- Aabø, S., & Audunson, R. (2012). Use of Library Space and the Library as Place. *Library & Information Science Research*, 34 (2), 138-149.
- ALA (2017). Roles and Strengths of Teaching Librarians Available at: <https://www.ala.org/acrl/standards/teachinglibrarians>
- American Library Association. (2017). Library Bill of Rights. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill>
- American School Counselor Association (2016). The role of the school counselor. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- American School Counselor Association (2019). The ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association.
- Arko, C., A. (2004). The role of libraries in student-centred learning: the case of students from the disadvantaged communities in South Africa. *The International Information and Literacy Review*, 36(3): 263-271.
- Ashikuzzaman, M. (2023). What is a Library. Available at <https://www.lisedunetwork.com/library-definition-and-meaning/>
- Baker, S. B., Robichaud, T. A., & West, J. D. (2016). School counseling for the twenty-first century. Pearson.
- Bartlett, J. A. (2021). Knowledge management: A practical guide for librarians (No. 73). Rowman & Littlefield.
- Bassey, M. M., & Owushi, E. (2023). Adoption of artificial intelligence in library and information science in the 21st century: assessing the perceived impacts and challenges by librarians in Akwa Ibom and Rivers States. *International Journal of Current Innovations in Education*, 6(1), 75-85.
- Bassey, M. M., & Umoh, M. S. (2023). Libraries: Transforming the Educational Process through Total Quality Management (TQM) in Akwa Ibom State. *Information Horizons: American Journal of Library and Information Science Innovation* (2993-2777), 1(5), 14-25.
- Bassey, M., & Bantai, R. (2021). Regulation of Library Noise Policy for Effective Noise Control: *Universal Journal of Library and Information Science*. Afrischolar Discovery Repository (Annex).
- Bhattacharjee M. (2021) Concept of a Counselor and Its Scope Available at: <https://www.edumilestones.com/blog/details/what-is-counselling-definition-types-process>
- Brown, K., & Malenfant, K. (2016). Academic library contributions to student success: Documented practices from the field. Association of College and Research Libraries.

- Buckland, M. K. (2012). What Kind of Science can Information Science be? *Journal of the American Society for Information Science and Technology*, 63 (1), 1-7.
- Carlson, J., & Kneale, R. (2011). Embedded librarianship in the research context. *College & Research Libraries News*, 72(3), 167-170.
- Chapel L. (2023) Concept of a Counselor and Its Scope Available at: <https://study.com/learn/lesson/counseling-concept-purpose.html>
- Daniel, D. (2013). The Role of School Counsellors in Supporting Teaching and Learning in Schools of Skills in the Western Caped
- Diantha D. (2024). Reimagining Library Spaces: Transform Your Space on Any Budget.
- Dictionary (2024). Library. Available at <https://www.dictionary.com/browse/library>
- Ferguson, A. W. (2012). Back Talk--Today's Academic Library: Student Centered and Convenient. *Against the Grain*, 24(2): 14. DOI: <https://doi.org/10.7771/2380-176X.6133>
- Frank, C. F. and Salman, H. (2024). Library. Available at <https://www.britannica.com/topic/library>
- George, E. (2023). Definition of a Library: General Definition. Available at <https://libguides.ala.org/library-definition>
- Gerard B. and James R. (2023). *The Modern Library: A Study of Its Functions, Resources, and Services*.
- Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice*. American Library Association.
- Gysbers, N. C., & Henderson, P. (2014). *Developing and Managing your School guidance and counseling program*. American Counseling Association.
- Hassan, A. (2024). Define Library. Available at https://www.academia.edu/2314259/Define_Library_Different_Type_of_library_Discuss_the_gradual_development_of_different_type_of_library_in_deferent_ages
- Hopper, M. (2023). Creating uplifting environments in school libraries. *Library Journal*.
- Indeed (2024), Concept of a Counselor and Its Scope Available at: <https://sg.indeed.com/career-advice/finding-a-job/what-is-counselling>
- Jarson J. (2017) what does your student-centered lens on library practice look like? Available at: <https://acrlog.org/2017/06/23/what-does-your-student-centered-lens-on-library-practice-look-like/>
- Kolendo, J., Corbin, J., Hughes, J. A., and Vossler, J. (2023). Taking our own medicine: Applying librarian expertise to improve organizational health through knowledge management. *The Journal of Academic Librarianship*, 49(5)
- Librarianship Studies and Information Technology (2021). Librarian. Available at: <https://www.librarianshipstudies.com/2016/03/librarian.html>

- Lippincott, J. K. (2010). Mobile technologies, mobile users: Implications for academic libraries. Association of College and Research Libraries.
- Mann, T. (2020). The Oxford Guide to Library Research. Oxford University Press.
- Montgomery, S. E., & Miller, J. (2011). The third place: The library as collaborative and community space in a time of fiscal restraint. *College & Research Libraries News*, 72(8), 404-407.
- Ngozi, O. V., Ukanga, C. C., & Basse, M. M. (2024). Assessment of Use of Library Resources and Services by Students at the University of Delta, Agbor, *Nigeria: Abraka Humanities Review*, Volume 14, Number 1. Afrischolar Discovery Repository (Annex), 70-81.
- Nick, J. (2023) Technology Innovation. Available at: <https://ideascale.com/blog/what-is-technology-innovation/>
- Panda, S. and Kaur, N. (2024). Design and Implementation of Higher Education Learners' Learning Outcomes (HELLO): Emerging Trends and Best Practices
- Rubin, R. E. (2016). Foundations of Library and Information Science. American Library Association.
- Sacchanand, C. (2018). Transforming the Roles of Libraries and Librarians in the Digital Learning Environment. A Keynote speech delivered at the Proceedings of International Symposium on Emerging Trends in Education and Library & Information Science (LibSym 2018)
- Shinkel, R. (2022). Organizing library spaces for effective learning. *Journal of Library Science*.
- Sudderth A. (2024) What Is Student Centered Learning and Why Is It Important? - learning/
- Susan, D. (Available at: <https://xqsuperschool.org/teaching-learning/what-is-student-centered> 2023). Collaborative design in school libraries. Bond Architects.
- Troup, J. (2024). The importance of technology in student-centered libraries. *Educational Technology Review*.