

# An Examination of Library Anxiety among Students at Dhaka University



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*Dedicated to my beloved parents*

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### **Abstract**

Library anxiety is manifested in the form of negative feelings, fear, stress, distress, confusion and has debilitating effects on students' academic performance. This research explores library anxiety amongst Dhaka university students and identifies factors that contribute to this phenomenon. The factors are identified using the questionnaire approach collected from 350 undergraduate and postgraduate students at Dhaka University. The factors which may lead to library anxiety comprise of negative perceptions towards academic library environment, negative perceptions towards library staff, affective barriers, negative perceptions towards peers, negative perceptions towards library services, negative perceptions towards library collections, negative perceptions towards library regulations, and cognitive barriers. The individual difference underlying library anxiety is described.

### **Keywords**

Library anxiety, academic libraries, Dhaka University.

## Table of Contents

<b>Chapter 1</b>	<b>Introduction</b>	<b>Page</b>
		<b>1-6</b>
	1. Introduction	1-2
	1.1 Definition of Library Anxiety	3-4
	1.2 Nature of Library Anxiety	5
	1.3 Aims and Objectives	6
<b>Chapter 2</b>	<b>Literature Review</b>	<b>7-24</b>
<b>Chapter 3</b>	<b>Methodology</b>	<b>25-31</b>
	3.1 Introduction	25
	3.2 Questionnaire Approach	25
	3.3 Participants	26
	3.4 Research Approach	26
	3.5 Data Collection	26
	3.6 Data Analysis	27
	3.7 Research Methodology	27
	3.9 Methods and procedures	28
	3.10 Reliability Tests	29-30
	3.11 Tests for Statistical Significance	31
<b>Chapter 4</b>	<b>Results of the Study</b>	<b>32-78</b>
	4.1 Percentage of Participants	32
	4.2 Level of Age by Gender	33
	4.3 Educational level by Gender	34
	4.4 Faculty by Gender	35
	4.5 Reading Time by Gender	36
	4.6 Reading Materials by Gender	37
	4.7 Use of Journals	38
	4.8 Material Type by Gender	39
	4.9 Reading of Magazines	40
	4.10 Internet Use by Gender	41
	4.11 Sufficient Material by Gender	42
	4.12 Printed Documents by Gender	43
	4.13 Students' Ratings on Library Anxiety Scale	44-46
	4.14 Hypothesis	47
	4.15 Mann Whitney Test by Gender	48-53
	4.16 Kruskal Wallis Test by Age	54-62
	4.17 Mann Whitney Test by Educational level	63-68

	4.18	Kruskal Wallis Test by Faculty wise	69-78
<b>Chapter 5</b>		<b>Findings and Recommendations</b>	<b>79-90</b>
	5.1	Findings	79-87
	5.3	Recommendations	87-90
<b>Chapter 6</b>		<b>Conclusion</b>	<b>91-92</b>
		<b>References</b>	<b>93-97</b>
		<b>Appendices</b>	<b>98-100</b>

## **List of Tables**

3.10	Reliability Tests	29-30
4.1	Percentage of Participants	32
4.2	Level of Age by Gender	33
4.3	Educational level by Gender	34
4.4	Faculty by Gender	35
4.5	Reading Time by Gender	36
4.6	Reading Material by Gender	37
4.7	Use of Journal by Gender	38
4.8	Martial Type by Gender	39
4.9	Reading of Magazines by Gender	40
4.10	Internet Use by Gender	41
4.11	Sufficient Material by Gender	42
4.12	Printed Documents by Gender	43
4.13	Students' Ratings on Library Anxiety Scale	44-46
4.15	Mann Whitney Test by Gender	48-53
4.16	Kruskal Wallis Test by Age	54-62
4.17	Mann Whitney Tests by Educational level	63-68
4.18	Kruskal Wallis Tests by Faculty wise	69-78

## **List of Figures**

3.10	Reliability Tests	29-30
4.1	Percentage of Participants	32
4.2	Level of Age by Gender	33
4.3	Educational level by Gender	34
4.4	Faculty by Gender	35
4.5	Reading Time by Gender	36
4.6	Reading Material by Gender	37
4.7	Use of Journal by Gender	38
4.8	Martial Type by Gender	39
4.9	Reading of Magazines by Gender	40
4.10	Internet Use by Gender	41
4.11	Sufficient Material by Gender	42
4.12	Printed Documents by Gender	43



## **List of Abbreviation**

CARS	Composition Anxiety Rating Scale
DU	Dhaka University
DUL	Dhaka University Library
ISLM	Information Science and Library Management
LAS	Library Anxiety Scale
MLAS	Multidimensional Library Anxiety Scale
OLC	Online Library Catalogue
OPAC	Online Public Access Catalogue
STARS	Statistical Anxiety Rating Scale

## **Chapter 1: Introduction**

The role of the library is to support the students' information needs by providing them relevant resources and services. At some point of university education, students will find it necessary to use the library to access and retrieve the information for either research or learning needs. This is a problem for some students who feel that they do not have the skills and experience in using and finding their own way around their resources and services that a library provides. These inadequacies erode student's self-confidence and result in a state of anxiousness when they are in the library. Library anxiety is an unpleasant and uncomfortable emotion characterized by worry, confusion, tension, and helplessness, which occurs when a student is in the library setting. These emotions have cognitive, affective psychological, behavioral ramifications. It refers to uncomfortable feelings or emotional disposition characterized by tension, fear, feelings of uncertainty and helplessness, negative and self-defeating thoughts and mental disorganization that appear only when students are in or contemplating a visit to library. At the same time unprecedented technological advancement has had an impact on the products and services offered by academic libraries. Students are now able to conduct sophisticated library searches from the comfort of their homes.

It is clear that the construct of library anxiety needs to be expanded in the new library, incorporating into its definition other variables that are relevant for the changing library. It is expected that findings from this study would help to increase the understanding of the construct of library anxiety. Indeed, research in this area has become critical in higher education where educators are responsible for graduating students with the skills necessary to thrive and to leading a rapidly changing technological environment in the twenty-first century. A student who experiences library anxiety usually undergoes either

emotional or physical discomfort when faced with any library or library related task. Library anxiety may arise from a lack of self-confidence in conducting research, lack of prior exposure to academic libraries inability to see the relevance of libraries to one's field of interest, lack of familiarity with library equipment and technologies. Although many students continue to experiences high levels of library anxiety, it is likely that new technologies and electronic databases in libraries have led to students experiencing other forms of negative affective states.

Considering widespread presence of library anxiety among the university students, it is crucial to ascertain who may be at risk, what kind of environments provokes negative reactions so that interventions measures can be properly tailored? It seems to be a relative lack of emphasize placed upon the more psychological and emotional barriers to effective library use such as feelings, fear. Considering the wide spread presence of library anxiety among students of Dhaka University Library, it is crucial to ascertain who may be at risk, what kind of options of library provoke negative reaction. The main purpose is to measure library anxiety scale among undergraduate and postgraduate students of DUL considering their age, gender, year of undergraduate and postgraduate study, etc. from 40 departments from few faculties and institutes.

### **1.1 Definition of Library Anxiety**

Library anxiety is not a new phenomenon. Most academic librarians know that many universities students not only have poor information literacy skills, but also have a great fear of the library. This fear is more than mere frustration at not finding the information they are looking for, it is an emotional state where the students feel confused, helpless and self-detected.

The term “Library Anxiety” is generally used to describe negative feelings experienced by many students towards using the academic library.

Library anxiety was first identified by Mellon (1986) in a qualitative study of college students “feelings about using the library”. Mellon’s theory of library anxiety based on qualitative research, and its specific components could not be measured individually. There was a need quantitative measure to study the phenomenon of library anxiety. Mellon theorized that library anxious student’s self-perceptions are that they alone lack the skills necessary to use library resources.

Bostick (1992) identified five dimensions of anxiety, namely, “barriers with staff”, “affective barriers”, “comfort with the library”, and “knowledge of the library”, and “mechanical barriers”. Barriers with staff refer to the perception of students that librarians and other library staff are intimidating and unapproachable.”

Jiao (1996) stated that library anxiety is “an uncomfortable feeling or emotional disposition, experienced in library setting, which has cognitive, affective, physiological,

and behavioral ramifications”. Jiao and Onwuegbuzi (1999) stated that “the students who are not comfortable in the library tend to have higher levels of library anxiety.” Vardaman and Miller (2010) stated that “the international students is even more at risk to encounter a negative library experiences unless the library staff can take a proactive approach and communicate to the foreign students that the library workers are approachable and available to assist in all their information needs”.

Consequently, library anxious students tend to avoid confronting these feelings of inadequacy by engaging in behaviors such as not asking questions about how to access library resources and avoiding the library. Therefore, students limit their opportunities to develop appropriate library skills. Other research indicates that library anxiety is context-specific, meaning that students who experience library anxiety generally are not overly anxious in other settings.

## **1.2 Nature of Library Anxiety**

New technologies such as database, online library catalogue create more barriers who suffer from library anxiety. Although many students continue to experience high level of library anxiety, it is likely that knowledge technologies and electronic databases in libraries have led to students experiencing other forms of negative feelings. This section will provide brief overview of the nature of the library anxiety, a profile of the University student who is prone to its effects, methods to alleviate this anxiety.

- The relative size of the library
- Not knowing where materials are located
- Not knowing how to begin the research process
- Not knowing how to proceed to with the search
- Not knowing how to use computers
- Not knowing how to use Online Library Catalogue (OLC)
- Lack of knowledge about what to do.
- Lack of library equipment's and technologies

Library anxiety prevents students from functioning effectively in the library. Library anxiety students are ashamed, assuming that they alone lack library skills and so do not ask for help for fear of revealing their perceived inadequacies. As a result, these

students avoid the library, which prevents them from learning the necessary skills and from building the needed confidence to overcome the anxiety.

### **1.3 Aims/Objectives**

The objectives of this research are to:

- to measure library anxiety among undergraduate and postgraduate students in Dhaka University;
- to determine individual differences in terms of library anxiety tackled by students;
- to explore experiences and feelings equated with library anxiety through content analysis of questionnaires maintained by students of Dhaka University Library when using their library; and
- to provide recommendations that may help reducing library anxiety among students.

**Chapter 2: Literature Review**

The modern library has become a dynamic integration of information and technology. The amount of information and the various means to access it have added new dimensions to understanding the library patron. There has been a general lack of studies aimed towards understanding how the users interact with libraries from a psychological perspective. This situation is motivated some scholars to focus on exploring the phenomenon of library anxiety. Library anxiety is “the feelings of fear that kept from beginning to search or that got in the way of their way staying in the library long enough to master search processes”. It is a measurable state anxiety that decreases with experiences and factors contributing library anxiety.

Mellon (1986) found that students exhibited symptoms similar to math anxiety when using the library to write their first research paper. She analyzed the personal writings of 6000 students at a university in the United States for 2 years and used the results to develop a library instruction programmer. She states that many students become so anxious that they are unable to approach the problem logically and effectively. Students fear are due to a feeling that other students are competent at library use while they alone were incompetent, that this lack of competence is somehow shameful and must be kept hidden and that asking questions would lead to a revelation of their incompetence. She found that 75-85% of students confronted with library assignments felt fear and anxiety related to library use, which was caused by the large size of the library, lack of knowledge about the location of materials, and not knowing how to start and continue their research. These confused feelings prevented students from using the library effectively. Mellon (1986) observed that these feelings compelled some students to reduce the time they spent in the library and instead to spend money to photocopy the materials they needed. This feeling of anxiety remained undiscovered by either librarians or academic staff because students shied away from revealing their poor



research skills. These feelings put them at risk academically and affected their performance of academic-related tasks (Mellon, 1986). Some experienced anxiety at levels high enough to interfere with their ability to work effectively. She also found that students felt they were expected to know how to use the library and that they along were having difficulties. Studies in library anxiety have implied that anxiety feelings combined with lack of library skills, and reluctance to ask for librarians to help may lead to library avoidance behaviors among students of DUL, avoidance in this context refers to refraining or delaying to go to the library, wanting to leave it as soon as possible. Mellon's theory of library anxiety was qualitative tested, but the question remained as to whether a valid and reliable instrument could be developed to quantitatively measure library anxiety.

Kuhlthau (1991) noted that although there is no correct way to learn, there are certain styles which are more appropriate for a given situation. Thus, when an individual learns, the style should be unique to the task or a negative experience may ensue. In the case of the library search process, such negative experiences often result in heightened levels of the library anxiety. For example, a lack of persistence orientation may lead to students experiencing unusually high levels of library anxiety while conducting a library search, culminating in these students giving up their search before it is completed. Another example is that students who prefer to work while surrounded by noise might be threatened by any noise restrictions imposed by librarians, in which case, their levels of library anxiety might increase. These and other examples led to the researchers' overall hypothesis that there is a relationship between students' learning styles and their levels of library anxiety. Students with high levels of library anxiety tend to engage in negative ruminations that lead to cognitive interference during various stages of the information search process. Kuhlthau identified six stages during which anxiety levels may be elevated: task initiation, topic selection, refocus exploration, focus formulation, information collection and search closure.

Jacobson (1991) conducted a quasi-experimental study, using senior secondary school students as subjects, “to discover if library anxiety is a gender based phenomenon, and to explore the relationship between library anxiety and computer anxiety”. She seems to be the first writer to have used a “library anxiety” scale. She developed her seven point Licker scale instrument by adapting questions used by a couple of earlier studies. This instrument consisted of 16 items divided into four statement scales. These purposes of these scales were to measure the students’ level of confidence and sense of well-being in using libraries. She found the scales to be highly reliable. Although Jacobson labels the first four statement as “library anxiety scale”.

Using the theory developed by Mellon’s qualitative study, Bostick (1993) developed a reliable Library Anxiety Scale that has been used to quantify library anxiety; Bostick developed Liker-type instruments to measure library anxiety that identified five factors contributing to library anxiety among college students. These factors included.

- Barriers with staff
- Affective barriers
- Comfort with the library
- Knowledge with the library
- Mechanical barriers

“Barriers with staff” refers to a library patron’s perception of library staffs as intimidating and unapproachable as well as being too busy to help. “Affective barriers” measures the respondent’s feelings of adequacy when using the library, “Comfort barriers” reflects how safe, welcoming, and nonthreatening the library is perceived to be. “Knowledge of the library” reflects student perspectives on how familiar they think they are with the library and its resources, and “mechanical barriers” examines the

feelings that emerge as a result of student reliance on library equipment. This is termed in other studies as “mechanical anxiety”, “technical/procedural frustration”, “computer comfort factor” and “technology comfort level”. Other studies found other anxiety dimensions such as “resource anxiety”, which is triggered by inadequate or outdated and inaccessible collections in the library. “Language barrier” is another dimension that refers to difficulty in using collections in languages other than the user’s native language. Most international students are non-native English speakers, and may encounter difficulty due to their lack of familiarity with English. This addition specifically isolates language fluency as a barrier. Language barrier items included “I don’t understand what the reference librarians say in English,” “The librarian has a strong foreign accent which is hard to understand,” Library anxiety has only been interpreted in the context of the library setting that is a phenomenon that occurs while students are undertaking library tasks. ‘Library-anxious students’ have been characterized as being apprehensive, frustrated, helpless (Onwuegbuzie (1997), tensed, uneasy, having self-defeating thoughts, feeling uncertain, and mentally disorganized (Onwuegbuzie, Jiao and Bostick, 2004).

Bostick found no statistically significant mean differences across all the five sub scales. This finding provided evidence that the library anxiety scale does not discriminate between males and females in discriminating levels of library anxiety across the five dimensions. Finding with regard to gender differences in the level of library anxiety helped to reveal the factors that respondents noted as contributing to their decision not to use the library and their feelings when using the library premises, sources, services and staff. The intention was to extract the factors from phrases and sentences noted by the students in their diaries and reword them in statements which were categorized into themes or constructs. The students were asked to note down their thoughts and reactions to six open-ended statements and questions.

- How do you feel when you are using the library to write a research paper?
- Note down your feelings and thoughts when you are inside the library.
- Describe problems you encounter in the library and how you feel about them.
- What do you think about the library staff?
- What do you think about the library services?
- What do you think about the library collections?

The results of the content analysis were described under eight themes or constructs:

- negative perceptions towards library environment
- negative perception towards peers
- negative perception towards library staff
- negative perception towards academic library services
- negative perceptions towards academic library collection
- negative perceptions towards academic library regulations
- affective barriers
- cognitive barriers

Andrews (1993), uncovered a number of problems specific to using the library itself, including those with “the catalogue, with locating books, the classification scheme and library layout.” This result also indicated that feelings of inadequacy among the students interviewed led them to consult their peers as sources of assistance, rather than speak out expert librarians readily available to assist them.

Keefer (1993) commented that librarians help to reduce library anxiety through instruction students’ worries about deadlines led them to become anxious about their

research despite the instruction sessions. They have also been attempts to determine the reasons why students make use of the library in the first place. A study conducted by Jiao and Onwuegbuzie (2004) found the three reasons were to obtain a book; to study for a test; and to use the computerized indexes and online resources. Students who came in computerized indexes and online resources exhibited the highest level of library anxiety.

Jioa et al. (1996) found that students with the highest levels of library anxiety tend to be young male and female, and those who do not speak in English as their native language, who have high levels of academic achievement, who are engaged in either part-time or full time employment and who frequently visit the library. In addition, when library-anxious students visit the library, they tend to do so either to utilize library technology, to return a book, to conduct a library search for a thesis/dissertation, to obtain a book or article for an assignment, or to study for a class project.

Onwuegbuzi (1997) found that students who are unable to write a research proposal adequately tend to have high levels of anxiety associated with lack of perceived competence in using the library and the mechanical equipment and lack of knowledge of the library. These high anxiety levels also appear to stem from libraries not subscribing to a sufficient amount of periodicals. In a addition, level of interpersonal anxiety seems to be a factor in deterring students' RPW ability. Specially, students who are not anxious about seeking help from a librarian tend to produce a research proposal of lower quality. These high anxious students constantly express their discomfort with the library, suggesting that they experience difficulties adapting to the library environment.

Bailey et al. (1997) found that students who are not self-motivated, who are neither persistent nor responsible in attempting assignments, who are non-authority oriented-

learners, who are not interested to receive information via the authority or kinesthetic mode, who require nutritious food breaks while learning, and who do not prefer to undertake difficult task in the morning, tend to have higher levels of foreign language anxiety associated with communication apprehensions, test anxiety, and fear of negative evaluation. An extensive review of the literature revealed no study which has investigated the relationship between graduate students' learning style are correlates of library anxiety. As pointed out by Jacobson (1991), by being aware of such characteristics, librarians can begin to explore instructional strategies that reduce these anxieties and enable students to exploit fully the resources available to them.

Bailey et al. (1997) found that students who prefer to learn in informal classroom settings, who are not responsible in attempting assignments, who are non-authority oriented learners, who do not like to receive information via the authority or Kinsthetic mode, who require notorious food breaks while learning, and who do not prefer to undertake difficult tasks in the morning, tend to have higher levels of foreign language anxiety associated with communication apprehension, test anxiety, and fear of negative evaluation. An extensive review of the literature revealed no study which has investigated the relationship between graduate students "learning style and their level of the library anxiety.

Jiao and Onwuegbuzie (1997) found the Library Anxiety Scale have yielded five factors consistent with Bostick's (1992) doctoral dissertation research. In addition, each of the five factors or dimensions was found to have the following alpha reliability coefficients: barriers with staff, 0.90; affective barriers, 0.80; comfort with library 0.66; knowledge of library, 0.62; mechanical barriers, 0.60. Two years later, another study on library anxiety was reported in the literature (Jiao and Onwuegbuzie, 1999a). In investigating the relationship between students' learning-modality preferences and library anxiety, Jiao and Onwuegbuzie (1999a) found the Library Anxiety Scale to have yielded 5 sub-scales

as found by Bostick (1992). Once again, the Library Anxiety Scale has been validated by these two leading researchers in the field. In addition, they found each of the five subscales to have the following alpha reliability coefficients: barriers with staff, 0.90; affective barriers, 0.80; comfort with library, 0.66; knowledge of library, 0.62; mechanical barriers, 0.60.

Jiao & Onwuegbuzie (1998) identified some antecedents of library anxiety including learning style variables, perfectionist tendencies and demographic variables such as age, sex, grade point average, and native language.

Shoham and Mizrachi (2001) modified some scales. The modified scale was divided into seven factors instead of Bostick's five. These are staff factor, knowledge factor, language factor, physical comfort factor, library computer comfort factor, library policies or hour's factor, and resources factor. However, they do not mention which statements were dropped, what additions or other modifications were made to the original scale, and how these seven factors were determined. Taking note of Bostick's recommendation, Jiao and Onwuegbuzie have conducted 10 studies so far using the LAS combining with other standardized scales. All of these studies have generated adequate literature that has added to our understanding of the relationship of library anxiety with other sources of anxiety. In one of these studies, the LAS combining with the Statistical Anxiety Rating Scale (STARS) and Composition Anxiety Rating Scale (CARS) on 81 graduate students. He remarked that "most of the components of the LAS are only moderately reliable. They concluded that "the Library Anxiety Scale should be used as a multidimensional instrument measuring both anxiety and attitudes for women; for men it appears to be a measure of attitude". They suggest replication of their study. Several studies using the LAS refer to library anxiety in terms of high, higher, highest, low, lower, and elevations in the levels of anxiety. Pointed out that because of the subjective nature of the instrument, it was difficult to give a precise quantitative definition of the level of library

anxiety among students. They mentioned that the overall average for library anxiety of 2.51 for their subjects was almost in the precise center of the scoring range. However, none of the writers provides a quantitative measure of what is a high or low level of anxiety. Library anxiety was also found to be associated significantly with academic procrastination, leading to failure to complete dissertations (Onwuegbuzie, Jiao and Bostick, 2004; Onwuegbuzie and Jiao, 2000). Other constructs explored in relation to library anxiety have included students' levels of cooperative orientation (Onwuegbuzie and Jiao, 1998), information literacy skills (Jiao and Onwuegbuzie, 2001; Battle, 2004; Gross and Latham, 2007), and levels of critical thinking (Kwon, Onwuegbuzie and Alexander, 2007; Kwon, 2008).

Jerabek, Meyer, and Kordinak (2001), studied 171 undergraduate students using the LAS, Computer anxiety Index, and Institute for personality and Ability Testing (IPAT) Anxiety scale to determine the validity of the LAS. They concluded that "the library anxiety scale should be used as a multidimensional instrument measuring both anxiety and attitudes for women; for men it appears to be a measure of attitude.

DeRos-Voseles (2001) who indicated that students who are placed in cooperative learning groups manage to reduce their level of library anxiety. Students found comfort in their group support and were aware of the reduction of their anxiety. Johnson and Norem-Hebeisen (1979) proposed that cooperation increased when positive interdependence exists among group members and this cooperativeness can be promoted not only among students but also between students and librarians. Students who were not cooperative would seek less librarians' help on how to utilize effectively library resources and services.

Van Kampen (2003) developed and validated a 54 item instrument using the Bostick's Library Anxiety Scale (LAS), called Multidimensional Library Anxiety Scale (MLAS). An



exploratory factor analysis using procedure was performed to analyses to possible patterns between variables. The MLAS was reported to have satisfactory internal consistency for the overall scale.

Jiao and Onwuegbuzie (2003) examined the relationship between reading ability and library anxiety. Participants were African-American students at a historically black university in eastern United States of America. Participants were administered Bostick's (1992) multi-dimensional Library Anxiety Scale. Results of running an exploratory factor analysis yielded 5 dimensions of library anxiety: barriers with staff, affective barriers, comfort with the library, knowledge of the library and mechanical barriers. The results of submitting each of the 5 dimensions to a test of internal reliability estimate using Cornbrash's alpha are as follows: barriers with staff, 0.93; affective barriers, 0.89; comfort with the library, 0.71; knowledge of the library, 0.62; mechanical barriers, 0.51.

Jiao and Onwuegbuzie (2004) noted that antecedents of library anxiety can be disposal, situational, or environmental. Library anxiety can have a debilitating effect on students' academic achievement. The findings of recent investigations suggest that library anxiety levels play an important role in student's ability to construct accurate references lists.

Jiao and Onwuegbuzie (2004) investigated the relationship between computer anxiety and library anxiety. Participants were administered Bostick's (1992) 43-item Library Anxiety Scale. Results of running an exploratory factor analysis yielded a five-factor solution resulting in five sub-scales of library anxiety: barriers with staff, affective barriers, comfort with library, knowledge of library and mechanical barriers. Each sub-scale was submitted to a test of internal reliability estimate resulting in the following Cronbach's alpha reliability coefficients: barriers with staff, 0.89; affective barriers, 0.84; comfort with library, 0.53; knowledge of the library, 0.62; mechanical barriers, 0.70.

Jiao, Onwuegbuzie and Bostick (2004) examined differences in library anxiety between Caucasian-American and African-American graduate students. Participants were administered Bostick's (1992) Library Anxiety Scale. Once again, a five-factor solution was found resulting in the following five sub-scales: barriers with staff, affective barriers, comfort with the library, knowledge of the library and mechanical barriers. Results of running each sub-scale for internal reliability estimate using Cronbach's alpha reliability coefficients are as follows: affective barriers, 0.93; affective barriers, 0.89, comfort with the library, 0.71; knowledge of the library, 0.62; mechanical barriers, 0.51.

Collins and Veal (2004) investigated the off-campus adult learners' levels of library anxiety. Participants were administered Bostick's (1992) 43-item multi-dimensional Library Anxiety Scale. Participants were 143 off-campus adult learners who attended classes are a distance of 50 or more miles from their home institution's libraries. Internal reliability estimates were conducted on each of the 5 sub-scales which were found to be as follows: barriers with staff, 0.92; affective barriers, 0.85; comfort with the library, 0.74; knowledge of the library, 0.66; mechanical barriers, 0.84.

Van Kampen (2004) developed a multi-dimensional 53-item instrument to measure library anxiety. The instrument was administered to 554 doctoral students at an urban university in southeastern United States of America. Results of running an exploratory factor analysis yielded six factors which collectively explained 43.39% of the variance. Further, the six factors were found to have the following Cronbach's alpha reliability coefficients: barriers with staff, 0.73; comfort and confidence when using the library, 0.86; comfort level while inside the library building, 0.74; comfort level with technology as it applies to the library, 0.73; importance of understanding how to use the library, 0.79; information search process and general library anxiety, 0.87.

As can be seen, most of these studies which have employed Bostick's (1992) Library

Anxiety Scale or a modified version of the scale was examined for construct validity and internal reliability assessment among native speakers of English. The objective of this present study is to find out whether Bostick's (1992) Library Anxiety Scale would demonstrate psychometric stability when applied among a population of undergraduate library users whose native language is not English. Specifically, the study has been carried out to find out whether, the Library Anxiety Scale would yield a five-factor solution as well as demonstrate internal reliability for each of the sub-scale when administered to a population of library users.

According to Rothblum, Soloman and Janice Murakami, academic procrastinators have the self-reported to always or almost always experience problematic levels of anxiety. Moreover, academic procrastination has been found to be related positively to generalized and specific kinds of anxiety such as test anxiety, social anxiety, and statistical anxiety. Thus the purpose of this study was to investigate the relationships between academic procrastination and library anxiety. Specially, the relationships between academic procrastination and five library anxiety dimensions were studied empirically. It was hypothesized that academic procrastination would be positively related to library anxiety. Until recently, library anxiety has only been interpreted in the context of the library setting that is a phenomenon that occurs while students are undertaking library tasks. The resultant symptomatic behaviors and manifestations of anxiety are equated to a state of procrastination, library avoidance and library anxiety behaviors, tension, and fear, a state of uncertainty, helplessness, thoughts, carelessness and reluctance to ask for help and giving up their search before completing their tasks in the library. Constructs that have been found to be related to library anxiety include respondents demographic background, race, gender, age, personality, perfectionism, procrastination.

Lichtenstein defined library anxiety as “uncomfortable feeling or emotional disposition, experience in a library setting, which have cognitive, affective, physiological and behavioral ramifications”. At the same time, unprecedented technological advancement has had a profound impact on the products and services offered by the academic libraries. Students now are able to conduct sophisticated library searches from the comfort of their homes. It is clear that the construction of library anxiety needs to be expanded in the new library and information environment, incorporating into its definition others variables that are relevant for the changing library and information context. Because many library user spend a significant portion of their time using computer based technologies to conduct information searches, it is natural to ask, to what extent does library anxiety stem from student’s prior attitudes and experiences with computers and library technologies?

As such current inquiry replicated the works by examine the degree to which computer attitudes predict level of library anxiety among graduate students in DU. Indeed research in this area has become critical in higher education where educators are responsible for graduating students with the skills necessary to thrive to lead in a rapidly changing technological environment in the twenty first century.

However, When the LAS was developed, scant information and few theories were available on the user’s feelings during the research process itself, the internet was not yet widely used as a research tools and database access was limited primarily to the physical confines of the library. User studies were limited mostly to statistics reflecting usages and how the user interacted with the library as a system as opposed to examining user perspective of the research process. Even now, the majority of current user research focuses on levels of satisfaction with services or on how patrons interact with the library’s database or website, rather than on how a person may feel about the library, technology and the process of searching for information. Most of the current

patron user research in academic libraries focuses on levels of satisfaction with current services tends on how patrons are navigating the library OPAC or website. The researcher was interested in whether doctoral students, who should have had experience with the ISP and using the library, showed evidence of the library anxiety, and if they did, whether anxiety levels varied over time. Other questions of interest to the researcher concerned how gender might influence use of traditional or online use of resources and whether doctoral students who exhibited higher levels of library anxiety stated a preference for using online resources. However, before these questions could be answered, an instrument needed to be located or developed for this purpose. Because of the age of the original LAS and other development in the field of library user research, it was appropriate to create a new instrument based on the LAS, named the Multidimensional Library Anxiety Scale (MLAS), which could take these factors and the researcher's questions into considerations. Although this instrument in no way invalidates the LAS, it does take into consideration off-campus use of library resources and doctoral student's attitudes during the course of their dissertations. Statement regarding respondents' preferences concerning use of the library online or in person and statements that reflected comfort level with computers was included.

Antell (2004) found some college and university students turn to public libraries within their own institutions. A study consisting of student interviews found student reported convenience, ease of use and familiarity as well as subjective appeal among their reasons for choosing the public library. Students felt that smaller size of local libraries created a more atmosphere and that the staff was friendlier. Literature review indicates that LAS has been extensively used since its development in 1992, with two modifications due to cultural and local reasons. The library environment, due to extensive use of ICT, the development and growth of World Wide Web, easier and remote access to electronic information and computer skills of the net generation has

totally changed. Therefore there is a need to design library anxiety scale in light of the current situation.

Further learning environmental preferences are related to one or more library anxiety antecedents, for example, noise, mobility and visual orientation. Moreover, students who maintain a prescribed need to live up to the standards and expectations prescribed by other individuals tend to have the highest levels of library anxiety associated with affective barriers and comfort with the library. Overall academic procrastination is statistically, significantly, and positively related to affective barriers. Students with appropriate study habits are less likely to report library anxiety. A strong relationship was found between a highly cooperative orientation of students and low level of library anxiety.

Collins and Veal (2004) investigated the off-campus adult learner's levels of library anxiety. Participants were 143 off campus adult learners who attended classes or a distance of 50 or more miles from their home institution's libraries. Internal reliability estimates were conducted on each of the five sub-scales which were found to be followed as barriers with staff (0.92), affective barriers (0.85), comfort with the library (0.74), knowledge of the library (0.66), mechanical barriers (0.84)

Cleveland (2004), numerous subsequent studies discovering characteristics associated with library anxiety. Their research typically involves the administration of the LAS coupled with one or more other instruments intended to quantify and assess demographic, psychological or behavioral characteristics. They found that library anxiety is unique, independent of general anxiety phenomena and that trait anxiety is not significantly related to any of the five barriers related to library anxiety. Students with the highest levels of library anxiety tend to be those who like structure, who are self-motivated, who lack persistence, and who are peer-oriented learners. Further learning

environmental preferences are related to one or more library anxiety antecedents, for example, noise, mobility, and visual orientation. Moreover, students who maintain a perceived need to live up to the standards and expectations prescribed by other individuals tend to have higher levels of library anxiety. Students with the lowest levels of perceived academic self-competence, intellectual ability, creativity, and social competence tend to have the highest levels of library anxiety associated with affective barriers and comfort with the library. Overall academic procrastination is statistically, significantly, and positively related to affective barriers, comfort with the library, and mechanical barriers. Students with appropriate study habits are less likely to report library anxiety. A strong relationship was found between a highly cooperative orientation of students and low levels of anxiety.

Jiao, Onwuegbuzie and Bostick (2006) replicated the 2004 study among 180 graduate students enrolled in the college students. A five factors solution was found from Southeast of United states of America; barriers with staff, affective barriers, comfort with the library, knowledge of the library and mechanical barriers. Each of the sub scale was then submitted to a test of the internal reliability estimate using Cranach's alpha reliability coefficient with the following results; barriers with staff (0.94), affective barriers (0.90), comfort with the library (0.71), knowledge of the library (0.62), mechanical barriers (0.62).

Kwon, Onwuegbuzie, and Alexander (2007) studied 170 graduate students in the College of Education at two universities in the southeast United States enrolled in a research methodology course. Respondents were administered the California Critical Thinking Disposition Inventory (CCTDI) (developed by Faction and Faction 1992) and Library Anxiety Scale (LAS) (developed by Bostick 1992). The study found a multivariate relationship between critical thinking disposition and library anxiety among graduate students. The association found was negative indicating that weak scores in critical

thinking were associated with high levels of library anxiety, especially in terms of self-confidence, inquisitiveness and systematicity. A more recent study by Waytowich, Onwuegbuzie and Jiao (2006) and Jiao, Onwuegbuzie and Waytowich (2008) found that graduate students who committed the highest number of citation errors tended to indicate the highest levels of library anxiety, especially with staff, affective barriers and comfort in the library.

Carlisle (2007), who reviewed the literature of library anxiety, indicated that library anxiety has a “cognitive, affective, physiological, and behavioral ramifications”. She added “Although no causal relationships have been identified, library anxiety has been linked to counter-productive behaviors such as unwillingness to attend library tours and information literacy classes; poor study habits; inability to approach library-related tasks in a logical and effective manner; search Avoidance, lack of persistence and focus in searching for information or resources; reduced effectiveness of library instruction and information literacy; library avoidance; and reluctance to ask librarians for help”. The review of the literature shows lack of library anxiety research in developing countries. The current study aims to explore this phenomenon in Sudan, an African developing country. It will help to increase our understanding of the nature and components of the phenomenon in different culture and different library setting.

Noor and Ansari (2010) investigated the Bostick’s Library Anxiety Scale (LAS) psychometric properties a Malaysian University library environment. For this purpose, three hundred and sixty seven students were given a 49 item modified version of the library anxiety scale. A principle component exploratory factor analysis and an item to total score correlation analysis were performed to demonstrate the validity of the scale. The researchers stated that “with the exception of comfort with the library technology submission.



From the above, frustration over how to begin a search for a topic and how to find information related to the topic are recurrent themes when students write about their library experiences. Library anxiety has been reported as a characteristic among undergraduate and postgraduate students. This phenomenon has been discussed in the literature and quantitatively measured by a number of researchers over the past decade using the Library Anxiety Scale (LAS) developed by Sharon Bostick. The Library Anxiety Scale was created “to categorize and measure this concept in college students”. Reviewing these literatures, we can say these are written by various writers in various countries. But there is no writing in Bangladesh as a developing country. The concept of “Library Anxiety” exists in students of Dhaka University Library (DUL). These should be removed and encourage them to go to library for their study.

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

The present study deals with anxiety amongst Dhaka University Library (DUL) students. Questionnaire method was used to collect data from students. It consists of a series of questions for the purpose of gathering information from respondents. This method provides an organized and structured way for participants to record student's experiences and help to provide a picture of real situation. Boger, Davis, and Rafaeli (2003) indicated that questionnaire method reduce time between occurrences of an experiences and accounting of this experiences.

### **3.2 Questionnaire Approach**

Questionnaire consists of 13 demographic information and 43 questions to determine library anxiety among DUL students, such as:

- How do you feel when you are using the library for writing research paper?
- What do you think about library services?
- What do you think about library staff?
- What do you think about library collection?
- Describe your comments using library

LAS consist of 43 simple questions/statements with the students responding by using a five-point LiKert-scale. The survey contains statements from five areas: barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. For each statement a response of 1 - denotes strong disagreement, whereas response of 5 - denotes strong agreement. Average of all the responses provides a generalized anxiety level for the respondents. The statements of LAS are quite simple.

Example:

- I feel comfortable using library
- Librarians are unapproachable
- Library staffs are unapproachable

A “comments” box is included at the end of the survey to allow respondents to provide feedback.

### ***3.3 Participants***

The study participants consisted of 350 undergraduate and postgraduate students enrolled in five faculties among 40 departments of DU. The participation in this study was voluntary and anonymous. All data collected for this study were collapsed across gender.

### ***3.4 Research Approach***

Library anxiety scale of DUL typically involves the administration of the LAS coupled with one or more other instruments intended to qualify and assess behavioral or demographic characteristics. The purpose is to examine the relationships between anxiety and these various characteristics. After the participant completes the questionnaire, the collected data are subjected to thorough and sound statistical analysis. A discussion of the results which usually includes recommendations and suggestions for further research is also provided.

### ***3.5 Data Collection***

The questionnaire was designed taking items from Library Anxiety Scale developed and validated by Evidence by Library and Information Practice of Lenard J Lawless. The Library Anxiety Scale is a forty-three item, five-point Likert-format instrument that assesses levels of library anxiety. Scores for an individual item on the scale can range

from one (low anxiety) to five (high anxiety). An average is used, instead of the total score (summing up the answers from the 43-item scale), because using the average substitutes a student's average score from all of his or her non-missing items for any missing values. In contrast, summing all of the respondent's answers to create a "total" score assumes all missing scores were intended to be zeros.

### **3.6 Data Analysis**

Data analysis is conducted to identify a combination of library anxiety dimensions barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. The analysis of the qualitative data is reported in part-2 of the study. In part part-1, demographic information are used to introduce the subject of the library anxiety scale, to help evaluating quantitative data in the next section, when inconsistencies appeared in the quantitative data, explanations are sometimes found in the paragraphs. Raw data are coded on a five point scale using five points for strongly disagree, disagree, undecided, agree, strongly agree.

### **3.7 Research Methodology**

This paper is based on undergraduate and postgraduate students among 18-20, 20-23, 23-26, and more than 26 years. A paper version of the questionnaire was also available for only those who prefer it. The questionnaire consisted of the following elements:

- students' demographic and individual characteristics such as gender, age, faculties and educational level;
- type of reading materials;
- use of online journals;
- reading journals and magazines;
- use of internet;

- reading of printed documents, etc.

### **3.8 Methods and Procedures**

The present study deals with anxiety feelings amongst university of Dhaka and in order to get detailed expressions from participants about such feelings, the questionnaire method is used so that participants could express themselves in their own words. Lewis and Massey (2008) described the questionnaire as a technique that collect detailed information about people's behavior and events which describe aspects of their daily lives. Questionnaire provides an organized and structured way for participants to record their experiences and help provide a picture of the real situation (George 2006). Bolger, Davis and Rafaeli (2003) indicated that questionnaire reduce time between the occurrence of an experience and the accounting of this experience. This, in a way minimizes the act of retrospection, and as a result experiences are recorded as they naturally occur. The questionnaires are small booklets intended to be light weight so they can be carried easily by students. Each questionnaire consisted of two sections. The first section consisted of demographic information and second section consists explanation on how to record events. The population of this study is 350 where undergraduate students are 221 and postgraduate students are 129. Students from five faculties participate to express their opinions namely Arts, Social- Sciences, Sciences, Business, Law. Sharon L. Bostick's (1992) Library Anxiety scale is a 43-item instrument. This study employed a modified version of Bostick's Library Anxiety Scale to include items that are meaningful to Malaysian undergraduates. For instance, an item that states "I can never find things in the library" was replaced by "I can never find information that I need in the library". Similarly, an item that reads "I can't find enough space in the library to study" was replaced by "I often can't find a seat in the library to study." In addition to these minor changes and modifications made to the existing scale, several new items were added to the existing scale to measure library anxiety that are

induced by technological tools that prevail in today's modern academic library. These technological tools include CD-ROM databases, self-checkout machines, smart book-drops service, digital collections as well as Internet services that are made available to library users via the library's Web-Pac. All in all the number the number of items has been increased from 43 to 49. Each item is measured on a 5-point scale ranging from (1) strongly disagree to (5) strongly agree. Negatively worded items were reversed scored so that all items were scored in the same.

### **3.9 Reliability Test**

In statistics, Cronbach's  $\alpha$  (alpha) is a coefficient of internal consistency. It is commonly used as an estimate of the reliability of a psychometric test for a sample of examinees. Cronbach's alpha will generally increase as the inter-correlations among test items increase. Because inter-correlations among test items are maximized when all items measure the same construct, Cronbach's alpha is widely believed to indirectly indicate the degree to which a set of items measures a single one-dimensional latent construct. However, the average inter-correlation among test items is affected by skew just like any other average. Thus, whereas the modal inter-correlation among test items will equal zero when the set of items measures several unrelated latent constructs, the average inter-correlation among test items will be greater than zero in this case. Indeed, several investigators have shown that alpha can take on quite high values even when the set of items measures several unrelated latent constructs, As a result, alpha is most appropriately used when the items measure different substantive areas within a single construct. Alpha treats any covariance among items as *true-score* variance, even if items cover for spurious reasons. For example, alpha can be artificially inflated by making scales which consist of superficial changes to the wording within a set of items or by analyzing speeded tests.

<b>Cornbrash's alpha</b>	<b>Internal consistency</b>
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

When alpha is greater than equal to 0.9, it signifies "Excellent", if it is small than 0.9 and greater than equal to 0.7, it signifies "Good". If it is small than 0.7 and greater than equal to 0.6, it signifies "Acceptable". If it is small than 0.6 and greater than equal to 0.5, it signifies "Poor". If it is small than 0.5, it signifies "Unacceptable". For reliability test of DUL students, library users are asked to rate each of the questionnaire items from 1 (strongly disagree) and 5 (strongly agree). To examine the reliability of the questionnaire, alpha coefficients are obtained.

<b>RELIABILITY ANALYSIS - SCALE (ALPHA)</b>	
Reliability Coefficients	
N of Cases = 350.0	N of Items = 43
Alpha = .8029	

Here,  $N=43$ ,  $N$  of classes=350,  $\alpha=0.8029$ . It signifies  $\alpha$  is greater than 0.7 and less than 0.9 ( $0.9 > \alpha > 0.7$ ), so it is "Good".

### **3.10 Tests for statistical Significance**

The statistical significance is measured using Mann–Whitney (M–W) and Kruskal–Wallis (K–W) tests. The M–W statistics is used because it is the most suitable method for testing skewed ordinal data between two independent groups. This test is also useful because it assesses whether the mean rank from one group differs from the mean rank from the other group. The null hypothesis tested is that there is no difference between male and female students in terms of their opinions on library anxiety. If  $p$ -value is less than 0.05, the null hypothesis is rejected. Otherwise, the null hypothesis is accepted to conclude that there is no difference between the groups. Based on results in Table 16, the usefulness of library anxiety tool is significant between male and female students. The result also indicates that the average rank for the male group is 112.19, and the average rank for the female group is 95.11 for this item. This means that the mean rank score for the female student is lower than that of male students. Likewise, K–W test is an extension of M–W test to three or more groups. The K–W tests are conducted to examine the differences in students' opinions on library anxiety of their age, faculty/institute, and places of origin and levels of computer knowledge. Tables 17–18 showed the results of these tests. The results are significant for two items and the mean scores of older students tend to lower than the younger groups. There is no difference with regard to students' faculty.



## Chapter 4: Results of the Study

A total of 350 students of Dhaka University took part in this survey. Table 4.1 indicates participants' demographic information by gender.

**Table-4.1 Percentage of participants**

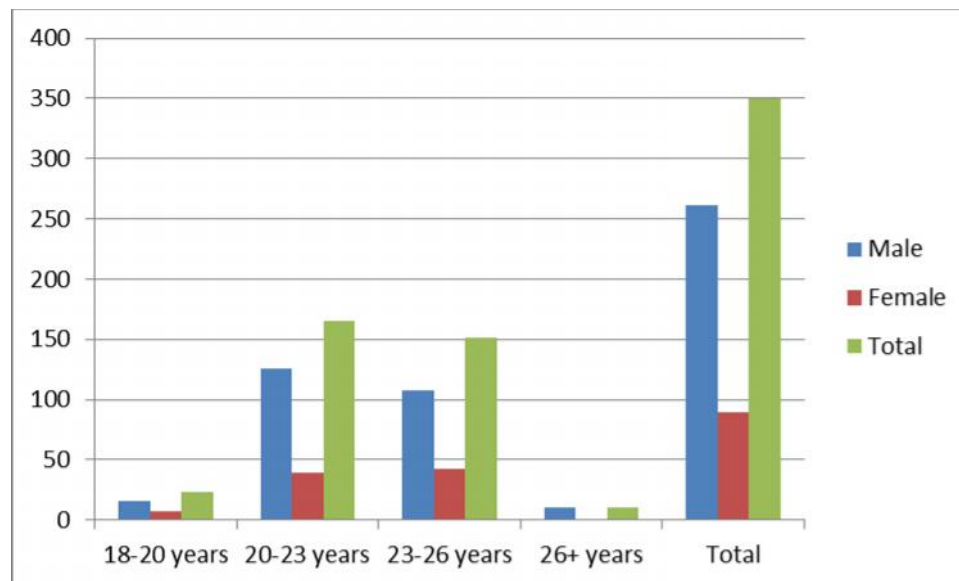
Level	Male	Female	Total
Frequency	261 (74.6%)	89 (25.4%)	350 (100.0%)

Among the respondents, 261 (74.6%) were male and the remaining 89 (25.4%) were female.

**Table-4.2 Level of Age by Gender**

Age groups	Male	%	Female	%	Total	%
18-20 years	16	4.57	7	2.00	23	6.57
20-23 years	126	36.00	39	11.14	165	47.14
23-26 years	108	30.86	43	12.29	151	43.14
More than 26 years	11	3.14	0	0.00	11	3.14
<b>Total</b>	<b>261</b>	<b>74.57</b>	<b>89</b>	<b>25.43</b>	<b>350</b>	<b>100.00</b>

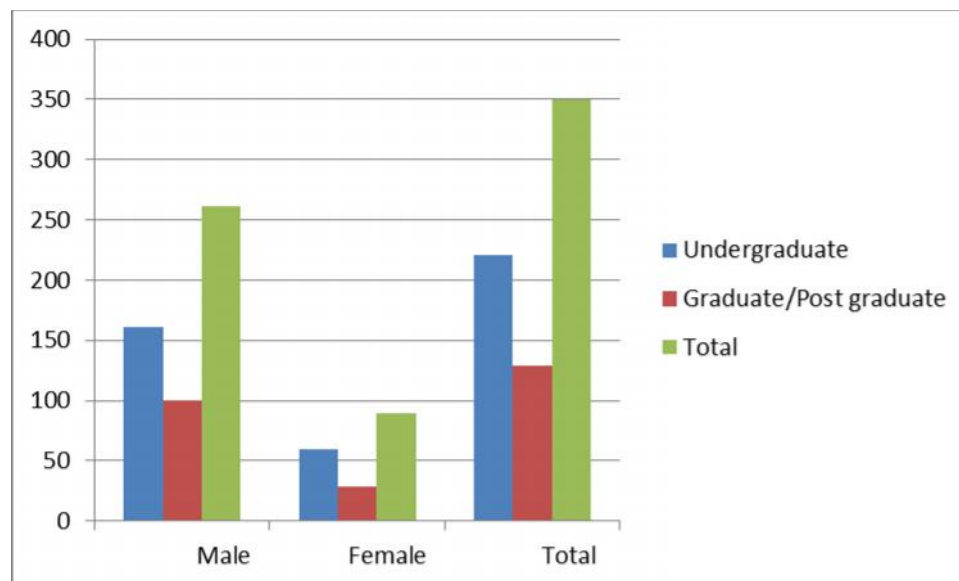
Table 4.2 shows that the largest group of respondents (165, 47.14%) were from 20-23 years age group and lowest response 11 (3.14%) came from the more than 26 years age group.

**Fig: Table-4.2**

**Table-4.3 Educational Level by Gender**

Level	Male	%	Female	%	Total	%
Undergraduate	161	46.00	60	17.14	221	63.14
Postgraduate	100	28.57	29	8.29	129	36.86
Total	261	74.57	89	25.43	350	100.0

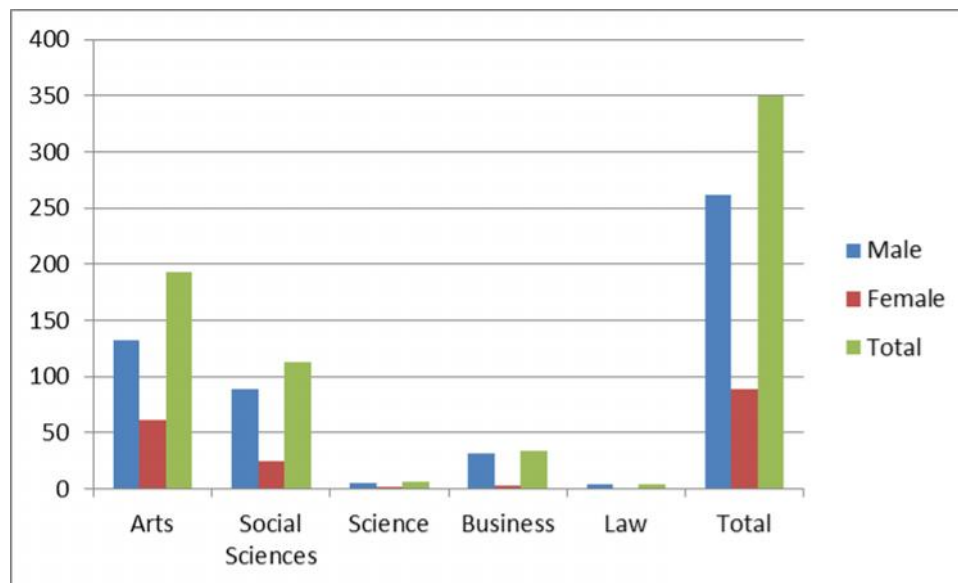
Table 4.3 shows that 221 (63.14%) undergraduate students took part in the study whereas the number of postgraduate students was 129 (36.9%).

**Fig: Table-4.3**

**Table-4.4 Faculty by Gender**

Level of faculty	Male	%	Female	%	Total	%
Arts	132	37.71	61	17.43	193	55.14
Social Sciences	89	25.43	24	6.86	113	32.29
Science	5	1.43	1	0.29	6	1.71
Business	31	8.86	3	0.86	34	9.71
Law	4	1.14	0	0.00	4	1.14
Total	261	74.57	89	25.43	350	100.00

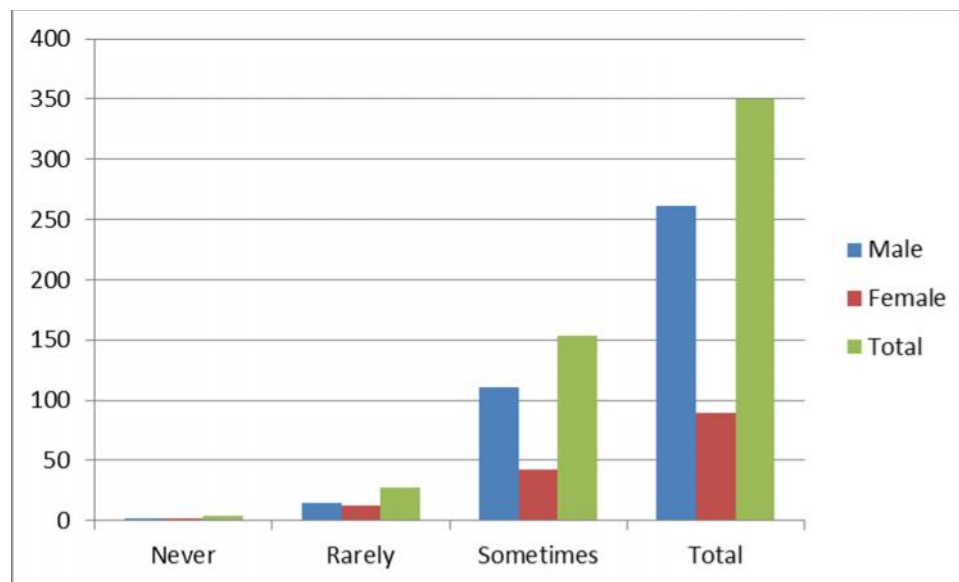
As shown in Table 4.4, students from five faculties took part in the survey. These faculties were: Faculty of Arts, Social Sciences, Sciences, Business and Law. The largest group of participants was from the Faculty of Arts whereas the lowest response was from the Faculty of Law.

**Fig: Table-4.4**

**Table-4.5 Reading Time by Gender**

Level	Male	%	Female	%	Total	%
Never	2	0.57	2	0.57	4	1.14
Rarely	15	4.29	13	3.71	28	8.00
Sometimes	111	31.71	42	12.00	153	43.71
Total	261	74.57	89	25.43	350	100.0

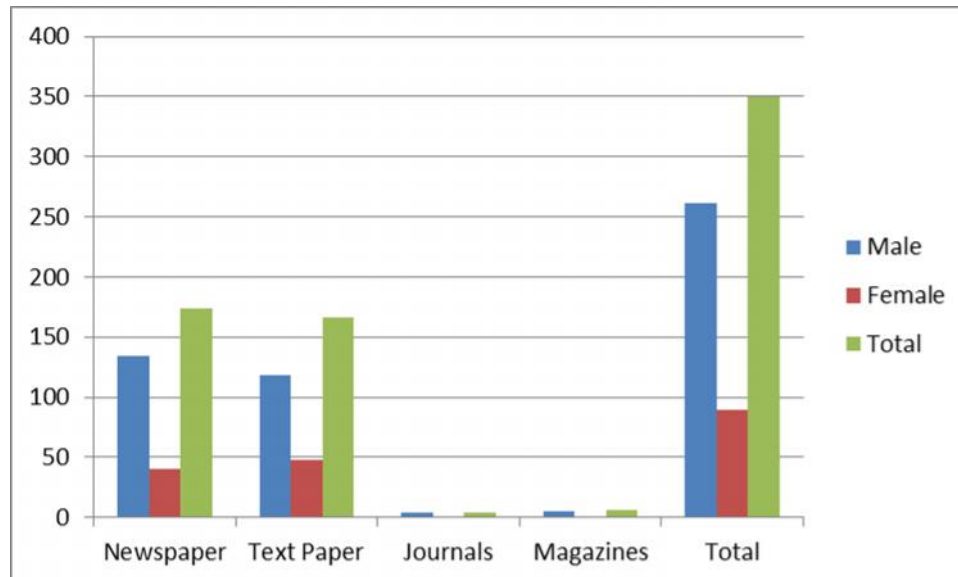
Table 4.5 indicates students' preferred reading time.

**Fig: Table-4.5**

**Table-4.6 Reading Materials by Gender**

Level	Male	%	Female	%	Total	%
Newspaper	134	38.29	40	11.43	174	49.71
Text Paper	118	33.71	48	13.71	166	47.43
Journals	4	1.14	0	0.00	4	1.14
Magazines	5	1.43	1	0.29	6	1.71
Total	261	74.57	89	25.43	350	100.0

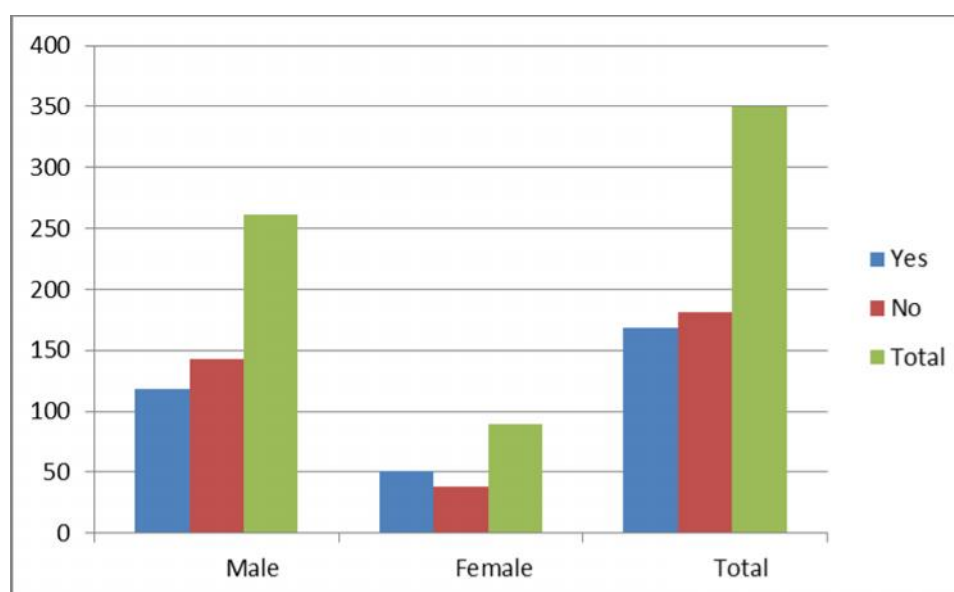
Table 4.6 shows that students preferred reading newspaper, text paper, journals, and magazines. The largest group of students (49.71%) preferred newspaper, followed by

**Fig: Table-4.6**

**Table-4.7. Use of Journal by Gender**

Level	Male	%	Female	%	Total	%
Yes	118	33.71	51	14.57	169	48.29
No	143	40.86	38	10.86	181	51.71
Total	261	74.57	89	25.43	350	100.0

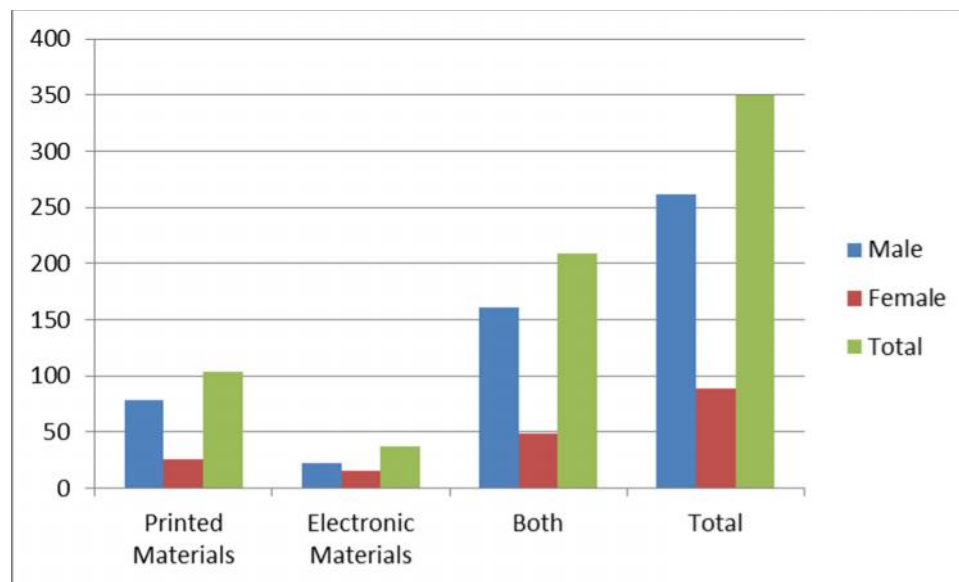
Table 4.7 shows the use of journal by gender.

**Fig: Table-4.7**

**Table-4.8 Use of Reading Resources by Gender**

Level	Male	%	Female	%	Total	%
Printed resources	78	22.29	26	7.43	104	29.71
Electronic resources	22	6.29	15	4.29	37	10.57
Both	161	46.00	48	13.71	209	59.71
Total	261	74.57	89	25.43	350	100.0

Reading resources are grouped as printed and electronic sources. The Table 4.8 indicates the use of reading resources by gender.

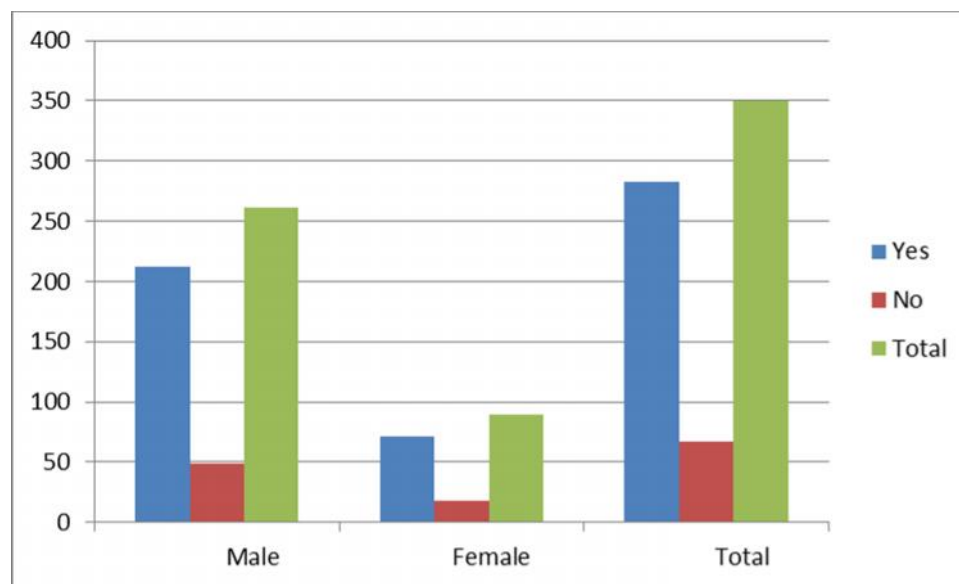
**Fig: Table-4.8**



**Table-4.9 Reading of Magazines by Gender**

Level	Male	%	Female	%	Total	%
Yes	212	60.57	71	20.29	283	80.86
No	49	14.00	18	5.14	67	19.14
Total	261	74.57	89	25.43	350	100.0

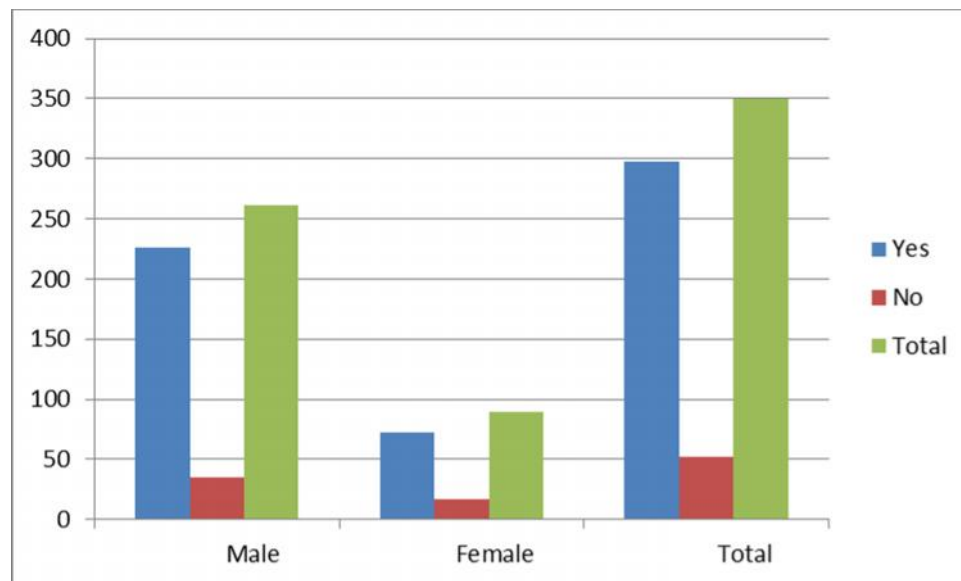
As shown in Table 4.9, most students were interested to read magazines.

**Fig: Table-4.9**

**Table-4.10 Internet Use by Gender**

Level	Male	%	Female	%	Total	%
Yes	226	64.57	72	20.57	298	85.1
No	35	10.00	17	4.86	52	14.9
Total	261	74.57	89	25.43	350	100.0

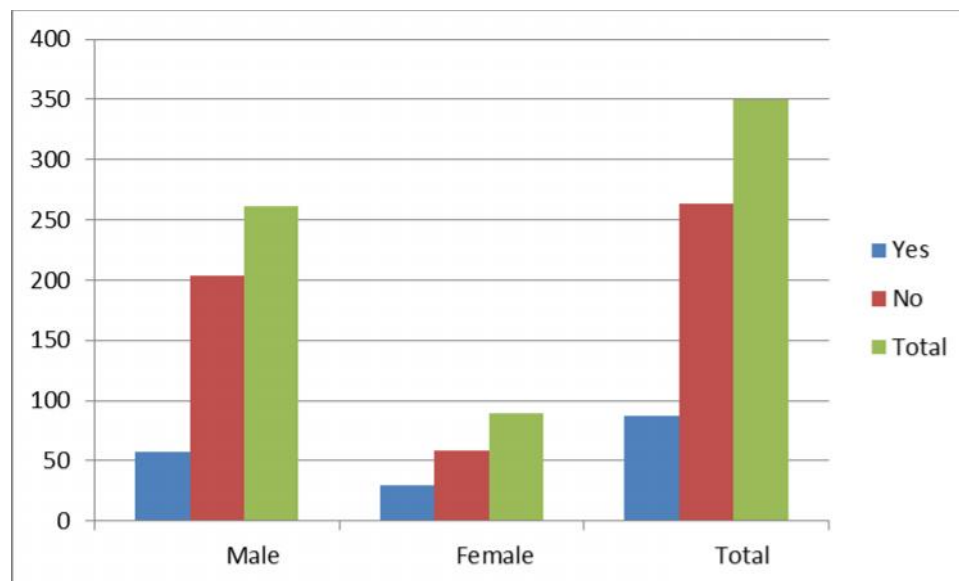
Table 4.10 shows that most students use Internet.

**Fig: Table-4.10**

**Table-4.11 Sufficient Materials by Gender**

Level	Male	%	Female	%	Total	%
Yes	57	16.29	30	8.57	87	24.86
No	204	58.29	59	16.86	263	75.14
Total	261	74.57	89	25.43	350	100.0

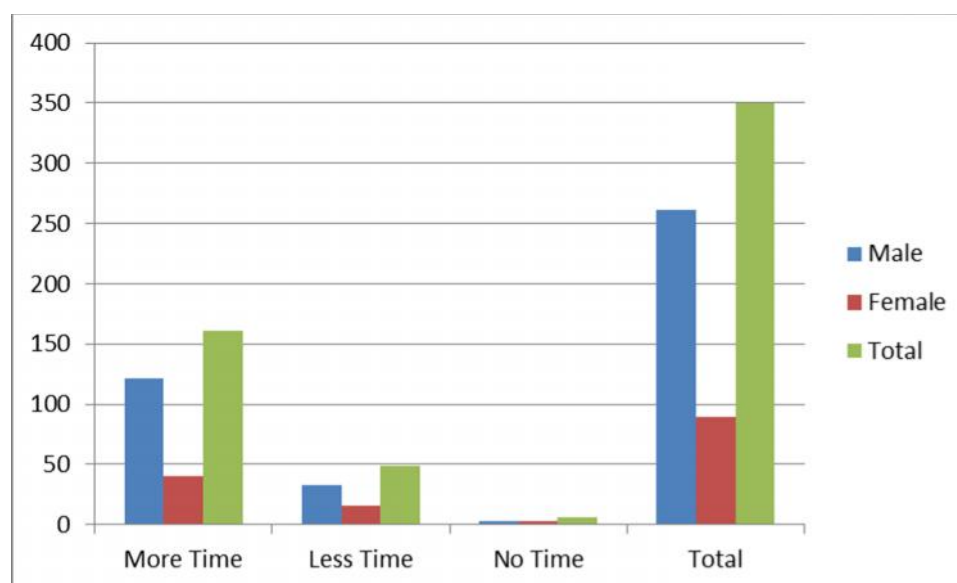
In Table 4.11, it is evident that students were not satisfied with the level of resources available to them.

**Fig: Table-4.11**

**Table-4.12 Printed Documents by Gender**

Level	Male	%	Female	%	Total	%
More Time	121	34.57	40	11.43	161	46.0
Less Time	33	9.43	16	4.57	49	14.0
No Time	3	0.86	3	0.86	6	1.7
Total	261	74.57	89	25.43	350	100.0

Table 4.12 shows the frequency of using printed documents by gender.

**Fig: Table-4.12**

**Table-4.13: Students' Ratings on Library Anxiety Scale**

No.	Library Anxiety Scale	Mean	SD
Q.1	I am embarrassed that I don't know how to use library	1.91	1.16
Q.2	A lot of the university confusing to me	2.70	1.26
Q.3	The library staff are unapproachable	2.90	1.15
Q.4	The reference librarian are unhelpful	2.75	1.14
Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	2.56	1.06
Q.6	I can't get help in the library at the times I need it	2.95	1.19
Q.7	Library clerks don't have time to help me	2.63	1.11
Q.8	Librarians don't have time to help me because they are always busy doing something else	2.76	1.08
Q.9	I am unsure how to begin my research	2.99	1.13
Q.10	I get confused trying to find my way around the library	2.78	1.14
Q.11	I don't know what to do next when the book I need is not on the shelf	3.17	1.13
Q.12	The reference librarians are unapproachable	2.95	1.11
Q.13	I enjoy new things about the library	3.72	1.11
Q.14	If I can't find on the shelf, the library will help me	3.30	1.12
Q.15	There is often no one available in the library to help me	3.09	1.12
Q.16	I feel comfortable using the library	3.30	1.15
Q.17	I feel like I am bothering the reference librarian if I ask a question	3.09	1.07
Q.18	I feel safe in the library	3.71	1.11

Q.19	I feel comfortable in the library	3.41	1.23
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**Table-4.13: Continued**

Q.20	The reference librarians are unfriendly	2.82	1.06
Q.21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	3.09	1.09
Q.22	The library is comfortable place to study	3.68	1.16
Q.23	The library never has the materials I need	2.77	1.18
Q.24	I can never find things in the library	2.59	1.15
Q.25	There is too much crime in the library	2.45	1.21
Q.26	The people who work at the circulation desk are helpful	3.28	1.03
Q.27	The library staff doesn't care about students	2.86	1.16
Q.28	The library is an important part of my school	3.87	1.11
Q.29	I want to learn how to do my own research	3.81	1.01
Q.30	The copy machines are usually out of order	3.12	1.17
Q.31	I don't understand the library overdue fines	3.13	1.10
Q.32	Good instructions for using the library computers are available	2.76	1.19
Q.33	Librarian's don't have time to help me	2.82	1.16
Q.34	The library rules are too restrictive	2.80	1.15
Q.35	I don't feel physically safe in the library	2.40	1.14
Q.36	The computer printers are often out of paper	3.02	1.14
Q.37	The directions for using the computers are not clear	3.04	1.10

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Q.38	I don't know what resources are available in the library	3.27	1.13
Q.39	The library staff dos not listen to students	2.81	1.14
<b>Table-4.13: Continued</b>			
Q.40	The microfilm machines are usually out of order	3.31	1.05
Q.41	The library is a safe place	3.65	1.18
Q.42	The library won't let me check out as many items as I need	3.31	1.04
Q.43	I can't find enough space in the library to study	3.85	1.26

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#### **4.14 Hypotheses**

In order to analyze the influence of users' demographic characteristics on their ratings on LAS, the following null hypotheses were tested:

- H1:** There is no significant difference between male and female students in terms of their opinions on overall library collections, performance and impact of the libraries.
  
- H2:** There is no significant difference among various age groups in terms of their opinions on overall library collections, performance and impact of the libraries.
  
- H3:** There is no significant difference among educational level groups in terms of their opinions on overall library collections, performance and impact of the libraries.
  
- H4:** There is no significant difference among students from various faculties and institutes in terms of their opinions on overall library collections, performance and impact of the libraries.



**Table-4.15: Mann Whitney Test by Gender**

No.	Questions	Gender	N	Mean Ranks	Some of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig.(2-tailed)
Q.1	I am embarrassed that I don't know how to use library	Male	261	183.85	47984.5	9435.5	13440.5	-2.86	<b>0.00*</b>
		Female	89	151.02	13440.5				
Q.2	A lot of the university confusing to me	Male	261	177.71	46383	11037	15042	-0.72	0.47
		Female	89	169.01	15042				
Q.3	The library staff are unapproachable	Male	261	172.81	45104.5	10913.5	45104.5	-0.88	0.38
		Female	89	183.38	16320.5				
Q.4	The reference librarian are unhelpful	Male	261	180.57	47127.5	10292.5	14297.5	-1.67	0.1
		Female	89	160.65	14297.5				
Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Male	261	172.35	44984.5	10793.5	44984.5	-1.04	0.3
		Female	89	184.72	16440.5				
Q.6	I can't get help in the library at the times I need it	Male	261	173.24	45216.5	11025.5	45216.5	-0.74	0.46
		Female	89	182.12	16208.5				
Q.7	Library clerks don't have time to help me	Male	261	169.15	44147	9956	44147	-2.11	<b>0.04*</b>
		Female	89	194.13	17278				
Q.8	Librarians don't have time to help me because they are always busy doing something else	Male	261	170.24	44433.5	10242.5	44433.5	-1.74	0.08
		Female	89	190.92	16991.5				

**Table-4.15: Continued**

Q.9	I am unsure how to begin my research	Male	261	177.28	46269.5	11150.5	15155.5	-0.58	0.56
		Female	89	170.29	15155.5				
Q.10	I get confused trying to find my way around the library	Male	261	174.67	45589.00	11398.00	45589.00	-0.27	0.79
		Female	89	177.93	15836.00				
Q.11	I don't know what to do next when the book I need is not on the shelf	Male	261	174.27	45485.50	11294.50	45485.50	-0.40	0.69
		Female	89	179.10	15939.50				
Q.12	The reference librarians are unapproachable	Male	261	175.01	45677.50	11486.50	45677.50	-0.16	0.87
		Female	89	176.94	1574.50				
Q.13	I enjoy new things about the library	Male	261	179.54	46859.00	10561.00	14566.00	-1.35	0.18
		Female	89	163.66	14566.00				
Q.14	If I can't find on the shelf, the library will help me	Male	261	178.24	46520.00	10900.00	14905.00	-0.91	0.36
		Female	89	167.47	14905.00				
Q.15	There is often no on available in the library to help me	Male	261	174.30	45492.50	11301.50	45492.50	-0.40	0.69
		Female	89	179.02	15932.50				
Q.16	I feel comfortable using the library	Male	261	175.95	45923.50	11496.50	15501.50	-0.15	0.88
		Female	89	174.17	15501.50				

**Table-4.15: Continued**

Q.17	I feel like I am bothering the reference librarian if I ask a question	Male	261	176.34	46024.50	11395.50	15400.50	-0.28	0.78
		Female	89	173.04	15400.50				
Q.18	I feel safe in the library	Male	261	176.54	46076.50	11343.50	15348.50	-0.35	0.73
		Female	89	172.46	15348.50				
Q.19	I feel comfortable in the library	Male	261	177.06	46213.50	11206.50	15211.50	-0.52	0.61
		Female	89	170.92	15211.50				
Q.20	The reference librarians are unfriendly	Male	261	169.23	44169.00	9978.00	44169.00	-2.06	<b>0.04*</b>
		Female	89	193.89	17256.00				
Q.21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	Male	261	170.49	44497.00	10306.00	44497.00	-1.65	0.10
		Female	89	190.20	16928.00				
Q.22	The library is comfortable place to study	Male	261	176.72	46123.50	11296.50	15301.50	-0.41	0.68
		Female	89	171.93	15301.50				
Q.23	The library never has the materials I need	Male	261	178.45	46574.50	10845.50	14850.50	-0.97	0.33
		Female	89	166.86	14850.50				
Q.24	I can never find things in the library	Male	261	174.95	45661	11470	45661	-0.18	0.86
		Female	89	177.12	15764				

**Table-4.15: Continued**

Q.25	There is too much crime in the library	Male	261	170.79	44575	10384	44575	-1.54	0.12
		Female	89	189.33	16850				
Q.26	The people who work at the circulation desk are helpful	Male	261	174.31	45494	11303	45494	-0.4	0.69
		Female	89	179	15931				
Q.27	The library staff doesn't care about students	Male	261	176.05	45948.5	11471.5	15476.5	-0.18	0.86
		Female	89	173.89	15476.5				
Q.28	The library is an important part of my school	Male	261	181.7	47424	9996	14001	-2.08	<b>0.04*</b>
		Female	89	157.31	14001				
Q.29	I want to learn how to do my own research	Male	261	178.07	46475	10945	14950	-0.86	0.39
		Female	89	167.98	14950				
Q.30	The copy machines are usually out of order	Male	261	173.1	45178.5	10987.5	45178.5	-0.79	0.43
		Female	89	182.54	16246.5				
Q.31	I don't understand the library overdue fines	Male	261	179.06	46734	10686	14691	-1.17	0.24
Q.32	Good instructions for using the library computers are available	Male	261	169.27	44179.5	9988.5	44179.5	-2.04	<b>0.04*</b>
		Female	89	193.77	17245.5				

**Table-4.15: Continued**

Q.33	Librarian's don't have time to help me	Male	261	172.69	45071.5	10880.5	45071.5	-0.92	0.36
		Female	89	183.75	16353.5				
Q.34	The library rules are too restrictive	Male	261	169.06	44125	9934	44125	-2.13	<b>0.03*</b>
		Female	89	194.38	17300				
Q.35	I don't feel physically safe in the library	Male	261	174.8	45622	11431	45622	-0.23	0.82
		Female	89	177.56	15803				
Q.36	The computer printers are often out of paper	Male	261	172.55	45036.5	10845.5	45036.5	-0.96	0.34
		Female	89	184.14	16388.5				
Q.37	The directions for using the computers are not clear	Male	261	175.48	45801	11610	45801	-0.01	1
		Female	89	175.55	15624				
Q.38	I don't know what resources are available in the library	Male	261	177.62	46358	11062	15067	-0.7	0.49
		Female	89	169.29	15067				
Q.39	The library staff dos not listen to students	Male	261	171.66	44802	10611	44802	-1.28	0.2
		Female	89	186.78	16623				
Q.40	The microfilm machines are usually out of order	Male	261	177.65	46367.5	11052.5	15057.5	-0.71	0.48
		Female	89	169.19	15057.5				
Q.41	The library is a safe place	Male	261	175.5	45806.5	11613.5	15618.5	0	1
		Female	89	175.49	15618.5				
Q.42	The library won't let me check out as many items as I need	Male	261	177.19	46247.5	11172.5	15177.5	-0.56	0.58
		Female	89	170.53	15177.5				
Q.43	I can't find enough space in the library to study	Male	261	183.19	47811.5	9608.5	13613.5	-2.56	<b>0.01*</b>
		Female	89	152.96	13613.5				

**Table-4.15** shows the result of Mann-Whitney U test for significant differences between male and female students in terms of their ratings on library anxiety scale. If the value of  $p < 0.05$ , the null hypothesis is rejected. Therefore, the null hypothesis  $H_1$  is accepted for thirty seven (37) out of the forty three (43) items but rejected for seven (7) items in case of how to use library, Library clerks don't have time to help me, reference librarians are unfriendly, library is an important part of school library, good instructions for using the library computers are available, The library rules are too restrictive, cannot get enough space.

**Table-4.16: Kruskal Wallis Test by Age**

No	Questions	Age	N	Mean Ranks	Chi-square	df	Asymp. Sig (2-tailed)
Q.1	I am embarrassed that I don't know how to use library	18-20 years	23	224.26	6.82	3	<b>0.08*</b>
		20-23 years	165	170.42			
		23-26 years	151	173.66			
		26+ years	11	175			
Q.2	A lot of the university confusing to me	18-20 years	23	212.59	4.76	3	0.19
		20-23 years	165	178.83			
		23-26 years	151	166.45			
		26+ years	11	172.14			
Q.3	The library staff are unapproachable	18-20 years	23	171.61	1.38	3	0.71
		20-23 years	165	169.59			
		23-26 years	151	182.02			
		26+ years	11	182.82			
Q.4	The reference librarian are unhelpful	18-20 years	23	192.04	1.26	3	0.74
		20-23 years	165	175.75			
		23-26 years	151	171.47			
		26+ years	11	192.45			
Q.5	The librarians don't have time to help me because they are always too busy on the telephone	18-20 years	23	165.35	2.9	3	0.41
		20-23 years	165	176.64			
		23-26 years	151	179.09			
		26+ years	11	130.36			

**Table-4.16: Continued**

Q.6	I can't get help in the library at the times I need it	18-20 years	23	186.22	1.25	3	0.74
		20-23 years	165	179.98			
		23-26 years	151	169.32			
		26+ years	11	170.68			
Q.7	Library clerks don't have time to help me	18-20 years	23	201.67	1.89	3	0.60
		20-23 years	165	174.38			
		26+ years	11	179.82			
Q.8	Librarians don't have time to help me because they are always busy doing something else	18-20 years	23	193.43	1.18	3	0.76
		20-23 years	165	172.55			
		23-26 years	151	176.96			
		26+ years	11	162.23			
Q.9	I am unsure how to begin my research	18-20 years	23	198.63	8.66	3	<b>0.03*</b>
		20-23 years	165	180.29			
		23-26 years	151	162.31			
		26+ years	11	236.32			
Q.10	I get confused trying to find my way around the library	18-20 years	23	171.76	1.07	3	0.78
		20-23 years	165	181.22			
		23-26 years	151	170.33			
		26+ years	11	168.55			
Q.11	I don't know what to do next when the book I need is not on the shelf	18-20 years	23	222.43	1.07	3	<b>0.08*</b>
		20-23 years	165	174.81			
		23-26 years	151	167.66			
		26+ years	11	195.41			



**Table-4.16: Continued**

Q.12	The reference librarians are unapproachable	18-20 years	23	203.85	2.13	3	0.55
		20-23 years	165	172.7			
		23-26 years	151	174.66			
		26+ years	11	169.73			
Q.13	I enjoy new things about the library	18-20 years	23	193.65	1.21	3	0.75
		20-23 years	165	171.3			
		23-26 years	151	177			
		26+ years	11	179.95			
Q.14	If I can't find on the shelf, the library will help me	18-20 years	23	219.85	9.99	3	<b>0.02*</b>
		20-23 years	165	179.15			
		23-26 years	151	161.91			
		26+ years	11	214.55			
Q.15	There is often no on available in the library to help me	18-20 years	23	199.02	4.2	3	0.24
		20-23 years	165	166.18			
		23-26 years	151	183.36			
		26+ years	11	158.14			
Q.16	I feel comfortable using the library	18-20 years	23	188.11	3.53	3	0.32
		20-23 years	165	165.69			
		23-26 years	151	182.49			
		26+ years	11	200.27			
Q.17	I feel like I am bothering the reference librarian if I ask a question	18-20 years	23	168.54	0.38	3	0.94
		20-23 years	165	178.69			
		23-26 years	151	173.21			
		26+ years	11	173.68			

**Table-4.16: continued**

Q.18	I feel safe in the library	18-20 years	23	197.91	2.32	3	0.51
		20-23 years	165	168.79			
		23-26 years	151	179.37			
		26+ years	11	176.05			
Q.19	I feel comfortable in the library	18-20 years	23	192.72	3.48	3	0.32
		20-23 years	165	165.54			
		23-26 years	151	183.15			
		26+ years	11	184			
Q.20	The reference librarians are unfriendly	18-20 years	23	171.39	1.07	3	0.78
		20-23 years	165	174.38			
		23-26 years	151	179.25			
		26+ years	11	149.45			
Q.21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	18-20 years	23	187.87	1.19	3	0.75
		20-23 years	165	170.84			
		23-26 years	151	177.37			
		26+ years	11	193.86			
Q.22	The library is comfortable place to study	18-20 years	23	217.17	7.98	3	<b>0.05*</b>
		20-23 years	165	165.41			
		23-26 years	151	177.36			
		26+ years	11	214.09			
Q.23	The library never has the materials I need	18-20 years	23	191.7	2.52	3	0.47
		20-23 years	165	175.36			
		23-26 years	151	170.56			
		26+ years	11	211.59			

**Table-4.16: Continued**

Q.24	I can never find things in the library	18-20 years	23	198.5	8.3	3	<b>0.04*</b>
		20-23 years	165	184.23			
		23-26 years	151	159.68			
		26+ years	11	213.59			
Q.25	There is too much crime in the library	18-20 years	23	195.24	2.86	3	0.41
		20-23 years	165	181.3			
		23-26 years	151	167.35			
		26+ years	11	159.14			
Q.26	The people who work at the circulation desk are helpful	18-20 years	23	172.28	0.25	3	0.97
		20-23 years	165	177.26			
		23-26 years	151	173.42			
		26+ years	11	184.45			
Q.27	The library staff doesn't care about students	18-20 years	23	202.11	3.51	3	0.32
		20-23 years	165	178.21			
		23-26 years	151	170.97			
		26+ years	11	141.41			
Q.28	The library is an important part of my school	18-20 years	23	197.11	1.45	3	0.69
		20-23 years	165	173.82			
		23-26 years	151	175.03			
		26+ years	11	161.91			
Q.29	I want to learn how to do my own research	18-20 years	23	172.7	1.51	3	0.69
		20-23 years	165	181.97			
		23-26 years	151	168.82			
		26+ years	11	176.05			

**Table-4.16: Continued**

Q.30	The copy machines are usually out of order	18-20 years	23	217.35	4.73	3	0.68
		20-23 years	165	174.25			
		23-26 years	151	170.09			
		26+ years	11	181.09			
Q.31	I don't understand the library overdue fines	18-20 years	23	177.54	0.97	3	0.19
		20-23 years	165	170.52			
		23-26 years	151	179.49			
		26+ years	11	191.09			
Q.32	Good instructions for using the library computers are available	18-20 years	23	160.5	1.28	3	0.81
		20-23 years	165	174.89			
		23-26 years	151	179.86			
		26+ years	11	156.14			
Q.33	Librarian's don't have time to help me	18-20 years	23	180.72	0.28	3	0.73
		20-23 years	165	173.08			
		23-26 years	151	176.72			
		26+ years	11	184.18			
Q.34	The library rules are too restrictive	18-20 years	23	203.02	2.19	3	0.96
		20-23 years	165	172.38			
		23-26 years	151	175.56			
		26+ years	11	163.95			
Q.35	I don't feel physically safe in the library	18-20 years	23	197.87	3.29	3	0.53
		20-23 years	165	179.46			
		23-26 years	151	166.38			
		26+ years	11	194.45			

**Table-4.16: Continued**

Q.36	The computer printers are often out of paper	18-20 years	23	189.52	3.44	3	0.35
		20-23 years	165	175.58			
		23-26 years	151	169.89			
		26+ years	11	222.05			
Q.37	The directions for using the computers are not clear	18-20 years	23	212.8	4.5	3	0.33
		20-23 years	165	174.91			
		23-26 years	151	169.02			
		26+ years	11	195.36			
Q.38	I don't know what resources are available in the library	18-20 years	23	200.7	5.03	3	0.21
		20-23 years	165	177.75			
		23-26 years	151	166.18			
		26+ years	11	217.14			
Q.39	The library staff dos not listen to students	18-20 years	23	185.57	2.2	3	0.17
		20-23 years	165	169.78			
		23-26 years	151	181.97			
		26+ years	11	151.36			
Q.40	The microfilm machines are usually out of order	18-20 years	23	172.67	1.55	3	0.67
		20-23 years	165	169.71			
		23-26 years	151	180.76			
		26+ years	11	196.05			

**Table-4.16: Continued**

Q.41	The library is a safe place	18-20 years	23	199.46	3.71	3	0.29
		20-23 years	165	166.79			
		23-26 years	151	182.34			
		26+ years	11	162.05			
Q.42	The library won't let me check out as many items as I need	18-20 years	23	215.85	5.86	3	0.12
		20-23 years	165	175.98			
		23-26 years	151	171.57			
		26+ years	11	137.95			
Q.43	I can't find enough space in the library to study	18-20 years	23	203.74	5.35	3	0.15
		20-23 years	165	180.72			
		23-26 years	151	168.56			
		26+ years	11	133.5			

**Table 4.16** reveals the results of Kruskal-Wallis test for differences among age groups in terms of their library anxiety scale. The results suggest that the null hypothesis H<sub>2</sub> is accepted for forty (40) items out of forty three (43) but rejected for these six (6) items. In case of unsure I don't know how to use library, how to begin research, If I can't find on the shelf, the library will help me, don't know what to do next when the book I need is not on the shelf The library is comfortable place to study, can never find things in the library.

**Table-4.17: Mann Whitney Test by Educational level**

No	Questions	Level of Education	N	Mean Ranks	Some of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig.(2-tailed)																																																																																												
Q.1	I am embarrassed that I don't know how to use library	Undergraduate	221	177.33	39190.5	13849.5	22234.5	-0.48	0.63																																																																																												
		Postgraduate	129	172.36	22234.5					Q.2	A lot of the university confusing to me	Undergraduate	221	180.02	39784.5	13255.5	21640.5	-1.13	0.26	Postgraduate	129	167.76	21640.5	Q.3	The library staff are unapproachable	Undergraduate	221	178.5	39449	13591	21976	-0.75	0.45	Postgraduate	129	170.36	21976	Q.4	The reference librarian are unhelpful	Undergraduate	221	181.89	40198	12842	21227	-1.61	0.11	Postgraduate	129	164.55	21227	Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Undergraduate	221	176.53	39013.5	14026.5	22411.5	-0.26	0.79	Postgraduate	129	173.73	22411.5	Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32	Postgraduate	129	168.64	21754	Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5
Q.2	A lot of the university confusing to me	Undergraduate	221	180.02	39784.5	13255.5	21640.5	-1.13	0.26																																																																																												
		Postgraduate	129	167.76	21640.5					Q.3	The library staff are unapproachable	Undergraduate	221	178.5	39449	13591	21976	-0.75	0.45	Postgraduate	129	170.36	21976	Q.4	The reference librarian are unhelpful	Undergraduate	221	181.89	40198	12842	21227	-1.61	0.11	Postgraduate	129	164.55	21227	Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Undergraduate	221	176.53	39013.5	14026.5	22411.5	-0.26	0.79	Postgraduate	129	173.73	22411.5	Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32	Postgraduate	129	168.64	21754	Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5								
Q.3	The library staff are unapproachable	Undergraduate	221	178.5	39449	13591	21976	-0.75	0.45																																																																																												
		Postgraduate	129	170.36	21976					Q.4	The reference librarian are unhelpful	Undergraduate	221	181.89	40198	12842	21227	-1.61	0.11	Postgraduate	129	164.55	21227	Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Undergraduate	221	176.53	39013.5	14026.5	22411.5	-0.26	0.79	Postgraduate	129	173.73	22411.5	Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32	Postgraduate	129	168.64	21754	Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5																						
Q.4	The reference librarian are unhelpful	Undergraduate	221	181.89	40198	12842	21227	-1.61	0.11																																																																																												
		Postgraduate	129	164.55	21227					Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Undergraduate	221	176.53	39013.5	14026.5	22411.5	-0.26	0.79	Postgraduate	129	173.73	22411.5	Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32	Postgraduate	129	168.64	21754	Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5																																				
Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Undergraduate	221	176.53	39013.5	14026.5	22411.5	-0.26	0.79																																																																																												
		Postgraduate	129	173.73	22411.5					Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32	Postgraduate	129	168.64	21754	Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5																																																		
Q.6	I can't get help in the library at the times I need it	Undergraduate	221	179.51	39671	13369	21754	-1	0.32																																																																																												
		Postgraduate	129	168.64	21754					Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38	Postgraduate	129	169.52	21868.5	Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5																																																																
Q.7	Library clerks don't have time to help me	Undergraduate	221	178.99	39556.5	13483.5	21868.5	-0.88	0.38																																																																																												
		Postgraduate	129	169.52	21868.5					Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81	Postgraduate	129	173.86	22428.5																																																																														
Q.8	Librarians don't have time to help me because they are always busy doing something else	Undergraduate	221	176.45	38996.5	14043.5	22428.5	-0.24	0.81																																																																																												
		Postgraduate	129	173.86	22428.5																																																																																																



**Table-4.17: Continued**

Q.9	I am unsure how to begin my research	Undergraduate	221	178.27	39398	13642	22027	-0.69	0.49
		Postgraduate	129	170.75	22027				
Q.10	I get confused trying to find my way around the library	Undergraduate	221	176.69	39048	13992	22377	-0.3	0.77
		Postgraduate	129	173.47	22377				
Q.11	I don't know what to do next when the book I need is not on the shelf	Undergraduate	221	181.17	40038	13002	21387	-1.42	0.15
		Postgraduate	129	165.79	21387				
Q.12	The reference librarians are unapproachable	Undergraduate	221	178.54	39458	13582	21967	-0.76	0.45
		Postgraduate	129	170.29	21967				
Q.13	I enjoy new things about the library	Undergraduate	221	175.5	38785.5	14254.5	22639.5	0	1
		Postgraduate	129	175.5	22639.5				
Q.14	If I can't find on the shelf, the library will help me	Undergraduate	221	179.36	39639	13401	21786	-0.99	0.32
		Postgraduate	129	168.88	21786				
Q.15	There is often no on available in the library to help me	Undergraduate	221	176.02	38901	14139	22524	-0.13	0.9
		Postgraduate	129	168.88	174.6				
Q.16	I feel comfortable using the library	Undergraduate	221	167.59	37037.5	12506.5	37037.5	-1.99	<b>0.05*</b>
		Postgraduate	129	189.05	24387.5				
Q.17	I feel like I am bothering the reference librarian if I ask a question	Undergraduate	221	174.67	38602.5	14071.5	38602.5	-0.21	0.84
		Postgraduate	129	176.92	22822.5				

**Table-4.17: Continued**

Q.18	I feel safe in the library	Undergraduate	221	174.15	38486.5	13955.5	38486.5	-0.35	0.73
		Postgraduate	129	177.82	22938.5				
Q.19	I feel comfortable in the library	Undergraduate	221	174.55	38575.5	14044.5	38575.5	-240	0.81
		Postgraduate	129	177.13	22849.5				
Q.20	The reference librarians are unfriendly	Undergraduate	221	179.78	39730.5				
		Postgraduate	129	168.17	21694.5	13309.5	21694.5	-1.07	0.28
Q.21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	Undergraduate	221	171.35	37868	13337	37868	-1.04	0.3
		Postgraduate	129	182.61	23557				
Q.22	The library is comfortable place to study	Undergraduate	221	175.44	38772	14241	38772	-0.02	0.99
		Postgraduate	129	175.6	22653				
Q.23	The library never has the materials I need	Undergraduate	221	174.79	38628	14097	38628	-0.18	0.86
		Postgraduate	129	176.72	22797				
Q.24	I can never find things in the library	Undergraduate	221	178.73	39500	13540	21925	-0.81	0.42
		Postgraduate	129	169.96	21925				
Q.25	There is too much crime in the library	Undergraduate	221	178.71	39494	13546	21931	-0.8	0.42
		Postgraduate	129	170.01	21931				
Q.26	The people who work at the circulation desk are helpful	Undergraduate	221	181.36	40079.5	12960.5	21345.5	-1.49	0.13
		Postgraduate	129	165.47	21345.5				
Q.27	The library staff doesn't care about students	Undergraduate	221	184.08	40682	12358	20743	-2.15	<b>0.03*</b>
		Postgraduate	129	160.8	20743				

**Table-4.17: Continued**

Q.28	The library is an important part of my school	Undergraduate	221	184.93	40870.5	12169.5	20554.5	-2.41	<b>0.02*</b>
		Postgraduate	129	159.34	20554.5				
Q.29	I want to learn how to do my own research	Undergraduate	221	181.28	40063	12977	21362	-1.48	0.14
		Postgraduate	129	165.6	21362				
Q.30	The copy machines are usually out of order	Undergraduate	221	181.97	40215.5	12824.5	21209.5	-1.62	0.11
		Postgraduate	129	164.41	21209.5				
Q.31	I don't understand the library overdue fines	Undergraduate	221	180.97	39995	13045	21430	-1.37	0.17
		Postgraduate	129	166.12	21430				
Q.32	Good instructions for using the library computers are available	Undergraduate	221	177.79	39291	13749	22134	-0.57	0.57
		Postgraduate	129	171.58	22134				
Q.33	Librarian's don't have time to help me	Undergraduate	221	175.59	38806	14234	22619	-0.02	0.98
		Postgraduate	129	175.34	22619				
Q.34	The library rules are too restrictive	Undergraduate	221	176.31	38965	14075	22460	-0.21	0.84
		Postgraduate	129	174.11	22460				
Q.35	I don't feel physically safe in the library	Undergraduate	221	176.17	38934.5	14105.5	22490.5	-0.17	0.86
		Postgraduate	129	174.34	22490.5				
Q.36	The computer printers are often out of paper	Undergraduate	221	177.11	39142	13898	22283	-0.4	0.69
		Postgraduate	129	172.74	22283				
Q.37	The directions for using the computers are not clear	Undergraduate	221	179.81	39738	13302	21687	-1.08	0.28
		Postgraduate	129	168.12	21687				

**Table-4.17: Continued**

Q.38	I don't know what resources are available in the library	Undergraduate	221	183.5	40554.5	12485.5	20870.5	-2.01	<b>0.04*</b>
		Postgraduate	129	161.79	20870.5				
Q.39	The library staff dos not listen to students	Undergraduate	221	176.77	39066	13974	22359	-0.32	0.75
		Postgraduate	129	173.33	22359				
Q.40	The microfilm machines are usually out of order	Undergraduate	221	174.57	38580.5	14049.5	38580.5	-0.23	0.81
		Postgraduate	129	177.09	22844.5				
Q.41	The library is a safe place	Undergraduate	221	177.47	39220.5	13819.5	22204.5	-0.5	0.62
		Postgraduate	129	172.13	22204.5				
Q.42	The library won't let me check out as many items as I need	Undergraduate	221	176.87	39088.5	13951.5	22336.5	-498	0.7
		Postgraduate	129	173.15	22336.5				
Q.43	I can't find enough space in the library to study	Undergraduate	221	182.78	40395.0	12645.0	21030.0	-1.85	<b>0.06*</b>
		Postgraduate	129	163.02	21030.0				

**Table-4.17** shows the result of Mann-Whitney U test for differences between undergraduate and postgraduate students in terms of their library anxiety scale. The null hypothesis H3 is accepted for thirty nine (39) out of the forty three (43) items but rejected four (4) items in case of want to learn how to do my own research, copy machines are usually out of order, microfilm machines are usually out of order, can't find enough space in the library to study.

**Table-4.18: Kruskal Wallis Test by Faculty wise**

No	Questions	Faculty	N	Mean Ranks	Chi-Square	df	Asymp. Sig (2-tailed)
Q.1	I am embarrassed that I don't know how to use library	Arts	191.00	166.91	4.64	4	0.33
		Social Sciences	112.00	181.36			
		Science	7.00	207.29			
		Business	36.00	192.93			
		Law	4.00	209.00			
Q.2	A lot of the university confusing to me	Arts	191.00	173.14	1.39	4	0.85
		Social Sciences	112.00	180.16			
		Science	7.00	174.57			
		Business	36.00	168.68			
		Law	4.00	220.88			
Q.3	The library staff are unapproachable	Arts	191.00	169.08	8.16	4	<b>0.09*</b>
		Social Sciences	112.00	179.56			
		Science	7.00	176.07			
		Business	36.00	182.54			
		Law	4.00	304.00			
Q.4	The reference librarian are unhelpful	Arts	191.00	171.63	4.47	4	0.35
		Social Sciences	112.00	177.74			
		Science	7.00	182.93			
		Business	36.00	165.28			
		Law	4.00	177.38			

**Table-4.18: Continued**

Q.5	The librarians don't have time to help me because they are always too busy on the telephone.	Arts	191.00	174.41	0.73	4	0.95
		Social Sciences	112.00	177.20			
		Science	7.00	185.07			
		Business	36.00	170.35			
		Law	4.00	209.50			
Q.6	I can't get help in the library at the times I need it	Arts	191.00	173.14	7.76	4	0.10
		Social Sciences	112.00	185.11			
		Science	7.00	111.07			
		Business	36.00	161.57			
		Law	4.00	257.13			
Q.7	Library clerks don't have time to help me	Arts	191.00	175.80	0.51	4	0.97
		Social Sciences	112.00	177.74			
		Science	7.00	182.93			
		Business	36.00	165.28			
		Law	4.00	177.38			
Q.8	Librarians don't have time to help me because they are always busy doing something else	Arts	191.00	170.29	2.95	4	0.57
		Social Sciences	112.00	183.13			
		Science	7.00	135.07			
		Business	36.00	185.82			
		Law	4.00	188.63			
Q.9	I am unsure how to begin my research	Arts	191.00	173.23	3.47	4	0.48
		Social Sciences	112.00	173.36			
		Science	7.00	235.07			
		Business	36.00	178.11			
		Law	4.00	216.25			

**Table-4.18: Continued**

Q.10	I get confused trying to find my way around the library	Arts	191.00	170.35	8.10
		Social Sciences	112.00	174.58	
		Science	7.00	272.14	
		Business	36.00	182.97	
		Law	4.00	210.75	
Q.11	I don't know what to do next when the book I need is not on the shelf	Arts	191.00	168.99	3.93
		Social Sciences	112.00	190.38	
		Science	7.00	166.21	
		Business	36.00	167.81	
		Law	4.00	155.25	
Q.12	The reference librarians are unapproachable	Arts	191.00	170.11	4.68
		Social Sciences	112.00	179.52	
		Science	7.00	130.29	
		Business	36.00	200.72	
		Law	4.00	172.38	
Q.13	I enjoy new things about the library	Arts	191.00	168.55	4.68
		Social Sciences	112.00	178.42	
		Science	7.00	218.93	
		Business	36.00	196.72	
		Law	4.00	158.75	
Q.14	If I can't find on the shelf, the library will help me	Arts	191.00	175.95	4.47
		Social Sciences	112.00	172.68	
		Science	7.00	216.43	
		Business	36.00	183.10	
		Law	4.00	93.00	



**Table-4.18: Continued**

Q.15	There is often no on available in the library to help me	Arts	191.00	180.38	4.55	4	0.34
		Social Sciences	112.00	169.47			
		Science	7.00	133.00			
		Business	36.00	175.57			
		Law	4.00	184.88			
Q.16	I feel comfortable using the library	Arts	191.00	177.76	2.29	4	0.68
		Social Sciences	112.00	161.35			
		Science	7.00	233.14			
		Business	36.00	180.93			
		Law	4.00	182.50			
Q.17	I feel like I am bothering the reference librarian if I ask a question	Arts	191.00	172.84	13.24	4	<b>0.01*</b>
		Social Sciences	112.00	174.44			
		Science	7.00	233.14			
		Business	36.00	180.93			
		Law	4.00	182.50			
Q.18	I feel safe in the library	Arts	191.00	171.25	2.74	4	0.60
		Social Sciences	112.00	184.67			
		Science	7.00	220.14			
		Business	36.00	171.43			
		Law	4.00	80.25			
Q.19	I feel comfortable in the library	Arts	191.00	171.20	6.95	4	0.14
		Social Sciences	112.00	180.77			
		Science	7.00	144.21			

	Business	36.00	195.97			
	Law	4.00	103.63			

**Table-4.18: Continued**

Q.20	The reference librarians are unfriendly	Arts	191.00	173.65	5.22	4	0.27
		Social Sciences	112.00	180.99			
		Science	7.00	229.50			
		Business	36.00	161.63			
		Law	4.00	140.25			
Q.21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	Arts	191.00	174.52	3.82	4	0.43
		Social Sciences	112.00	170.59			
		Science	7.00	160.29			
		Business	36.00	203.06			
		Law	4.00	138.25			
Q.22	The library is comfortable place to study	Arts	191.00	169.77	3.93	4	0.42
		Social Sciences	112.00	184.06			
		Science	7.00	184.79			
		Business	36.00	182.92			
		Law	4.00	126.50			
Q.23	The library never has the materials I need	Arts	191.00	182.69	2.89	4	0.58
		Social Sciences	112.00	171.25			
		Science	7.00	169.86			
		Business	36.00	144.68			
		Law	4.00	238.50			
Q.24	I can never find things in the library	Arts	191.00	177.55	6.52	4	0.16
		Social Sciences	112.00	175.81			
		Science	7.00	180.57			
		Business	36.00	157.72			

	Law	4.00	219.88			
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**Table-4.18: Continued**

Q.25	There is too much crime in the library	Arts	191.00	181.10	2.14	4	0.71
		Social Sciences	112.00	170.10			
		Science	7.00	157.86			
		Business	36.00	158.14			
		Law	4.00	246.50			
Q.26	The people who work at the circulation desk are helpful	Arts	191.00	181.10	4.42	4	0.35
		Social Sciences	112.00	170.10			
		Science	7.00	157.86			
		Business	36.00	158.14			
		Law	4.00	246.50			
Q.27	The library staff doesn't care about students	Arts	191.00	172.87	4.13	4	0.39
		Social Sciences	112.00	179.54			
		Science	7.00	124.00			
		Business	36.00	176.36			
		Law	4.00	270.13			
Q.28	The library is an important part of my school	Arts	191.00	166.40	6.05	4	0.20
		Social Sciences	112.00	187.97			
		Science	7.00	137.64			
		Business	36.00	186.47			
		Law	4.00	228.25			
Q.29	I want to learn how to do my own research	Arts	191.00	166.40	6.41	4	0.17
		Social Sciences	112.00	187.97			
		Science	7.00	137.64			
		Business	36.00	186.47			

	Law	4.00	228.25			
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**Table 4.18: Continued**

Q.30	The copy machines are usually out of order	Arts	191.00	176.68	1.12	4	0.89
		Social Sciences	112.00	173.91			
		Science	7.00	155.86			
		Business	36.00	176.42			
		Law	4.00	189.75			
Q.31	I don't understand the library overdue fines	Arts	191.00	169.33	0.43	4	0.98
		Social Sciences	112.00	184.86			
		Science	7.00	101.36			
		Business	36.00	200.67			
		Law	4.00	111.25			
Q.32	Good instructions for using the library computers are available	Arts	191.00	179.19	9.92	4	<b>0.04*</b>
		Social Sciences	112.00	170.80			
		Science	7.00	98.93			
		Business	36.00	188.61			
		Law	4.00	146.75			
Q.33	Librarian's don't have time to help me	Arts	191.00	181.97	3.89	4	0.21
		Social Sciences	112.00	164.72			
		Science	7.00	217.71			
		Business	36.00	169.22			
		Law	4.00	151.13			
Q.34	The library rules are too restrictive	Arts	191.00	175.64	1.64	4	0.42
		Social Sciences	112.00	181.13			
		Science	7.00	165.36			

	Business	36.00	158.22			
	Law	4.00	184.63			

**Table-4.18: Continued**

Q.35	I don't feel physically safe in the library	Arts	191.00	179.60	0.82	4	0.80
		Social Sciences	112.00	171.71			
		Science	7.00	168.79			
		Business	36.00	167.24			
		Law	4.00	172.13			
Q.36	The computer printers are often out of paper	Arts	191.00	175.48	6.97	4	0.94
		Social Sciences	112.00	166.75			
		Science	7.00	209.43			
		Business	36.00	184.11			
		Law	4.00	284.75			
Q.37	The directions for using the computers are not clear	Arts	191.00	173.44	3.02	4	0.14
		Social Sciences	112.00	181.77			
		Science	7.00	175.79			
		Business	36.00	160.08			
		Law	4.00	236.50			
Q.38	I don't know what resources are available in the library	Arts	191.00	165.61	6.83	4	0.55
		Social Sciences	112.00	185.36			
		Science	7.00	191.71			
		Business	36.00	184.46			
		Law	4.00	262.75			
Q.39	The library staff dos not listen to students	Arts	191.00	177.28	0.33	4	0.14
		Social Sciences	112.00	173.67			
		Science	7.00	160.07			

	Business	36.00	173.79			
	Law	4.00	183.88			

**Table-4.18: Continued**

Q.40	The microfilm machines are usually out of order	Arts	191.00	178.90	7.00	4	0.99
		Social Sciences	112.00	166.27			
		Science	7.00	192.00			
		Business	36.00	170.40			
		Law	4.00	288.75			
Q.41	The library is a safe place	Arts	191.00	165.03	5.60	4	0.23
		Social Sciences	112.00	189.27			
		Science	7.00	179.64			
		Business	36.00	190.15			
		Law	4.00	150.50			
Q.42	The library won't let me check out as many items as I need	Arts	191.00	173.95	5.46	4	0.24
		Social Sciences	112.00	181.73			
		Science	7.00	163.79			
		Business	36.00	156.56			
		Law	4.00	266.13			
Q.43	I can't find enough space in the library to study	Arts	191.00	163.48	8.98	4	<b>0.06*</b>
		Social Sciences	112.00	192.22			
		Science	7.00	162.79			
		Business	36.00	181.51			
		Law	4.00	249.25			



**Table 4.18** reveals the results of Kruskal-Wallis test for differences among faculties in terms of their opinions on LAS. The results suggest that the null hypothesis H<sub>4</sub> is accepted for thirty eight (38) out of 43 items but rejected for these five (5) items in case of The library staff are unapproachable, get confused trying to find my way around the library, bothering the reference librarian if I ask a question, Good instructions for using the library computers are available, can't find enough space in the library to study.



## **Chapter 5: Findings and Recommendations**

### **5.1 Findings**

A total of 350 students, of which male 261 (74.6%) and female 89 (25.4%), took part in this study. These students are anxious about library. As such, the present findings are consistent with those of other studies conducted on Library anxiety. Students are anxious about:

- Staff
- Knowledge
- Language
- Physical comfort
- Library policies and hours, and
- Resources etc.

The staff factor refers to students' attitudes towards librarians and library staff and their perceived accessibility. The knowledge factor pertains to how students rate their own library expertise. The language factor relates the extent to which using English language searches and materials yield discomfort. Physical comfort evaluates how much the physical facility negatively affects students' satisfaction and comfort with the library. Library policies and hours concerns students' attitudes toward library rules, regulations, and hours of operation. Finally, resources refer to the perceived availability of the desired material in the library collection.

#### **5.1.1 Mean and Standard Deviation**

The result of mean and standard deviation shows that students are anxious about library use which is measured on a 5-point Likert type scale.

### **5.1.2 Mann-Whitney Tests**

The results of Mann-Whitney test on several factors showed that there is no significant difference between male and female respondents in terms of their library anxiety.

### **5.1.3 Kruskal Wallis Test**

The result of Kruskal-Wallis test showed that there was no significant difference among the students falling into different age groups in terms of their library anxiety.

On the basis of answers to open-ended items in the questionnaire, some factors which may contribute to library anxiety are identified and described below.

#### **5.2.1 Library layout**

Some students are bothered about the layout of the library. “When the library is tidy and organized properly, a student or a researcher would feel somehow relaxed”. “Library should maintain its attractiveness . . . bags should not be heaped and scattered at the entrance of the library”. “The library atmosphere is unappealing, depressing and discouraging for study.

#### **5.2.2 Arrangement and cleanliness**

Participants complained about the lack of arrangement and cleanliness inside the library, which made them reluctant to use the library. The students made the following remarks. “There is no arrangement, organization and tidiness in the library”. “Books on the shelves are covered with dust which represents a problem”. “Upon entering the library you see chaos in the arrangement of books and this is one of the main and important reasons why students tend not to enter the library”. “Maintaining an arranged and organized library is an essential condition so that students can achieve the

purpose of using the library”. “Cleanliness of the library facilitates is important for studying so that students can easily find what they need”.

### **5.2.3 Lack of security**

Students are concerned about the lack of security of their belongings inside and outside the library as they are required to leave their bags outside the library. “One of the disadvantages of the library is the lack of security”. “If a student leaves his properties on the table and goes outside the library for a while he may find, on his return, that some of his belongings will be missing”.

### **5.2.4 Disturbances**

Participants complained about being disturbed by noise caused by the library furniture and equipment being moved around, noise created by students’ conversations, and use of mobile phones in the library, as indicated by the following statements: “Noise inside the library is made by the dragging of furniture . . .”. “The noise of the photocopiers and the crowd of students around them disturbed me and this affected my concentration”. “Noise resulted from students constantly entering and leaving the library affected my concentration”. “Disturbances in the library are caused by the noise students make while looking for books and references”. “One thing that upsets me in the library is when some students come to the library to chat. This disturbs me and the others and makes the library very noisy”. “The library staffs often prohibit student from talking loudly, but they chat loudly among themselves”. “Some of the library staff converse loudly with their visitors and disturbed student who have come to read”. “Many students receive their calls in the library and the tones of the mobile phone disturb others”. “Some students chat and talk on their mobile as though they are sitting in a cafe’. Such behavior should be penalized . . .”. “Quietness is important in a library or otherwise it would turn it into an unruly place like a market”.

### **5.2.5 Shortage of library lockers**

Regulations prohibited students from entering the library with their bags. Librarians provided students with lockers which were insufficient in number and posed security threats to bags left unattended outside the library. This situation made the students anxious, angry and avoids using the library. “Non-availability of library lockers requires me to frequently step out of the library to check on my bag for fear of it being stolen”. “The library management pinned notices that they are not responsible for the safety of any bag put outside the library lockers and yet do not provide sufficient number of lockers.” “The number of lockers is few compared with student numbers”. “this forces the students to leave their bags and personal belongings outside the library as requested by library staffs who do not bear the responsibility for these properties, which are exposed to theft and tampering”. “Sometimes I come enthusiastically to read but when I cannot find any lockers to keep my belongings, I leave upset and swear not to come back again to the library. I am really angry with library management as they do not provide the satisfactory number of library lockers”.

### **5.2.6 Crowding in the library**

Participants complained of overcrowding in the library and this triggered feelings of anxiety, distress and restlessness as indicated by the following comments: “Anxiety in the library occurs due to the crowd inside the library . . .”. “When I am inside a crowded library I feel upset and restless”. “The library is sometimes full and there is no place to sit and this upsets me”. “Due to the crowd in the library most students are forced to leave the library borrowing the reference source [they need] for photocopying which are costly for them”. “I entered the library at exam times but I could not stay or concentrate due to the crowd”.

### **5.2.7 Mingling of sexes**

Students noted being anxious and uncomfortable about the mixed gender seating areas in the library: “The separation of seating places for male and female students will

provide a quiet anxious-free atmosphere”. “The mixed seating upsets me”. “It is advisable to separate the seating places for male and female students”.

### **5.2.8 Poor ventilation**

The lack of good ventilation caused students to feel anxious and uneasy and limits the benefits obtained from the library: “I feel restless and anxious inside a library because the atmosphere is not conducive especially the air-conditioning”. “One shortcoming of the library is the poor air conditioning, and so sometimes I go out to take a breather before going back to the library”. “The atmosphere is mostly hot in the library”.

### **5.2.9 Offensive smells**

Students complained about offensive smells inside the library that made them feel uncomfortable and leave the library or refrain from repeating the visit: “during my university years I came to the library only a few times. The library is smelly, overcrowded and the seating is insufficient”. “Often the atmosphere in the library is so smelly that you think twice before going there let alone do your reading there”. “Generally the library itself is clean but some students take off their shoes while they sit in the library. This makes the library smelly and causes many students to leave the library”. “The library staffs eat and drink inside the library. The smell of food together with students overcrowding and poor air-conditioning make the library unbearable”.

### **5.2.10 Inadequate seating places**

Students complained about not getting seats in the library, which made them feel Uneasy and anxious: “one of the things that displease me when I come to the library is not being able to find a seat to sit on”. “The lack of seats in the library disturbs students, since there is no place either to write or research or study”. “Seats should be good and comfortable so that the students can sit for a long time without feeling bored”.

### **5.2.11 Library size and space**

Students found the library small and this resulted in overcrowding and made them anxious, distressed and stifled: “One shortcoming of the library is lack of space”. “The library is located in a small area compared to the number of students it serves”. “The library is always crowded at peak hours and at times some students have to leave as there are no seats”. “The library building is so small that the noises and movements of students and library staff is audible and this distresses me”. “The corridors between bookshelves and reading places are so narrow which result in overcrowding”. “The lack of spaces between seats caused students to be stressed and anxious”. “In the library I feel stifled as the spaces between seats are small and one has no freedom of movement especially after being seated for a long time . . .”.

#### ***5.2.12 Negative perceptions towards library regulations***

Students are distressed about some library regulations such as the opening and closing hours, limited book loans and prohibiting taking books outside the library for photocopying: “The library’s working hours should be increased until 11:00 pm”. “The library is not open all day and this is a disadvantage . . . because the researcher cannot use the library at any time but between 8:00 am and 5:00 pm”. “One of the disadvantages of the library that makes it unattractive to students is limiting borrowing to one book at a time and the library does not allow borrowing after 3:00pm, during which times the student maybe busy with lectures”. Some students complained about the library regulations that prohibit them from discussing with their peers inside the library.

#### ***5.2.13 Negative perception towards library services***

Students are not happy about the insufficient number of relevant and current books in the library. They are concern about the lack of aids to help them locate materials on the shelves in a speedier manner, the provision of adequate numbers of photocopiers and library lockers.

**5.2.14 Lack of relevant and current books**

Students are dissatisfied and distressed with the lack of up-to-date books and reference resources, making them want to leave the library: “I entered the library urgently wanting to complete my task as quickly as possible, but the library is disorganized, overcrowded and lack useful and current reference resources”. “You feel distressed and disappointed when you search unsuccessfully for an extremely important book or piece of information, or you might find the book but the information it contains might be either useless or not current [especially] publications in sciences and technology”. “I cannot find some text books despite the fact that they are supposed to be sufficient copies. Even when I get them at times they do not help me carry out the research and so I have to search the Internet from the nearest Internet cafe”.

**5.2.15 Anxious when Textbooks in the Library is in the English Language**

About 9.8% of students expressed the view that language affects their acceptance of a given task. If the text book sought in the library is written in English the student would be anxious especially if his mastery of the language is poor. This in turn caused stress as one student annotated, “At times I find the book is in English and I cannot benefit from it particularly since I am weak in English”. Another said, “There is a discrepancy between the language in which we learn and the language of some books. Some of the books in the library are written in English and the university student is weak in that language and has difficulties comprehending the subject in Arabic let alone English. This is psychologically damaging”.

**5.2.16 Feeling Anxious When Searching for Materials**

A student noted, “It is only natural that one is relieved when one finds the item sought after. This is the case when students find the book or reference resources in question without losing time or effort”. In the case where students did not know the title of the book, they would search for the book on the shelves one by one for the titles. This action triggered feeling of anxiety on account of the time wasted in the search. One student noted, “The biggest problem of all is coming to the library to look for a certain book ..... and you have to search all the shelves related to management which means that if there are 25 shelves devoted to management, then you have to scan all the shelves” or “When I ask the counter staff about a certain book, ‘Information Technology’, for instance, they said go to those shelves, which could contain 150 books, and search, and by the time I found it I would have lost the interest for reading”. “I lack knowledge about the appropriate searching tools in the library that help me find what I need. This makes me feel I do not want to remain in the library and leave it as soon as I could. This itself displeases me... The lack of knowledge about the searching techniques is my biggest problem”.

#### **5.2.17 Shortage of Photocopiers**

About 56.8% (29 out of 51) of the students complained about the shortage of photocopiers which made them feel frustrated and compelled them to borrow the text books and make photocopies outside the library building as indicated by the following annotations: “It upsets me when the library is short of photocopiers and this forces me to go to photocopiers outside the library, thus depriving the other students of their right to access the books”. “I asked one of the library staff about a reference and he answered that it was borrowed by a student who took it to photocopy outside as the library photocopiers is not working. At that moment I felt unlucky and this feeling prevents me from successfully completing any task”. “The library has only one photocopier, which in fact compels students to swarm round it and waste their time.

#### **5.2.18 Scarcity of Non-book Materials**



About 25.4% (13 Out of 51) of students are bothered about the scarcity of non-book materials in the library such as audiovisuals, electronic resources such as the Internet, electronic periodicals and journals. This is indicated from the following comments. “The library should provide newspapers, photographs, films, and sound recordings”. “References, magazine and cultural books not related to subject specialization should be at our disposal”. “One shortcoming in the library is the absence of Internet services”.

#### **5.2.19 Lack of Relevant and Current References**

The analysis of the diary notes revealed that 35.2% (18 out of 51) of the students were dissatisfied with the types of books and reference resources provided, their correctness and relevance to the subject. This is indicated by the following remarks. “You feel distressed and disappointed when you cannot find an important book you are searching or piece of information, or you might find the book but the information it contains might be either useless or not up-to-date ...” “A lot of students like me do not enter the library, because they felt that the library it does not contain anything useful, we might search in the library the entire day and not find what we are looking for”.

### **5.3 Recommendations**

Although library anxiety is not an overwhelmingly common phenomenon among Dhaka University students, it certainly exists and should be recognized as a potential barrier to access to information in libraries.

**5.3.1** The library staff should be knowledgeable about the location of all books in the library.

**5.3.2** A database devoted to books should be established to enable the student to search for materials and locate them.

**5.3.3** The library staff should understand that their duty is to serve students and guide them on how to search in the library. This is the work they are paid for. When the student asks the library staff about the location of books they mostly receive discouraging replies such as look for yourself until you find them.

**5.3.4** The library staff should be more patience and establish good relations with the students.

**5.3.5** A library should devote a part of its budget to provide computer facilities or electronic library. There should be a special location in the library to access the Internet services.

**5.3.6** Reference materials should be available in a large number.

**5.3.7** The library layout affects the behavior and the psychological state of students.

When the library is tidy and organized properly, a student or a researcher would feel somehow relaxed. Library should maintain its attractiveness to attract students, for example, bags should not be heaped and scattered at the entrance of the library.

**5.3.8** Maintaining an arranged and organized library is an essential condition so

Those students can achieve the purpose of using the library". Cleanliness of the Library facilitates studying and students can easily find what they need.

**5.3.9** Library working hour should be 24 hours so that students can get their desired information as they want.

**5.3.10** It is observed that the library is always crowded during the examination period.

This makes it hard to borrow books or use reference resources. The Relationship between library anxiety and crowding in libraries was also reported by previous studies.

**5.3.11** Seats should be good and comfortable so that the students can sit for a long time without feeling bored.

**5.3.12** The separation of seating places for male and female students will provide a quiet anxious-free atmosphere. It is advisable to separate the seating places of male students from those of female students.

**5.3.13** Library staff should be experts and specialized in the field of library sciences so that students can obtain maximum benefit from the library.

**5.3.14** Library resources should be available and references should be available.

**5.3.15** A list of the titles of text books held at the library should be provided so that the Search process will be speedier.

**5.3.16** Library should be decorated with modern equipment's and newly published books.

## **Chapter 6: Conclusions**

The library environment of today is totally different from what it was in 1992 when Bostick developed the Library Anxiety Scale (LAS). The results confirmed the presence of feelings similar to those discovered by Mellon's (1986) theory of library anxiety. This type of anxiety is similarities in experiences amongst Dhaka University Library students. The purpose of the study is to measure library anxiety scale among undergraduate and postgraduate students in Dhaka University (DU). To the extent that the findings of the present study are replicable, several practical implications can be derived. Finding revealed that students responded appropriately to 350 among male 261 (74.6%) and female 89 (25.4%). The questionnaires highlight items under the various constructs that seem peculiar to DU students and this indicates that perhaps anxiety is culturally bound. Perhaps most importantly, the results suggest that whereas some graduate students may benefit from traditional interventions for procrastination such as time management and study skills, self-discipline and self-criticism, compliance-based and defiance-based paradoxical strategies, and the use of external contingencies, others may benefit more from interventions that focus on anxiety management and reduction. Issues such as arrangements and cleanliness in the library, lack of security due to inadequate lockers, disturbances caused by dragging of furniture, overcrowding, offensive smells from students' feet when they take off their shoes in the library, location of the library near noisy places, may be peculiar to libraries in DU and not indicated by the other anxiety studies. Another new condition is the anxiety caused by "mingling of the sexes" in the library seating areas which may be true for Muslim country which often practice segregation of seating areas between male and female students. There are other constructs which are indicated by other library anxiety studies, such as feeling of not being knowledgeable enough to locate items in the library. The manifestation of library avoidance behaviors resulting in reluctance or delaying visits to the library. One

interesting difference in causes of anxiety is indicated by the construct “negative perceptions towards library staff”. While previous studies attribute this anxiety to staff demeanor the DU students related their anxiety to the “irritable”. Behavior of staff who shout at those misbehaving, or to staff discriminatory behavior in giving services to those they know and to their relatives. In general, the questionnaire entries show that the problem of library anxiety is still a relevant phenomenon amongst present day students in DU Library and therefore requires investigation. The study has provided a new dimension of library anxiety construct in a different library environment. These new dimensions will assist in developing a holistic picture of the phenomenon especially relevant to libraries in Dhaka University. The DU library anxiety construct proposed in this study has provided rich information about various barriers to library use and can be used as the basis for quantitative testing to confirm the situation. This can be of assistance when designing effective library education programmers to reduce library anxiety amongst students. Finally, this study has proposed a five level quantitative linear scale for determining the intensity of library anxiety. This scale can be used by researchers to categorize their participants into various levels and by library managers should take appropriate measures to alleviate anxiety among their patrons. A “comment box” is included at the end of the survey. Some students have given some comments. These comments seem to focus on the hours that the library is open, printing and photocopy costs, noise levels due to other students engaging in “loud conversation in the study areas”. Academic advisors and librarians should combine their efforts in helping to reduce library anxiety among graduate students by teaching them how to direct attention away from self-centered worries when they are engaged in the library search process. By using such interventions, it is hoped that more graduate students will be positive about using the library, in general, and about the information search process, in particular.

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## Appendix

### ***Some Demographic and Academic Information:***

1. Gender: a) Male b) Female
2. Age: a) 18-20 b) 20-23 c) 23-26 d) more than 26 years
3. Level of education: a) Graduate b) Postgraduate
4. Department:
5. How do you read in a week? a) Never b) Rarely c) Sometimes
6. What type of reading materials do you read? a) Newspaper b) Text book c) Journals  
d) Magazines
7. Do you use online journals? a) Yes b) No
8. What type of material do you like? a) Printed resources b) Electronic resources  
c) Both
9. Do you read journals and magazines? a) Yes b) No
10. Do you use Internet? a) Yes b) No
11. Do you think that reading materials are sufficient in your library? a) Yes b) No
12. How much time do you spend on reading printed documents?  
a) More time b) Less time c) No time

Please mark the number which most closely matches you, is feeling about the statement. The numbers range from:

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

1	I am embarrassed that I don't know how to use the library.	1	2	3	4	5
2	A lot of the university is confusing to me.	1	2	3	4	5
3	The library staffs are unapproachable.	1	2	3	4	5
4	The reference librarians are unhelpful.	1	2	3	4	5
5	The librarians don't have time to help me because they're always too busy on the telephone.	1	2	3	4	5
6	I can't get help in the library at the times I need it	1	2	3	4	5
7	Library clerks don't have time to help me	1	2	3	4	5
8	Librarians don't have time to help me because they are always busy doing something else	1	2	3	4	5
9	I am unsure how to begin my research	1	2	3	4	5
10	I get confused trying to find my way around the library	1	2	3	4	5
11	I don't know what to do next when the book I need is not on the shelf	1	2	3	4	5
12	The reference librarians are unapproachable	1	2	3	4	5
13	I enjoy new things about the library	1	2	3	4	5
14	If I can't find on the shelf, the library will help me	1	2	3	4	5
15	There is often no one available in the library to help me	1	2	3	4	5
16	I feel comfortable using the library	1	2	3	4	5
17	I feel like I am bothering the reference librarian if I ask a question	1	2	3	4	5
18	I feel safe in the library	1	2	3	4	5
19	I feel comfortable in the library	1	2	3	4	5
20	The reference librarians are unfriendly	1	2	3	4	5
21	I can always ask the librarian if I don't know how to use a piece of equipment in the library	1	2	3	4	5
22	The library is comfortable place to study	1	2	3	4	5
23	The library never has the materials I need	1	2	3	4	5
24	I can never find things in the library	1	2	3	4	5
25	There is too much crime in the library	1	2	3	4	5
26	The people who work at the circulation desk are helpful	1	2	3	4	5
27	The library staff doesn't care about students	1	2	3	4	5

28	The library is an important part of my school	1	2	3	4	5
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***This table has been continued:***

29	I want to learn how to do my own research	1	2	3	4	5
30	The copy machines are usually out of order	1	2	3	4	5
31	I don't understand the library overdue fines	1	2	3	4	5
32	Good instructions for using the library computers are available	1	2	3	4	5
33	Librarian's don't have time to help me	1	2	3	4	5
34	The library rules are too restrictive	1	2	3	4	5
35	I don't feel physically safe in the library	1	2	3	4	5
36	The computer printers are often out of paper	1	2	3	4	5
37	The directions for using the computers are not clear	1	2	3	4	5
38	I don't know what resources are available in the library	1	2	3	4	5
39	The library staff dos not listen to students	1	2	3	4	5
40	The microfilm machines are usually out of order	1	2	3	4	5
41	The library is a safe place	1	2	3	4	5
42	The library won't let me check out as many items as I need	1	2	3	4	5
43	I can't find enough space in the library to study	1	2	3	4	5

**Comments:**

