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**LIBRARY ANXIETY AMONG NEWLY ADMITTED STUDENTS  
OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY,  
LUCKNOW: A STUDY**

**Dissertation**

**SUBMITTED FOR AWARD OF THE DEGREE OF**

**Master of Philosophy**  
**In**  
**Library and Information Science**

**UNDER THE SUPERVISION OF  
PROF. K. L. MAHAWAR**

**SUBMITTED BY  
PRATIBHA**



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE  
(SCHOOL FOR INFORMATION SCIENCE AND TECHNOLOGY)  
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY  
(A CENTRAL UNIVERSITY)  
VIDYA VIHAR, RAEBARELI ROAD, LUCKNOW - 226025, U.P.**

**ENROLLMENT NO: 160/18**

**2018-2019**

## DECLARATION

I hereby declare that this dissertation entitled "**LIBRARY ANXIETY AMONG NEWLY ADMITTED STUDENTS OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW: A STUDY**" submitted by me for the award of Degree of the Master of Philosophy in Library and Information Science to the Department of Library and Information Science, Babasaheb Bhimrao Ambedkar (A Central University), Lucknow is an outcome of my own efforts and is an original work. The content of this dissertation did not form a basis for the award of any previous degree to anyone else.

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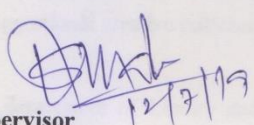
*Pratibha*  
12-7-2019  
(Pratibha)  
Research Scholar

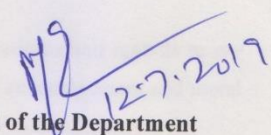
## CERTIFICATE

This is to certify that the dissertation titled "**LIBRARY ANXIETY AMONG NEWLY ADMITTED STUDENTS OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW: A STUDY**" submitted by **Pratibha** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The dissertation submitted to Babasaheb Bhimrao Ambedkar University Lucknow satisfies all the requirements as stipulated in the *Master of Philosophy (M.Phil.)* regulations-2016 and it is fit for submission and evaluation for the award of the degree of *Master of Philosophy in Library and Information Science* of the University.

Date 12/07/19

  
Supervisor

  
Head of the Department

## ACKNOWLEDGEMENT

First and foremost, I would like to thank almighty God who always blessed and directed me to move on the right path.

I am greatly indebted to our faculties for being of immense help to us, guiding us in the right and giving constructive suggestion during entire work. More words will never be able to express the feeling we feel towards them, who not only stimulate the idea of undertaking the dissertation, but also interaction with us frequently giving valuable advice during critical stage of work.

Word is too weak to express one's feeling of gratitude. I feel deeply indebted to my Supervisor **Prof. K. L. MAHAWAR** for his indispensable guidance incessant encouragement & valuable help during the entire period of this dissertation despite his processing scholarly engagement and busy schedule he has taken great pain in going through the details of the work minutely his valuable suggestion & creative criticism proved to be a boon.

I am grateful to **all faculty members** of the department of Library and Information Science, Babasaheb Bhimrao Ambedkar University, Lucknow for their consistent encouragement and support whenever required.

At last but not least I also express my sincere gratitude and regards to my beloved parents for their never-ending blessings, constant encouragement and moral support throughout my academic carrier.

Dated: 12-7-2019

*Pratibha*  
12-7-2019  
(Pratibha)

Place: Lucknow

# CONTENTS

Declaration.....	I
Certificate.....	II
Acknowledgement.....	III
Preface.....	IV

HEADING	DESCRIPTION	PAGE NO.
---------	-------------	----------

CHAPTER-1		1-9
INTRODUCTION		
1.0	Introduction	1
1.1.	Background of library anxiety	1
1.2.	Definition	2
1.3.	Types of library anxiety	2
1.4.	Objectives of the study	4
1.5.	Scope of the study	4
1.6.	Hypotheses	5
1.7.	Limitations of the studu	5
1.8	Methodology	5
1.8.1	Population	6
1.8.2	Data collection tool	7





<b>S.no.</b>	<b>Table Name</b>	<b>Page No.</b>
Table no 1.1	Total population of first year newly admitted students in different courses in 2018-2019	6
Table no 1.2	Course wise distribution of questionnaire	7
Table no 4.1	Total population of first year newly admitted students in different courses	23
Table No.4.2	Course wise distribution of questionnaire	24
Table No.4.3	Frequency visit of library visit of students	25
Table No.4.4	Time spend by the students in the central library	26
Table No.4.5	Purpose of library visit of students	27
Table No.4.6	Library staff help in finding queries and problems	28
Table No.4.7(a)	Feeling experience by U.G. & P.G. students during their first attempt to use the central library	30
Table No.4.7(b)	Feeling experience by M.Phil. & Ph.D. students during their first attempt to use the central library	31
Table No.4.8	Anxiety level in students on the basis of table 4.7(a) & 4.7(b)	32
Table No.4.9	Factor contributing to negative feeling in students	33
Table No.4.10	Nature of problem encounter by students on first attempt to use the central library	35
Table No.4.11	Anxiety level on the basis of table No.4.10	36
Table No.4.12	Effect of students initial feeling on their action	38
Table No.4.13(a)	Usage of central library by U.G. and P.G. students	40
Table No.4.13(b)	Usage of central library by M.Phil. and Ph.D. students	41
Table No.4.14	Inability to use library E-Resources	43
Table No.4.15	Level of Anxiety in students regarding inability to use E Resources on the basis of table 4.14	44
Table No.4.16(a)	Opinion of U.G. & P.G. student regarding Knowledge of Library	45
Table No.4.16(b)	Opinion of M.Phil. & Ph.D. student regarding Knowledge of Library	46
Table No.4.17	Anxiety on the basis of table 4.16 (a) & 4.16 (b)	47
Table No.4.18(a)	Opinion of U.G. & P.G. students regarding mechanical barriers in the Library	48
Table No.4.18(b)	Opinion of M.Phil. & Ph.D. students regarding mechanical barriers in the Library	49
Table No.4.19	Anxiety level in students on the basis of table 4.18(a) & 4.18(b)	50
Table No.4.20(a)	Opinion of U.G. & P.G. students regarding library staff behaviour	51
Table No.4.20(b)	Opinion of M.Phil. & Ph.D. students regarding library staff behaviour	52
Table No.4.21	Anxiety level in students on the basis of table 4.20(a)& 4.20(b)	53
Table No.4.22	Students opinion about finding information in book shelf	54
Table No.4.23	Approaches used by students to get required information	54
Table No.4.24	Feeling of students when didn't get required information	55

## List of Figures

<b>S.no.</b>	<b>Figures Name</b>	<b>Page No.</b>
Fig No.4.1	Course wise distribution of questionnaire	24
Fig No.4.2	Frequency of Library visits of students	25
Fig No.4.3	Library staff help in finding queries and problems	28
Fig No.4.4	Anxiety level in students on the basis of table 4.7(a) and 4.7 (b)	32
Fig No.4.5	Anxiety level in students on the basis of table 4.11	37
Fig No.4.6	Level of anxiety in students regarding E-Resources	46
Fig No.4.7	Anxiety level in Students regarding the knowledge of library	49
Fig No.4.8	Anxiety level in students regarding Mechanical Barriers	50
Fig No.4.9	Anxiety level in students regarding library staff	53

## PREFACE

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Library anxiety has been recognized as a contributory factor to poor academic performance among students, and libraries are being challenged to give serious consideration to this issue in order to develop strategies for reducing the problem. This study sought to determine if there were any indicators of the presence of library anxiety among a sample of 463 newly admitted first year students out of 1418, Gautam buddha library at Babasaheb Bhimrao Ambedkar University and some of the factors contributing to this condition.

### **Chapter 1: Introduction**

The first chapter discusses about the concept of library anxiety. After that statement of the problem, need and significance of the study, objectives of study, as well as hypotheses, scope and research methodology, are discussed.

### **Chapter 2: Review of Literature**

The second chapter presents the review of literature regarding library anxiety.

### **Chapter3: - Profile of Babasaheb Bhimrao Ambedkar University, Lucknow.**

The third chapter is about the profile of Babasaheb Bhimrao Ambedkar University, Lucknow and Gautam Buddha Central library and its services.

### **Chapter 4: Data Analysis and Interpretation**

The fourth chapter presents tabulation, statistical analysis, interpretation, and graphical representation of the collected data from the users related to library anxiety.

### **Chapter 5: Findings, Conclusion and Suggestions**

The fifth chapter presents the major findings and conclusion of the study. It deals with recommendations of the study and suggestion for further future research and solution to reduce library anxiety.

## CHAPTER 1

### INTRODUCTION

University students need library and its resources for the successful completion of educational course. University students need to use the library to access the information for either their knowledge or for their research needs.

The students of a university always consult library to fulfil their respective academic requirements. It is generally found that though the university students are matured enough as far as searching of information is concerned however, at the same time, it is also found that many students do not have proper knowledge of retrieval of information, searching of information, use of the library, functionality of the library, services of the library including the responsibilities of the library personnel. Overall it can be said that these kinds of students have lack of self- confidence and develop negativity in their minds as far as the overall consultations of library is concerned. Resulting of all these the act of library anxiety appears

This becomes a problem for many of them who feel that they do not have the essential skills or experience in using library resources and services. The lack of library experience decrease student's self-confidence and cause a state of anxiousness when they are in the library or think about to visit the library. More specifically, the academic library represents a source of apprehension for a significant proportion of students. This fear and uneasiness experienced by students as library anxiety.

### 1.1 BACKGROUND

The concept of library anxiety was formally introduced by [Mellon \(1986\)](#), who probed college learner's perceptions regarding their initial library experiences and noted

that between 75 and 85 percent of undergraduate college learners described their initial library research experiences in terms of confusion and fear. These learners also expressed feelings indicating that they felt incompetent utilizing library resources and were overwhelmed by the size of the library. Her findings revealed that some learners were embarrassed to ask librarians for assistance due to concerns that such questions would reveal their incompetence in conducting library research and/or utilizing library resources.

## **. 1.2 DEFINITION**

According to Mellon (1986) “feelings of library anxiety results from either student’s perceived size of the library, their lack of knowledge about the location of materials, equipment, and resources of the library, or their inability to initiate library research and to undertake a library search”.

## **1.3 TYPES OF LIBRARY ANXIETY**

There are various types of library anxiety. but there are some which are common and occur at a high level among libraries.

### **1. Barriers with Staff**

This type of Library anxiety refers to the thought of students that librarians and other library employees are frightened and unapproachable. In addition, the librarian is perceived as being too busy to provide help to students or users regarding library use.

Jiao and Onwuegbuzie (1997b) found that students whose perception of librarians heightened their level of anxiety tend to be males, those who do not speak English as their native language, those who have a relatively heavy course load, and those who are engaged in full-time employment.

## **2. Affective Barriers**

Students for whom “affective barriers” increased their levels of library anxiety tend not to speak English or Hindi as their mother tongue or first language, to have undertaken little or no library instruction courses, and to be engaged in full-time employment. In addition, these students tend to visit the library irregularly, typically to return books. They do not use regularly the computerized indexes and online facilities, nor do they use the library in order to study.

## **3. Comfort with the library**

This type of anxiety is related with how safe, welcoming, and non-threatening students perceive the library to be. Students who are not comfortable in the library tend to have higher levels of library anxiety. It appears that students who did not perceive the library as providing a safe, welcoming, and non-threatening environment tend to be male, young, to have high-grade point averages, and to have undertaken little or no library instruction courses.

## **4. Knowledge of the library**

This type of anxiety refers to how familiar with the library students feel they are. A lack of familiarity leads to frustration and anxiety, and avoidance behaviours. Students for whom a lack of knowledge of the library increased anxiety levels who have undertaken little or no library instruction courses, and who live furthest from an academic library. These students tend to visit the library infrequently, when they do visit, they utilize the library either to use the computerized indexes and online facilities or to study.

## 5. Mechanical Barriers

This type of anxiety refers to how familiar with the library students feel they are. A lack of familiarity leads to frustration and anxiety, and avoidance behaviours, including computer printers, microfilm readers, copy machines, and change machines. Students who have difficulty operating one or more pieces of library equipment tend to experience high anxiety levels.

### 1.4 OBJECTIVES

- To determine the level of library anxiety among the newly admitted students of Babasaheb Bhimrao Ambedkar University, Lucknow.
- To determine the effect of library anxiety on the use of the library among these students.
- To find out the relationship between library anxiety and library visits of these students/ If any; and
- Among the various library anxiety parameters (barriers with staff, uncomfortably in the library, lack of the library skills, effective barriers, mechanical factors) which one of them has the highest impact on the students in Babasaheb Bhimrao Ambedkar University

### 1.5 SCOPE

- The scope of the study will be Babasaheb Bhimrao Ambedkar University Lucknow, Uttar Pradesh.
- The present study will be conducted on or limited to the newly admitted students who take admission on June 2018 in the Babasaheb Bhimrao Ambedkar University.
- The present study will be conducted among following students:
  - UG
  - PG

- M.Phil
- Ph.D.

## 1.6 HYPOTHESES

- **H<sub>1</sub>** The Level of library anxiety is higher in U.G. & P.G. students as compare to M.Phil. and Ph.D. students.
- **H<sub>2</sub>** There is a negative relationship between library anxiety and library use among these students.

## 1.7 LIMITATIONS OF THE STUDY

- There are many factors such as learning preferences, previous schooling, parents, socio-economic status and library use. However, the present study is delimited all these factors.
- The present study will be concerned only with newly admitted students who take admission in the June 2018 (except diploma courses) in Babasaheb Bhimrao Ambedkar University, Lucknow.
  - U.G. & P.G.
  - M.Phil. & Ph.D.

## 1.8 METHODOLOGY

The Survey Method was used in the research to collect quantitative data on different aspects related to library anxiety. Questionnaire and interview method is used for data collection in this study. This study was conducted among newly admitted students of Babasaheb Bhimrao Ambedkar University, Lucknow. The time duration of the study is from 2018-2019.

### 1.8.1 Population

The target population of the study is newly admitted students of Baba saheb Bhimrao Ambedkar University Lucknow (Newly admitted students are those who had taken admission in June 2018 in different courses in the university). Simple random sampling is used for this study.

**Table 1.1**

**Total Population of first year newly admitted students in different courses in 2018-2019.**

<b>S.no</b>	<b>Courses</b>	<b>No. of Students</b>
<b>1</b>	<b>U.G.</b>	406
<b>2</b>	<b>P.G.</b>	797
<b>3</b>	<b>M.Phil.</b>	39
<b>4</b>	<b>Ph.D.</b>	176
<b>TOTAL</b>		1418

The table 4.1 shows the total population of newly admitted students in U.G, is 406, P.G. 797, M. Phil. 39 and Ph.D. 176. So, the total population is 1418 student.

**Table 1.2**  
**Courses wise Distribution of Questionnaires**

<b>S.no</b>	<b>COURSES</b>	<b>Distributed Questionnaires</b>	<b>Questionnaires Received</b>	<b>Response rate</b>
<b>1</b>	<b>U.G.</b>	150	123	82%
<b>2</b>	<b>P.G.</b>	320	263	82.1%
<b>3</b>	<b>M.Phil.</b>	30	15	50%
<b>4</b>	<b>Ph.D.</b>	100	62	62%
<b>Total</b>		600	463	77.1%

The above table shows the total no. of 600 questionnaires were distributed and out of these 463 received back. It was observed that the highest response is 263 (82.1%), received from P.G. students and minimum is 15 (50%), received from M. Phil. students.

### **1.8.2 DATA COLLECTION TOOL**

The data collection tool is questionnaire and interview. Data analysis is done on MS-Excel. The data is analysed by calculating mean and percentage of the different aspects related to the students. For measuring the anxiety level among the students Bostick's library anxiety scale (LAS) is used.

## ***MEASUREMENT OF LIBRARY ANXIETY***

### **Various Categories of Library Anxiety**

LEVEL	SCORES
No anxiety	1.00-2.21
Low Anxiety	2.22-2.65
Mild Anxiety	2.56-3.54
Moderate Anxiety	3.55-3.98
Severe Anxiety	3.99-500

### **1.9 SIGNIFICANCE OF THE STUDY**

Academic libraries support teaching learning and research activities of its parent organization. By providing access to the required information and intellectual resources, libraries can greatly affect the students learning the process and overall academic performance. Therefore, this takes on the important responsibility of facilitating student's education and assisting them to succeed in their academic performance.

This study will be helpful in determining the cause behind the less library use and in improving the academic and professional career of the student. This study is also helpful for libraries because the users are the most important entity of the libraries. By the present study, libraries are able to improve their services as well as the problem faced by the students.

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## CHAPTER 2

### REVIEW OF LITERATURE

Review of literature is one of the most important steps in the research process. It is an account of what is already known about a particular phenomenon. The main purpose of literature review is to convey to the readers about the work already done and ideas already have been established on a particular topic of research. Literature review is a laborious task, but it is essential if the research process it to be successful.

**Anjaline and Saravanan (2018)** conducted a study among 1119 under graduation students of Arts and Science Colleges and Engineering Colleges of Tirunelveli District with respect to some defined variables. The study revealed that library anxiety exists among the undergraduate students. The perceived library anxiety is more among the first-year students than second year students. Computer anxiety also exists among the undergraduate students.

**Franser & Bartlett (2018)** in his study focussed on racial differences in copying method and Library Anxiety used in scotia, Canada. This study used both survey and Interview method. During the course of Interview, it is found that African Nova Scotian undergraduates having lower Library Anxiety than Caucasian Nova Scotians. Interview also reveals that Undergraduates of Caucasian Nova Scotian having higher level of Anxiety and discomfort during their University programme and Interaction with Public Libraries.

**Ahmed & Aziz (2017)**, discuss about the key contributing factors to library anxiety were effective barriers such as uncertainty, confusion, helplessness; technological barrier, i.e. absence of computers, lack of proper signs, an organization of the floor, and unsatisfactory books. The study recognized the lack of library knowledge barriers the inability of the students to locate the resources and the usage of online catalogues as the chief features resulting in library anxiety.

**Jia and Onwuegbuzie (2017)**, in his study discussed about the Library anxiety and character strengths and weaknesses of graduate students' study habits" investigated library anxiety among 125 international students using Bostick's LAS. They found that the greatest source of library anxiety among these students are the barriers that are related to machines and electronics environment followed by effective barriers, comfort with the library, barriers with staff and knowledge of the library.

**Mohammad-Hussein Biglu, Mostafa Ghavami, Sahar Dadashpour, (2016)** the study conducted to analysis the relationship between library anxiety and the five factors (agreeableness, extraversion, openness-to-experience, neuroticism, and conscientiousness) using a multivariate approach among the user of Ardabil university. Data was randomly collected from 580 students of the university. The finding shows that Neuroticism increased library anxiety in students. The main barriers in students feeling inadequacy use of library and other barriers are feeling to trust the equipment of the library.

**Mohammad Reza Farhadpoor (2016)** evaluates the relationship between library anxiety and attitude toward computer based on as integrated model of ATC and BELCAT of public libraries users. The result showed that the most important factor of distress based on the scale of Bostic was the comfort with library regarding the attitudes towards computer components of computer appreciation was reported as the most important factor.

**Sajjad Ullah Jan, Mumtaz Ali Anwar, Nosheen Fatima Warraich, (2016)** the study conducted to examine the status of library anxiety among under graduate student. Data is collected from the fourth-year student of three other different Universities, and academic discipline. In their study they found that 70% of the respondent are having mild library anxiety and revealed differences in academic discipline and gender. The study finds a negative relationship in between library anxiety and academic performance.

**Chimah, Nwajei & Akpom (2015)** in his study investigate the origin of information behavioural studies as it relates to the Library Anxiety. It is a retroactive review of Library Anxiety Scale. An Interference strategy that addresses the various dimensions of Library anxiety is discussed briefly. Psychological & educational implications are equally considered. Author recommended that Libraries should organize constant user education and encourage frequent visit by users.

**Marisa Alicia McPherson (2015)** the study was conducted to know the library anxiety among 150 undergraduate students of department of humanities and education at university of West Indies, Mona campus. The finding study that library anxiety comes from personal and institutional actors, Lack of information literacy, previous experience of library staff, not availability of computers, lack of information retrieval, large size of library. Suggestion of the study to provide the orientation program, user education, exhibition, etc.

**Hosseini, Khosravi & Basirian Jahromi (2014)** Study reveals the relationship between emotional Intelligence and Library Anxiety of the Students of Bushehr University and Persian Gulf Univeristy. In this study 700 students of Medical Sciences of Bushehr University and Persian Gulf University were selected through stratified random sampling. The result reveals that except Mechanical factor, the rate of Library anxiety among students is less than average (71.73%). Finding shows that there has been negative significant relationship between Emotional intelligence and Library Anxiety.

**Haslinda Husaini, Rafidah Abdul Aziz, Che Zainab Abdullah, and Yanty Rahayu Rambli (2011)** the study conducted to know the behaviour towards ICT and library anxiety on the faculty of information management, university Teknologi MARA, Malaysia. The study measures the library anxiety of the user and also identifies the using ability of computer among the user. Findings of the study are that the entire variables do matter to determine the library anxiety. The suggestions are given in this study, library should organize more user education

program, library tour and orientation programs should be conducted on a regular basis, these things help to reduce the anxiety of the user and it helped the user to know all the services of the library.

**Mohammadamin Erfanmanesh, (2011)** the study investigates the library anxiety in Post Graduate students of psychology and education school, Shiraz University. The findings of the study were that 79% of the students have a high anxiety, in subject selection and acquisition of information.

**Yu. (2009)** he observed in his research that there has been low library anxiety among science and technology students in need of proper attention. The students knew the library environment, so they felt they couldn't use the library quite professionally. While the, mostly newly admitted female students from various disciplines identified the effective and mechanical problems as significant causes of library anxiety. That is an important reminder for the library staff to promote educating the students for better usage of the library.

**Ansari (2009)** conducted a study exploring library anxiety among undergraduates in Malaysian IIUM University, from freshman to senior students. The outcomes of his research revealed that the phenomenon of library anxiety was present among undergraduates using the International Islamic University Malaysia library. Furthermore, the study found that male students were found to have suffered more from library anxiety when compared to females in their thinking with regard to the awareness of library resources.

**Jiao, Onwuegbuzi & Lichtenstein (1996)** conducted research in an Indonesian context investigating library anxiety among university pupils. They added that a vast amount of information is accessible from various sources in today's academic libraries, but the students encountered difficulties using the library. The library anxiety is a rough and uncomfortable feeling which is experienced in the context of the library and has effective consequences. These authors characterized the library anxiety as tension, hesitation, helplessness, and negative self-defeating beliefs.

**Wildemuth (1996)** in his study states that age, sex, native language, grade point average, job status, the frequency of library visits, and reasons for using the library contributed significantly to predicting library anxiety. Library anxiety was highest among young male students who did not speak English as their mother tongue language, had high levels of academic achievement, was employed while in school, and infrequently visited the library.

**Jiao & Onwuegbuzie (1997)**, in her study analysed the students, reported that the main responses are confusion stemming from the arrangement of the books on the shelves and the layout of the library which some admitted happened because they did not attend the orientation sessions; difficulty locating books which were identified in the OPAC but could not be located on the shelves; an even countered by the students on that first visit gave some indication of other likely sources of their disquietude. Some were related to the organization and arrangement of the materials in the library and the inability of students to properly use the library. These results point to a general lack of information-handling skills among students, possibly related to the fact that many of them are recent graduates of the high school with ill-equipped libraries.

**Mellon(1986)** in his study “grounded theory and its development” drawn the theory of library anxiety after an analysis of the personal writings of 6000 undergraduate students which reveals that college students described their initial response to the library in terms of ‘fear’ or a ‘feeling of being lost’ which was caused by their perceptions regarding the size of the library, a lack of knowledge about where things were located, how to begin their study/research and what to do.

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## CHAPTER-3

### PROFILE OF BABASAHEB BHIMRAO AMBEDKAR UNIVERISTY, LUCKNOW

#### 3.1 INTRODUCTION

Babasaheb Bhimrao Ambedkar university (BBAU) is located in Lucknow, Uttar Pradesh. BBAU is a Central University named after Babasaheb, the father of Indian constitution and built on 10 January 1996. Its satellite campus is in Amethi (U. P). In 2015 the University was ranked “A” by NAAC. Its present Vice chancellor is Professor Sanjay Singh.

The university, Babasaheb Bhimrao Ambedkar University (a Central University) was established in the year 1996 with an Act of Parliament, Government of India. The Central Library of the University was established in the year 1998. The library is renamed as Gautam Buddha Library (GBL) in the year 2013. The university runs various levels of courses in the disciplines as History, Political sciences, Sociology, Public Administration, Zoology Bio-technology, Information and Technology, Computer Sciences, Library & Information Science, Environmental Sciences, Education, Human Development and Family studies, Human Rights, Law, Legal studies, Hindi, Rural Management, Mathematics, Chemistry, Physics, Statistics, Mass Communication, Economics, Horticulture, Pharmaceutical sciences, Microbiology, Engineering and technology,

BBAU, promotes learning in various fields of Natural Sciences and Social sciences.

The University spread in 250 acres of land in Lucknow at Vidhya Vihar, Raebareli Road Lucknow - 226025(U. P). The Amethi Satellite Campus has certain UG Courses, while the main campus in Vidhya Vihar has Undergraduate, Postgraduate, Master of Philosophy, Doctor of Philosophy, and Diploma courses. It also has various hostels for boys and Girls.

#### 3.1.1 SCHOOLS AND DEPARTMENTS

- SCHOOL OF AMBEDKAR STUDIES FOR SOCIAL SCIENCES
  - Department of history
  - Department of Political Sciences
  - Department of Sociology
  - Department of Public Administration
- SCHOOL OF LIFE SCIENCES
  - Department of Zoology
  - Department of Bio- Technology
- SCHOOL FOR INFORMATION SCIENCE TECHNOLOGY
  - Department of Information and Technology
  - Department of computer Sciences

- Department of Library and Information Sciences
- SCHOOL OF ENVIRONMENTAL SCIENCES
  - Department of Environmental Sciences
- SCHOOL OF EDUCATION
  - Department of Education
  
- SCHOOL OF HOME SCIENCES
  - Department of Human Development and Family Studies
- SCHOOL OF LEGAL STUDIES
  - Department of Human Rights
  - Department of law
  - Centre of Post Graduate Legal Studies
- SCHOOL FOR LANGUAGES AND LITERATURE
  - Department of Hindi
- SCHOOL OF MANAGEMENT STUDIES
  - Department of Rural
- SCHOOL OF PHYSICAL & DECISION SCIENCES
  - Department of Mathematics
  - Department of Chemistry
  - Department of Physics
  - Department of Statistics
- SCHOOL OF MEDIA AND COMMUNICATION
  - Department of Mass Communication & Journalism
- SCHOOL OF ECONOMICS AND COMMERCE
  - Department of Economics
- SCHOOL OF AGRICULTURE SCIENCES AND TECHNOLOGY
  - Department of Horticulture
- SCHOOL OF BIOMEDICAL & PHARMACEUTICAL SCIENCES
  - Department of Pharmaceutical Sciences
  - Department of Microbiology
- OTHER DEPARTMENTS OF THE UNIVERSITY
  - University Institute of Engineering and Technology (UIET)
  - Centre for Industry Institution Partnership Programme (CIIPP)
  - Department of Social Exclusion and Inclusive Studies
  - Centre for the Professional Development of Teacher Educators and Teacher Education Curricular

## **3.2 GAUTAM BUDDHA CENTRAL LIBRARY**

### **3.2.1 ABOUT LIBRARY**

Central library of the University is known as Gautam Buddha Central library, built up in January 1998. The library is named as Gautam buddha central library after the name of Lord Gautam Buddha. The administration of the library is governed by LAC (Library Advisory Committee). **Dr. Sunil Gorla** is the librarian of the Gautam Buddha Central Library since 2015.

The GBL has its own building at a central place of its campus. It is a three-storey building including a basement. Though, the library is functioning in the same building in a limited space, however in the future the GBL may be equipped in all the space. The GBL is offering various kinds of services like Reprography or Xeroxing service, Document Delivery Service (DDS), New arrivals, Hindi Prakosth, Circulation, Reading Room Facility, Accessing of e- resources through Wi-Fi & LAN etc.

### **3.2.2 LOCATION: -**

The new Library building consists of four storied building and functioning in its two floors. The library occupied the area of 7917 sq.m. including the basement.

### **3.2.3 OPENING HOURS: -**

The Library remains open from 8:00 AM. to 8:00 PM on each working day for its readers. However, on Saturday, it opens from 9:30 A.M. to 6:00 P.M. The reading rooms of the Library open from 8:00 AM to 10:00 PM.

### **3.2.4 SECTIONS OF THE LIBRARY**

- ✓ Acquisition Section The acquisition of all the books, monographs, government documents, gifts and other reading material relevant to the requirements of teaching and research programs of the university are in this section. The section has collection of 4020 volumes for the library.
- ✓ Technical Section: The classification of documents has been done by using DDC 23rd edition as a tool of classification.
- ✓ Circulation Section: The section has enrolled 2487 members which include students, staff and faculty of the library.
- ✓ Periodical Section. The periodical section subscribed 84 journals, 53 magazines and 24 newspapers for the year. The section has a seating capacity of the 50 students at a time

- ✓ Cyber Section: The strength of the section is 50 computers, but presently, a total of 25 computers with the facility of access to the internet
- ✓ Thesis Section: A total of 1463 These/Dissertations are available in this section of different departments of the University.

### **3.2.5 LIBRARY AUTOMATION**

GBL library uses KOHA as a library automation and management software. The Library is not fully automated. More than 49426 Books/Theses/Dissertations entries have migrated to library database. Now, from anywhere users can access Library catalogue through the Web OPAC from the web address <http://14.139.228.238/>. The Library has been working on fully automation of the library in-house activities.

### **3.2.6 LIBRARY WEBSITES**

*Library Website: <http://14.139.228.238/>*

*Library OPAC: <http://14.139.228.238:8090>*

## References

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- Library Website: <http://14.139.228.238/> accessed on 18/02/2019, 25/3/2019
- Library OPAC: <http://14.139.228.238:8090> accessed on 5/03/2019

## CHAPTER-4

### ANALYSIS AND INTERPRETATION OF DATA

To realise the objective of the study, data was collected from the newly admitted students of Babasaheb Bhimrao Ambedkar University, Lucknow, on various aspects related to the research topic “library anxiety among newly admitted students of Babasaheb Bhimrao Ambedkar university, Lucknow: a study”. a structured User’s questionnaire was prepared and collected information on the various issues.

The collected data are organized and tabulated by using tables, percentages and mean scores. The purpose of the analysis is to reduce data to intelligible and interpretable form so that the relations of the research problems can be studied and tested. This study is only limited to first year newly admitted students, those who take admission in June 2018 in the university.

**Table 4.1**

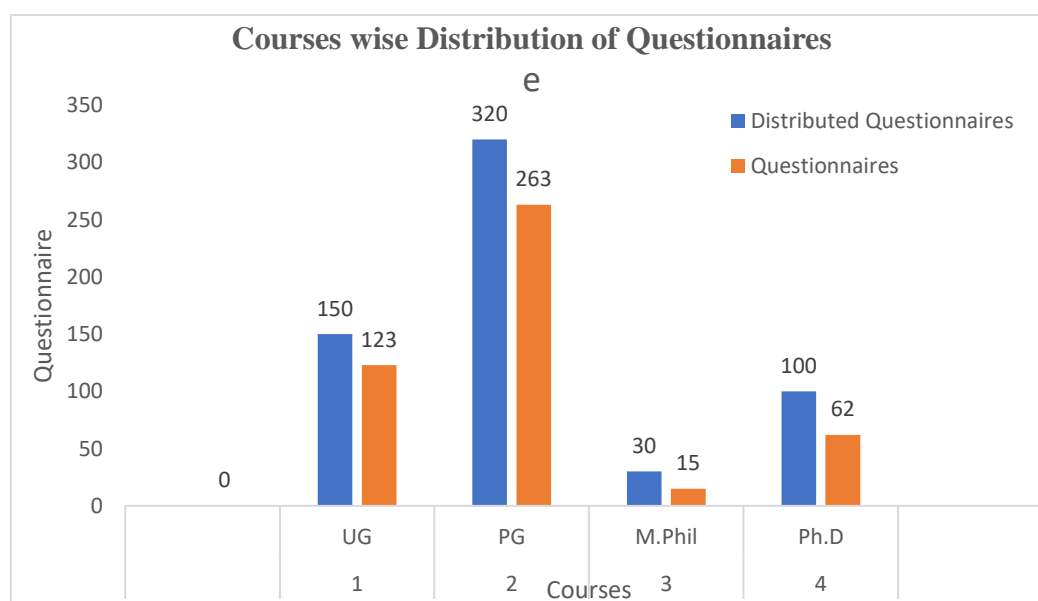
**Total Population of first year newly admitted students in different courses.**

S.no	Courses	No. of Students
1	U.G.	406
2	P.G.	797
3	M.Phil.	39
4	Ph.D.	176
<b>TOTAL</b>		1418

The table 4.1 shows the total population of newly admitted students as in U.G, is 406, P.G. 797, M. Phil. 39 and Ph.D. 176. So, the total population is 1418 students.

**Table 4.2**  
**Courses wise Distribution of Questionnaires**

S.no	COURSES	Distributed Questionnaires	Questionnaires Received	Response rate
1	U.G.	150	123	82%
2	P.G.	320	263	82.1%
3	M.Phil.	30	15	50%
4	Ph.D.	100	62	62%
<b>Total</b>		600	463	77.1%



**Figure 4.1**

**Courses wise distribution of questionnaires.**

The above table 4.2 and figure 4.1 shows that the total no of 600 questionnaire were distributed and out of these 463 received back. It was observed that the highest response is 263 (82.1%), received from P.G. students and minimum is 15 (50%), received from M. Phil. students

Table 4.3

## Frequency of Library Visits of students

S.no	Frequency	U.G.	P.G.	M.Phil.	Ph.D.
1	Daily	25 (20.3%)	65 (24.7%)	4 (26.6%)	22 (35.4%)
2	Twice in a week	34 (27.6%)	76 (28.9%)	5 (33.3%)	20 (32.2%)
3	Once in a week	25 (20.3%)	65 (24.7%)	4 (26.6%)	17 (27.41%)
4	Once in two weeks	27 (21.9%)	34 (18.0%)	2 (13.3%)	2 (3.22%)
5	Once in semester	2 (1.62%)	09 (7.22%)	0 (0%)	1 (1.61%)
6	Never	10 (8.13%)	14 (5.3%)	0 (0%)	0 (0%)

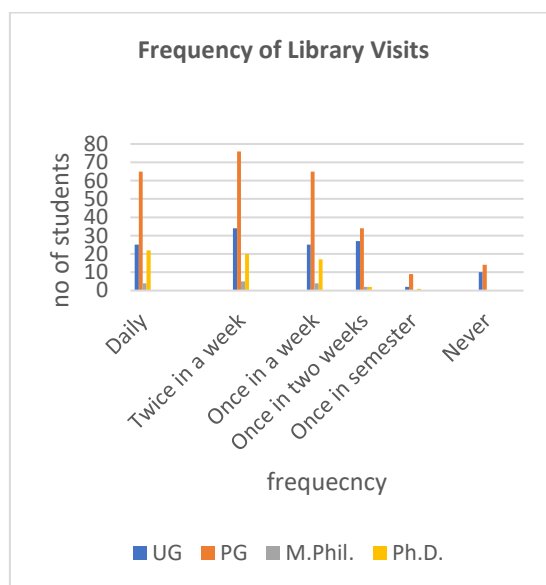


Figure no 4.2

## Frequency of Library Visits of students

Table 4.3 and figure 4.2 shows that the library visits of students admitted in first year in different courses. It shows only 20% of U.G. students daily visits the library while 24.7% of

P.G., 26.6% of M. Phil. and 35.4% of Ph.D. students daily visits the library. It also shows that only 27.6% U.G., 28.9% P.G., 33.3% M. Phil., 32.2% Ph.D. students, twice in a week visits the library.

U.G. have 20.3%, students who visits the library once in a week where P.G. 24.7%, M. Phil .26.6% and Ph.D. 27.41% students who once in a week visits the library. Above table also shows that those students who never visits the library only belongs to U.G. (8.13%) and P.G. (5.3%).

Table 4.3 shows that of Ph.D. students are highest in percentage among, daily visiting the library while U.G. students are lowest among percentage of daily library visits.

Table 4.4

#### **Time spend by students in the Central Library**

<b>S.no</b>	<b>Time Duration</b>	<b>U.G.</b>	<b>P.G.</b>	<b>M.Phil.</b>	<b>Ph.D.</b>
<b>1</b>	<b>30 minutes to 1 hour</b>	105 (85.3%)	190 (72.2%)	8 (53.3%)	23 (37.0%)
<b>2</b>	<b>2 hours to 3 hours</b>	6 (4.8%)	49 (18.6%)	5 (33.3%)	25 (40.3%)
<b>3</b>	<b>More than 3 hours</b>	2 (1.62%)	10 (3.80%)	2 (13.3%)	14 (22.5%)

Table 4.4 shows that U.G. has highest percentage (85.5%) among students who spend 30 minutes to 1 hour in the library followed by P.G. (72.2%), M. Phil. (53.3%) and Ph.D. (40.3%).

In case of 2 hours to 3 hours Ph.D. students has highest percentage (37%) followed by M. Phil (33.3%), P.G. (18.6%) and U.G. (4.8%).

In case of more than 3 hours Ph.D. students again has highest (22.5%) followed by M. Phil. (13.3%), P.G (3.80%) and lowest in U.G. (1.62%).

**Table no 4.5**

**Purposes of library visits of students**

S.no	Purposes for library visit	U.G.	P.G.	M.Phil	Ph.D.
1	To get latest information on research	26 (21.1%)	55 (20.9%)	8 (53.3%)	41 (66.1%)
2	To borrow & return book	60 (48.7%)	153 (58.17%)	6 (40.0%)	26 (41.9%)
3	To access e-resources.	28 (22.7%)	72 (27.37%)	7 (46.6%)	28 (45.16%)
4	For getting information of recent trends.	18 (14.63%)	50 (19.0%)	4 (26.6%)	06 (9.67%)
5	For reference	49 (39.83%)	26 (9.88%)	7 (46.6%)	10 (16.1%)
6	For course work	66 (53.6%)	125 (47.5%)	7 (46.6%)	09 (14.51%)

The above table 4.5 shows the purposes of library visits of students as in the maximum no of Ph.D. students (66.1%) uses central library to get latest information followed by M. Phil (53.3%) U.G. (21.1%) and P.G. (20.9%). Students who uses library for borrow and return books, maximum percentage is of P.G. (58.17%) followed by U.G (48.3%), Ph.D. (41.9%) and minimum is of M. Phil students (40%).

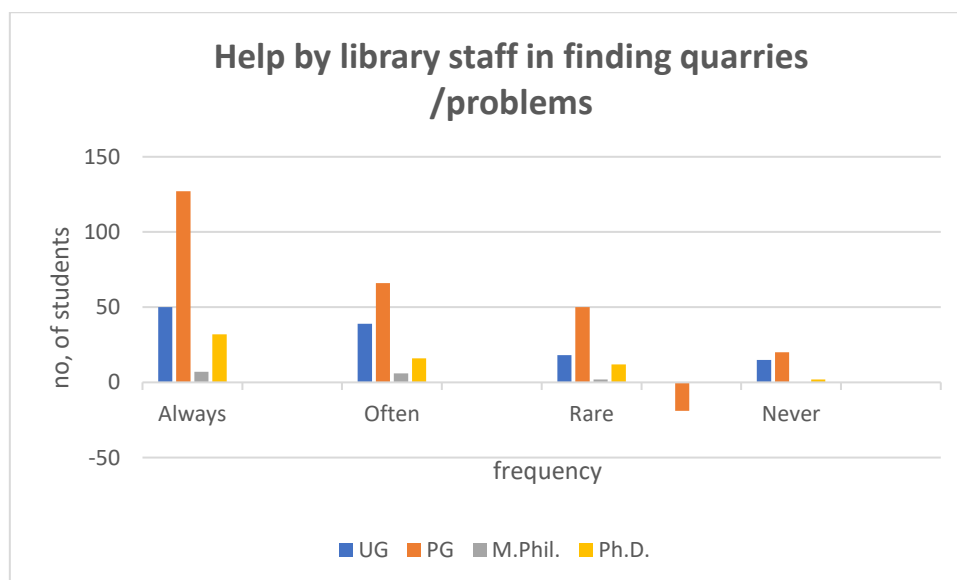
The maximum no. of Ph.D. students (45.16%) uses central library for accessioning e-resources followed by M. Phil 46.6%, PG (27.37%) and U.G (22.7%). Students who uses library for getting information on recent trends are highest in M. Phil (26.6%) followed by P.G

(19%), U.G. (14.36%), and Ph.D. (6.67%). Lastly maximum no of U.G. students (53.6%) are using library for their course work and minimum is of PhD (14.51%).

**Table no 4.6**

**Help by library staff in finding quarries /problems**

S.no	Behaviour/frequency	U.G.	P.G.	M.Phil.	Ph.D.
1	Always	50 (40.6%)	127 (48.2%)	7 (46.6%)	32 (51.6%)
2	Often	39 (31.7%)	66 (25.0%)	6 (40.0%)	16 (25.8%)
3	Rare	18 (14.6%)	50 (19.0)	2 (13.3%)	12 (19.5%)
4	Never	15 (12.1%)	20 (7.60%)	0 (0%)	02 (3.22%)



**Figure 4.3**

The above table 4.3 and figure 4.3 shows the Help by library staff in solving quarries and problems as among maximum no of Ph.D. students (51.6%) are in favour of always helping library staff while minimum percentage is of U.G. (40.6%). It also shows that the maximum no of U.G. students (12.1%) said that the library staff never help them in finding their quarries and problems while minimum is of Ph.D. (3.22%).

Table 4.7.(a)

**Feeling experienced by U.G. and P.G. students during their first attempt to use the Central Library**

Scale: - 1-High, 2- Moderate, 3- Low

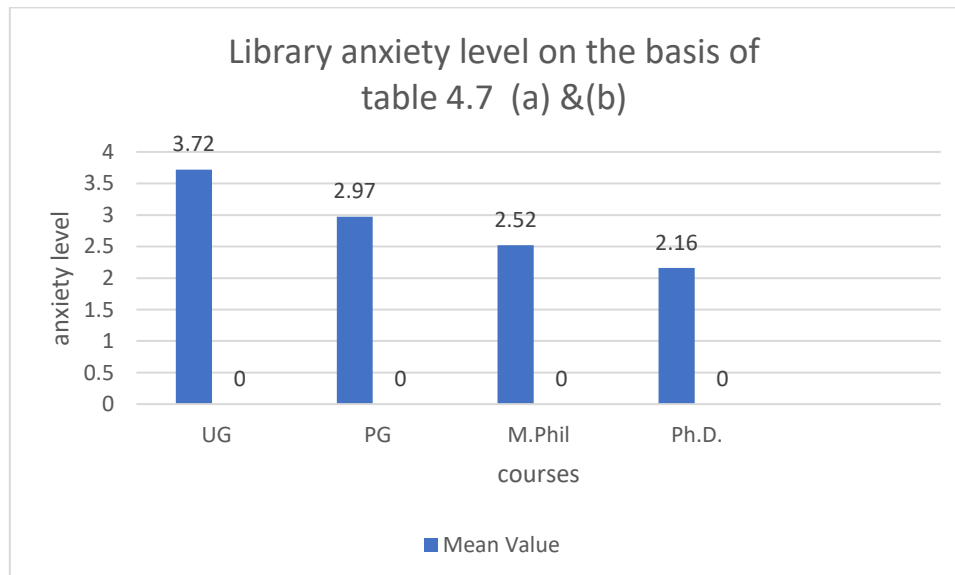
Table 4.7 (b)

**Feeling experienced by M. Phil and Ph.D. students during their first attempt to use the Central Library**

**Scale: - 1-High, 2- Moderate, 3- Low**

**Table no 4.8****Anxiety level among students on the basis of table 4.7 (a) and 4.7(b)**

S.no	Courses	Mean Value	Anxiety level
1	U.G.	3.72	Moderate anxiety
2	P.G.	2.97	Mild anxiety
3	M.Phil	2.52	Low anxiety
4	Ph.D.	2.16	Low anxiety

**Figure no 4.4****Anxiety level among students on the basis to table 4.7 (a) & (b)**

The above table 4.8 and figure 4.4 shows that the U.G. students have moderate level anxiety (3.72) of Knowledge related library anxiety followed by P.G. (2.97) mild anxiety, M. Phil (2.52) low anxiety, and Ph.D. (2.16) no anxiety.

**Table no 4.9****Factors contributing to Negative Feeling among students**

*Scale: - 1-Strongly agreed, 2- Agreed, 3-Neutral, 4-disagreed, 5- Strongly disagreed.*

Table no 4.9 shows the factors contributing to negative feeling in students as in the fact that it is my first visit is highest in U.G. (81.2%), followed by P.G. (49.8%), M. Phil (40%) and Ph.D. (34.8%). The second one not knowing how books were organised in the library is highest in UG (88.6%) followed by PG (56.5%), M. Phil (53.3%), and Ph.D. (43.3%). Don't know how to go to different floor is highest in U.G. (68.4%), P.G. (43.6%), M. Phil (53.3%) and Ph.D. (2.22%).

**Table no 4.10**

**Nature of Problem encountered by students on first attempt in using the library**

*Scale: -1-High, 2- Moderate, 3- Low*

**Table 4.11**  
**Anxiety level among students on the basis of table 4.10**

<b>S.no</b>	<b>Courses</b>	<b>Mean Value (Anxiety Score)</b>	<b>Anxiety level</b>
1	U.G.	4.28	Severe Anxiety
2	P.G.	3.883	Moderate anxiety
3	M.Phil	2.98	Mild anxiety
4	Ph.D.	2.348	Low anxiety

Table 4.11 shows the nature of problems encountered by students on first attempt in using the library. It also shows that the problem of inability to locate resources is highest among U.G. students (72.3%), followed by P.G. students (55.8%), M.Phil. (46.6%), Ph.D. (37.7%). The problem of inability to use online catalogue is highest among U.G. (72.3%) followed by P.G. (70.3%) M. Phil (29.6%) and Ph.D. (5.0%). The other problems are also highest among UG students and lowest among Ph.D. expect the problem of uncertainty of how to begin my research which is highest among P.G. and lowest among Ph.D. students.

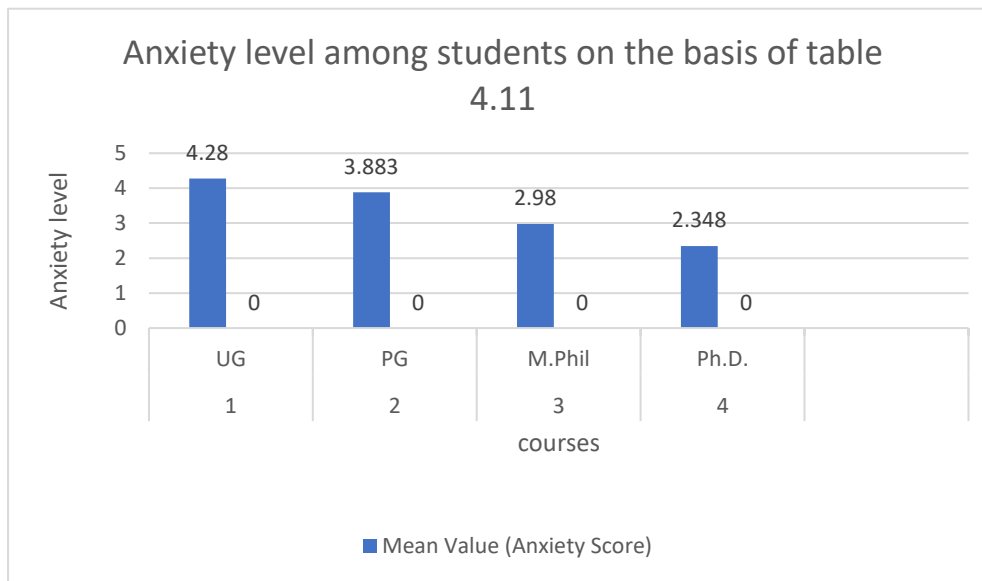
**Figure 4.5**

Table 4.11 and figure 4.5 shows the Anxiety level in different courses. U.G. has 4.28 mean value means U.G. has severe anxiety. PG with 3.88 mean score with moderate anxiety. M.Phil with mean value 2.98 has mild anxiety and Ph.D. servers with low anxiety with mean 2.348.

**Table no 4.12****Effects of students initial feeling on their actions:**

S.no	ACTIONS	U.G.		P.G.		M.Phil.		Ph.D.	
		Yes	No	Yes	No	Yes	No	Yes	No
1	<b>Delay in completion of assignments</b>	89 (72%)	54 (43.9%)	95 (36.1%)	168 (63.8%)	5 (33.3%)	10 (66.6%)	8 (12.9%)	54 (87%)
2	<b>Failure to turn in good assignment because I did not get enough related information</b>	85 (69.1%)	38 (30.8%)	104 (53.2%)	159 (60.4%)	3 (20%)	12 (80%)	11 (17.7%)	51 (82.2%)
3	<b>Increased in my photocopy because I did not get enough information</b>	79 (64%)	44 (35.7%)	135 (51.3%)	128 (48.6%)	7 (46.6%)	08 (53.3%)	17 (27.4%)	45 (72.5%)

Table no 4.12 shows effects of students initial feeling on their actions. It also shows that U.G. has highest effect (72%) in terms of delay in completion of assignments followed by P.G. (36%), M. Phil (33.3%) and lowest in Ph.D. (12.9%). The other effect failure to turn in good assignment because I didn't get enough related information is again high in U.G. (69.1%), followed by P.G. (53.2%), M. Phil (20%) and Ph.D. (17.7%).

The effect increased in my photocopy because I did not get enough information in high in U.G. (64%) and lowest in Ph.D. (27.4%).

**Table no 4.13 (a)****Usage of central library by U.G. & P.G. students****Scale: - 1-Frequently, 2-Occasionally, 3-Sometime 4- Never**

**Table no 4.13 (b)****Usage of central library by M. Phil and Ph.D. students****Scale: - 1-Frequently, 2-Occasionally, 3-Sometime 4- Never**

Table no 4.13 (a) and 4.13 (b) shows the usage of the library by students as among Usage by U.G. students is highest for checking out books (100%) and lowest is for sleep (9.5%). Usage by P.G. students is highest in checking out books (80.9%) and lowest is for the purpose of sleep (4.9%). But in case of M. Phil (80%) students the purpose of usage of library is highest for two purposes first for to study alone and second for to check out books. In case of Ph.D. students, the purpose is study alone is highest (82.2%).

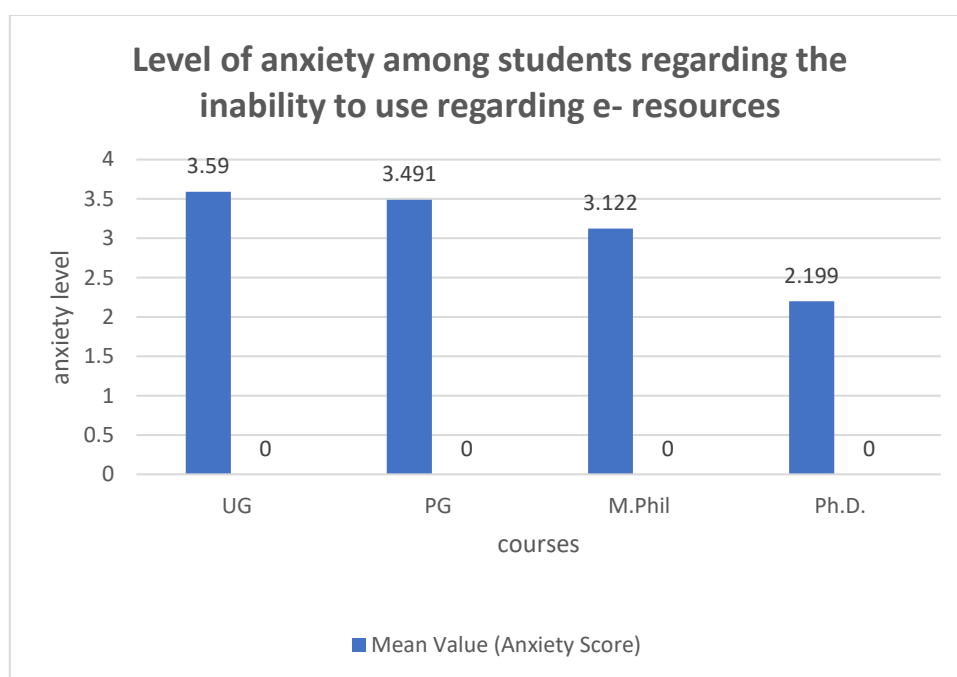
**Table 4.14****Inability to use library e- resources.**

*Scale:- 1-Strongly agreed, 2- Agreed, 3- Neutral, 4- Disagreed, 5- Strongly Disagreed.*

**Table 4.15**

**Anxiety level (regarding the inability to use e- resources) among students on the basis of table 4.14**

S.no	Courses	Mean Value (Anxiety Score)	Anxiety level
1	U.G.	3.59	Moderate Anxiety
2	P.G.	3.491	Mild Anxiety
3	M.Phil	3.122	Mild Anxiety
4	Ph.D.	2.199	No anxiety



**Figure 4.6 Level of anxiety among students regarding the inability to use e- resources**

Table 4.15 and figure 4.6 shows the level of anxiety among students regarding the inability to use e- resources as the anxiety level regarding e- resources is highest in U.G. (3.59) and lowest in Ph.D. (2.199).

**Table 4.16(a)**

**Opinion of U.G. & P.G. students regarding knowledge of library.**

**Scale: - 1-Strongly agreed 2-Agreed 3- Neutral 4-Disagreed 5-Strongly Disagreed**

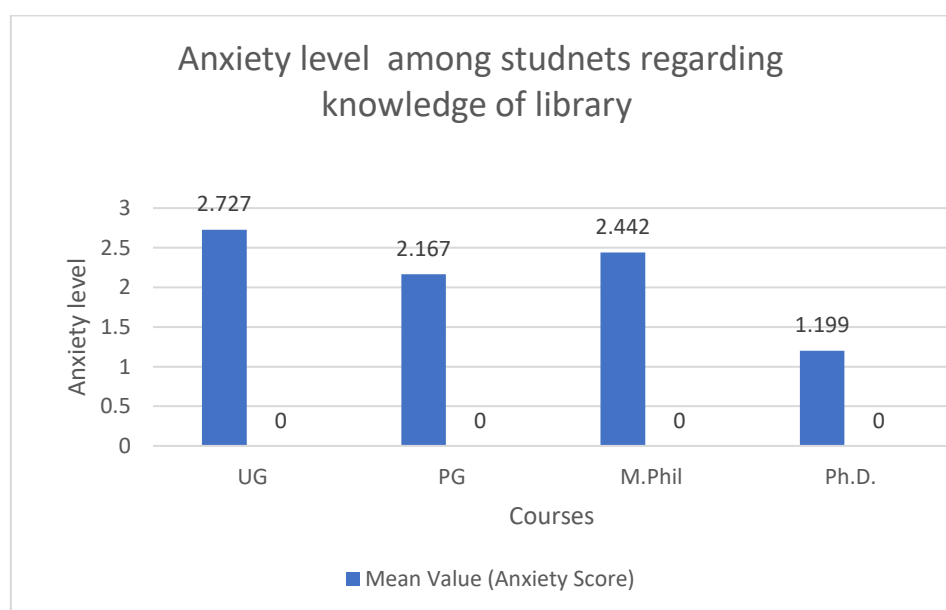
**Table 4.16(b)**

**Opinion of M. Phil. & Ph.D. students regarding knowledge of library. Scale:  
-1-Strongly agreed 2-Agreed 3- Neutral 4-Disagreed 5- Strongly Disagreed**

**Table 4.17**

**Anxiety level among the students on the basis of table 4.16(a) and 4.16 (b)**

S.no	Courses	Mean Value (Anxiety Score)	Anxiety level
1	U.G.	2.727	Mild Anxiety
2	P.G.	2.167	Low Anxiety
3	M.Phil.	2.442	Low Anxiety
4	Ph.D.	1.199	No anxiety

**Figure 4.7**

**Anxiety levels among students regarding knowledge of library.**

Table 4.17 and figure 4.7 show the anxiety level among students regarding knowledge of library as in the level of anxiety is highest is U.G. (2.727) as compare to other courses and lowest in Ph.D. (1.199).

**Table 4.18 (a)Opinion of UG & PG students regarding mechanical barriers in the library Scale: - 1-Strongly agreed 2-Agreed 3- Neutral 4-Disagreed 5- Strongly**

Table 4.18 (b)

**Opinion of M. Phil and Ph.D. students regarding mechanical barriers in  
the library**

**Scale: -1-Strongly agree 2-Agree 3- Neutral 4-Disagree 5- Strongly Disagree**

**Table 4.19**

**Anxiety level among students on the basis of table 4.18(a) and 4.18(b)**

S.no	Courses	Mean Value (Anxiety Score)	Anxiety level
1	U.G.	2.507	Mild Anxiety
2	P.G.	2.484	Low Anxiety
3	M.Phil	2.239	Low Anxiety
4	Ph.D.	1.865	No anxiety

**Figure 4.8 Anxiety level among students regarding mechanical barriers.**

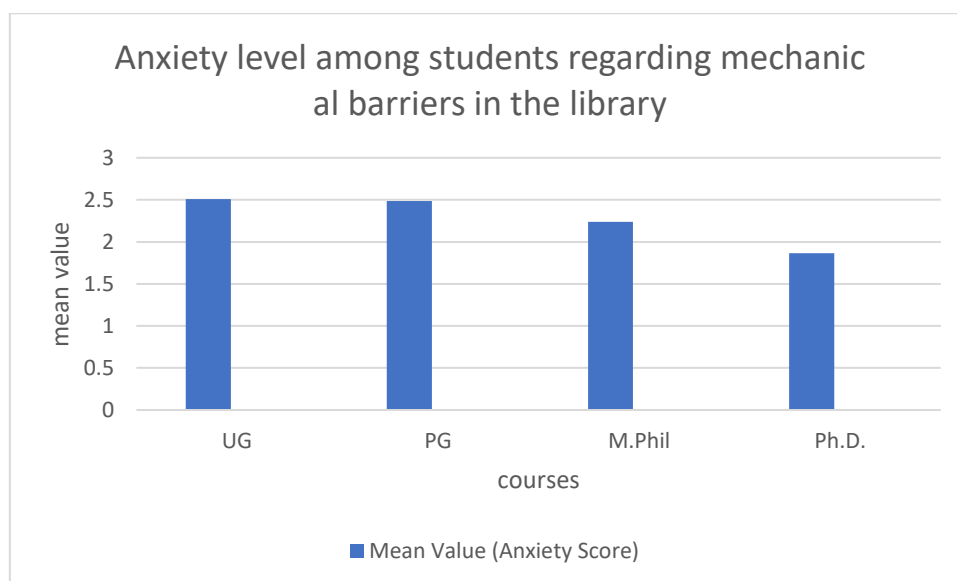


Table 4.19 and figure 4.8 shows level of anxiety among students regarding mechanical barriers. Here the level of anxiety is highest among U.G. students (2.507) and lowest among Ph.D. students 1.805 with no anxiety.

**Table 4.20 (a) Opinion of U.G. & P.G. students regarding library staff behaviour. Scale: -Strongly agree 2-Agree 3- Neutral 4-Disagree 5- Strongly Disagree.**

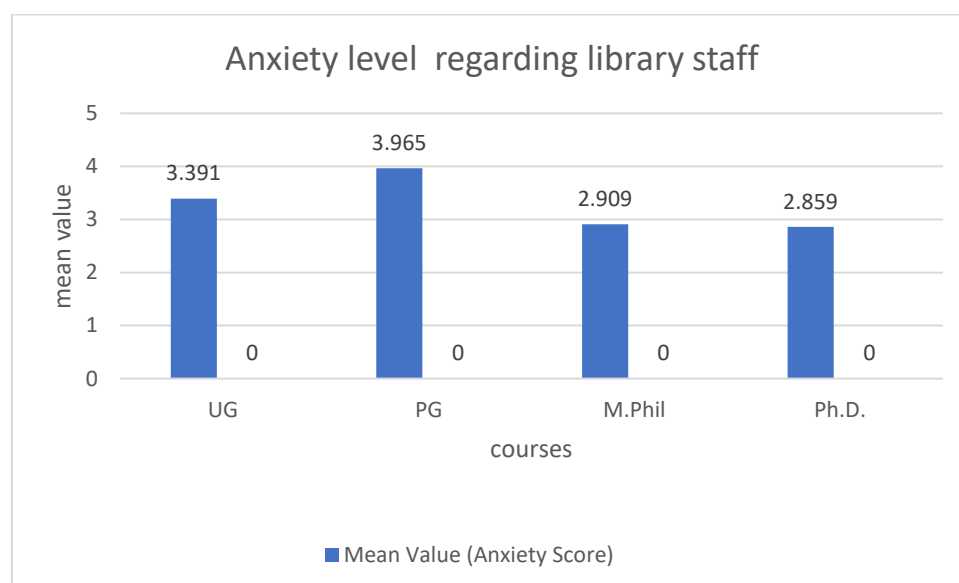
**Table 4.20 (b)**

**Opinion of M. Phil.& Ph.D. Students regarding library staff behaviour.**  
*Scale: -Strongly agreed 2-Agreed 3- Neutral 4-Disagreed 5- Strongly Disagreed*

**Table 4.21**

**Anxiety level among students on the basis of table 4.20(a) and 4.20 (b)  
(library staff behaviour)**

S.no	Courses	Mean Value (Anxiety Score)	Anxiety level
1	U.G.	3.391	Moderate Anxiety
2	P.G.	3.965	Moderate Anxiety
3	M.Phil	2.909	Mild Anxiety
4	Ph.D.	2.859	Mild anxiety



**Figure 4.9 Anxiety level among students related to staff**

Table 4.21 and figure 4.9 shows anxiety level regarding staff in the students. In the table the anxiety level is highest in P.G. students (3.956) and lowest in Ph.D. students (2.909).

**Table 4.22****Student's opinion about finding information on book shelf**

S.no	Course	Yes	No
1	U.G.	65 (52.8%)	58 (47.1%)
2	P.G.	143(54.3%)	120 (45.6%)
3	M.Phil.	9 (60%)	6 (40%)
4	Ph.D.	37 (59.6%)	25 (40.3%)
<b>TOTAL</b>		<b>250 (53.9)</b>	<b>213 (46%)</b>

Table 4.22 shows that the only 53.9% students of total population are able to find books on books shelf where 46% students are not able to find information on book shelf.

**Table 4.23****Approaches used by students to get required information.**

S.no	APPROACHES	OPINION			
		U.G.	P.G.	M.PHIL	Ph.D.
1	<b>Subject</b>	86(69.9%)	195(74.1%)	11(73.3%)	48(77.41%)
2	<b>Author</b>	50(40.6%)	128(48.6)	08(53.3)	34(54.8%)
3	<b>Title</b>	43(34.9%)	110(41.8%)	06(0.4%)	32(51.6%)
4	<b>Keyword</b>	04(0.32%)	15(0.57%)	05(33.3%)	20(32.2%)

The above table 4.23 shows the approaches used by students to find required information. Subject approach is mostly used by the students of all course. And the percentage of using keyword approach is minimum.

**Table no 4.24**  
**Feeling of students when they didn't get required information.**

S.no	FEELING	OPINION			
		U.G.	P.G.	M.PHIL	Ph.D.
1	Angry	15 (12.1%)	35 (13.3%)	1 (6.6%)	33 (53.2%)
2	Irritating	33 (26.8%)	67 (25.4%)	3 (20%)	16 (25.8%)
3	Anxious	19 (15.4%)	48 (18.2%)	6 (40%)	16 (25.8%)
4	Dissatisfaction	70 (56.9%)	135 (51.3%)	7 (46.6%)	05 (80.6%)
5	Embarrassed	05 (4%)	43 (16.3%)	2 (13.3%)	07 (11.2%)

Table 4.24 shows that the students have negative feeling when they didn't get required information. In all courses the feeling of dissatisfaction maximum where the feeling of embarrassed is minimum in all courses.

## CHAPTER-5

### FINDINGS, CONCLUSION, AND SUGGESTIONS

#### 5.1 INTRODUCTION: -

In the context of this study researcher visited various schools of Babasaheb Bhimrao Ambedkar University of Lucknow and Gautam Buddha Central Library and observed all those factors that are related to library anxiety. In this entire journey of the study the researcher explores their views about the Babasaheb Bhimrao Ambedkar university in the form suggestions. All though suggestions suggested by the study, may be valuable for reducing library anxiety in future

This chapter defines the findings, conclusion and suggestions regarding library anxiety. In this chapter researcher explored with the findings, conclusion and suggestions through questionnaire, observation and interpretation of respondent's data.

#### 5.2 FINDINGS

*On the basis of table analysis in the chapter 4 finding are as follows*

- The Ph.D. students are highest in percentage in daily visiting the library while U.G. students are at lowest in percentage in daily library visits.
- The students of M. Phil. & Ph.D. spend more time in the library as compare to U.G. & P.G students.
- The maximum no. of U.G. students (53.6%) uses central library to get information regarding their course work. In case of P.G. student's maximum percentage of students (58.17%) uses library to return or borrow book. While in M.Phil. and Ph.D. students use library to get latest information on research (53.3% and 66.1% respectively).
- The anxiety level regarding first attempt to use the library is; in U.G. students is 3.72 (Moderate anxiety), in P.G. students is 2.97 (mild anxiety) and in M. Phil. & Ph.D. students is 2.52 and 2.16 respectively (low anxiety).
- The major contributor in negative feeling is first library visit and lack of knowledge about book organization in the library.
- The anxiety level regarding problems encountered on first attempt to use the central library in students is, in U.G. is 4.28 (Severe anxiety), in P.G. students is 3.883 (moderate anxiety), in M. Phil. is 2.98 (mild anxiety) and in Ph.D. is 2.348 (low anxiety).
- The effect of students initial feeling on their action in U.G. students is delays in completion of the assignment, P.G. is failure to turn in a good assignment and M. Phil. & and Ph.D. is increasing in their photocopy because they didn't get enough information.
- The U.G. and P.G. students' maximum uses library to check out books (100% and 80.9% respectively.), while M. Phil. and Ph.D. students uses library to study alone (80% and 82.2%).

- The anxiety regarding the inability to use e-resources is, in U.G. students is moderate anxiety (3.59), P.G. & M. Phil. students is mild anxiety (3.491 and 3.122 respectively) and in Ph.D. students is low anxiety (2.199).
- The anxiety level regarding the knowledge of library is, in U.G. students is 2.727 (Mild anxiety), in P.G. & M. Phil. students is 2.167 & 2.442 respectively and in Ph.D. is 1.99 (no anxiety).
- The anxiety regarding the mechanical barriers with the library is, in U.G. students is 2.507 (mild anxiety), in P.G. and M. Phil. students is 2.484 & 2.239 respectively (low anxiety) and in Ph.D. is 1.865 (no anxiety).
- The anxiety regarding the behaviour of library staff is, in U.G. & P.G. students is 3.391 and 3.965 respectively (moderate anxiety) while in M. Phil. and Ph.D. students is 2.909 & 2.859 respectively (mild anxiety).

### ***5.3 CONCLUSION***

Library anxiety has been identified as a contributory factor in poor academic performance among students, and libraries are being challenged to give serious consideration to this phenomenon in order to develop strategies for reducing the problem. Library anxiety is a challenging topic in LIS field. This study sought to determine if there were any indicators of the library anxiety among first year students of Babasaheb Bhimrao Ambedkar university, Lucknow. The data was collected using a questionnaire from 463 out of 1418 first year students of the university. The findings indicated the presence of library anxiety among the students due to both personal and institutional factors. Some personal factors included a lack of the relevant information literacy skills, absence of previous library experience, ignorance of the capability and extent of the library information retrieval systems and confusion when trying to find their way around the library. Institutional factors included the relatively large size of the library, the layout and organizational of floors and collection and lack of appropriate signage. Recommendations were made to help reduce the problems that appear to have prompt library anxiety.

The majority of respondents experienced library anxiety. Library anxiety and library use or library visits had a significant negative relationship with each other.

### ***5.4 SUGGESTIONS***

- The library needs orientation and information literacy programmes which could be mandatory for all students and offered during the first semester. This is to ensure that the students are immediately educated in the requisite information management skills for academic purposes. This is background that the findings revealed that the lack of information literacy skills was a major contributor of library anxiety.
- There should be user-friendly directory in the entrance hall, outlining the different floors of the library and the resources on each one, which students will be able to use, to assist them in finding resources on different sections of the library. This is essential because inability to locate resources in the library was one of the major natures of

problem, students encountered when they try to use the library. Being able to locate places should go a long way in reducing library anxiety.

- The lack of clarity of proper signage triggered library anxiety and created confusion and frustration when students attempt to locate resources and services. Therefore, it is recommended that proper signage will be installed throughout the library.
- Ongoing customer service training should be provided for library staff to encourage them to be more friendly and helpful to students.
- With regard to LIS department, the LIS department students could be used to conduct peer groups training in the library on information skills, students prefer seek assistance from friends instead of librarians and library staff, and library science students would also gain valuable professional practices.
- Information regarding electronic resources needs to be provided. Unfamiliarity with computerised catalogue and databases appear to be recurrent challenge for the students as OPAC and databases often have different interfaces and some of them are difficult to manoeuvre.
- 

### ***5.5 TESTING OF HYPOTHESIS:***

**H<sub>1</sub>- The level of library anxiety is higher in UG and PG students as compare to M. Phil and Ph.D. students.**

**Null Hypothesis H<sub>0</sub>:** There is no significant difference regarding the level of library anxiety in UG & PG students as compare to M.Phil. & Ph.D. students.

**Alternative Hypothesis H<sub>1</sub>:** There is a significant difference regarding the level of library anxiety in UG & PG students as compare to M.Phil. & Ph.D.

From the table 4.8, 4.11, 4.15, 4.17, 4.9, 4.21 library anxiety level of UG and PG students is higher than M. Phil and Ph.D. (UG>PG>M.Phil> Ph.D.). The result of hypothesis testing found no significant difference regarding level of library anxiety in UG & PG students as compare to M. Phil & Ph.D. students. Therefore, the null hypothesis has been proved and accepted.

**H<sub>2</sub>-There is a negative relationship between library anxiety and library use.**

**Null Hypothesis H<sub>0</sub>:** There is a no significant negative relationship between level of library anxiety and library use.

**Alternative Hypothesis H<sub>1</sub>:** There is a significant negative relationship between level library anxiety and library use.

Form the 4.3 and 4.4 students of UG and PG less uses or spend time in the library while M. Phil and Ph.D. students spend more time then UG and PG, in the library. The result of hypothesis testing found no significant negative relationship between level of library anxiety and library use. therefore, null hypothesis is proved and accepted.

### ***5.6 AREAS OF FURTHER RESEARCH:***

- The present study may be replicated by including a greater number of sample form different type of higher educational institutions and the comparative analysis on library anxiety.
- Since the present study has been used an adopted version Bostick's library anxiety scale to measure the library anxiety among the university student, further research may be conducted to develop a standardized tool to measure anxiety more quantitatively and precisely among the academic libraries particularly in Indian setting.
- The effect of ICT (information and communication technology), computer anxiety and information literacy on library anxiety may be studied systematically using factor analysis.
- Further research may also be conducted on this topic on schools, colleges and private universities.

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# *APPENDIX*

QUESTIONNAIRE FOR USER

**LIBRARY ANXIETY AMONG NEWLY ADMITTED STUDENTS OF  
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY: A STUDY**

1. Name of Department \_\_\_\_\_
2. Name of the user \_\_\_\_\_
3. Gender Male [     ]     Female [     ]
4. Age     18 to 25 years [     ]     26 to 30 years [     ]  
              31 to 35 years [     ]
5. User's educational level  
      UG student [     ]     PG student [     ]  
      M.Phil. [     ]     Ph.D. scholar [     ]  
      Others (specify) \_\_\_\_\_
6. How often do you visit the library?  
      Daily [     ]     once in a week [     ]  
      Twice in a week [     ]     once in a two week [     ]  
      Once in a semester [     ]     never [     ]
7. How much time do you spend in the library?  
      30 minutes to 1 hour [     ]     2 hours to 3 hours [     ]  
      More than 3 hours [     ]
8. What are the purposes of library visit?  
      To get latest information of research in the specialized field [     ]  
      To borrow & return the book [     ]  
      To access e-resources [     ]  
      For getting information of recent trends [     ]  
      For reference [     ]  
      For your course work [     ]
9. How much the library staffs are helpful in finding your quarries/problems?  
      Always [     ]     Often [     ]  
      Rare [     ]     Never [     ]
10. What type of experience you feel when you visit a library first time?  
      Plz (√) the level of satisfaction High, 2- Moderate, 3- Low

S.n o.	Feeling	Opinion		Scale		
		Yes	No	HIGH	MODERATE	LOW
1	Confused					
2	Uncertain					
3	Anxious					
4	Helpless					
5	Uncomfortable					
6	Fearful					

7	none of above					
8	Other					

11. What factors are contributing to you a negative feeling in the library? Plz (√) the level of satisfaction 1-Strongly Agree 2-Agree 3-Neutral, 4- Disagree, 5- Strongly disagree

S. n	Feeling	Opinion		Scale				
		Yes	No	1	2	3	4	5
1	Fact that it is my first visit							
2	Not knowing how books were organised on the library							
3	Don't know how to go to different floor to get what I want							
4	Other							

12. What are the problems encountered on first attempt to use the library?

1- High, 2- Moderate, 3- Low

S. n	TYPES OF PROBLEM	OPINION		SCALE		
		Yes	No	High	Moderate	Low
1	Inability to locate resources					
2	Inability to use online catalogue					
3	Not understand how books are arranged on shelves					
4	Uncertainty of how to begin my research					
5	Inability to use online databases.					
6	Lack of help from staff					
7	Unapproachable staff					
8	Other {please specify}					

**13. What type of effect students initial feel on their actions?**

S. N	students initial feeling on their actions	Yes	No
1	Delay in completion of assignments		
2	Failure to turn in a good assignment because I did not get enough related information		
3	Increased in my photocopy because I did not get enough information.		
4	Any other		

**14. What are the purposes do you visit in library?**

Please rate the frequency of library usage.

1-Frequently, 2- Occasionally, 3- Sometime, 4- Never

S.no	Usage	Opinion		Scale			
		Yes	No	1	2	3	4
1	To study alone						
2	Check out books						
3	Use online databases						
4	Use reference materials						
5	Meet my study group						
6	Look up job/ carrier resources						
7	Reading non-circulating materials (magazines and journals)						
8	Sleeping						
9	Other						

15. What is the various problem do you face in access of e-resources?

1-Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

S.n	Feeling	Opinion		Scale				
		Yes	No	1	2	3	4	5
1	Lack of familiarity with e-resources.							
2	Lack of knowledge of e-resources.							
3	Lack of cooperation with library staff.							
4	Lack of resources in the library.							
5	Other							

16. Please tick the following sentences according to your opinion about the library.1- Strongly agree, 2-Agree, 3- Neutral, 4-Disagree, 5-Strongly disagree

S. N	Points	1	2	3	4	5
1	I feel embarrassed that don't know how to use the library					
2	The libraries are unapproachable					
3	Unsure about how to begin my research /study.					
4	I feel frustrated and anxious when searching in the library					
5	I can't get the help in the library at the time I need it.					
6	The furniture of the university library is uncomfortable and makes me feel uneasy					
7	I am not comfortable using university library services.					
8	When using library computers to find information resources I feel frustrated.					
9	I feel fear of damaging computers or other machines when I am using them in the library.					

10	Locating library resources in the library makes me anxious.					
11	I don't know what resources are available in the library.					
12	When I use university library OPAC for seeking information I feel frustrated.					
13	Do you feel library services are sufficient according to the requirements of the university students?					
14	I get confused, when I saw vernacular type of daily newspaper in the library, [don't know which one is useful or which is not].					
15	The university librarian and library staff do not have time to help me in searching for information resources.					
16	The unfamiliarity with the format of information resources makes me anxious when I go to library for searching the information.					
17	I cannot usually access information resources in the library which I need for my study /research					

**17.** Are you able to find out the information on book shelf?

Yes No

**18.** How do you approach for getting your required information from library?

Subject author title keyword

**19.** How do you feel when you didn't get your required information?

Angry [ ] Irritating [ ]

Anxious [ ] Dissatisfaction [ ]

Envy [ ]

If any other {please specify} \_\_\_\_\_

**20.** If any other type of anxiety does you feel about library then please explain.

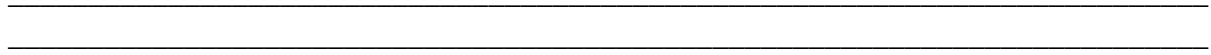
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Date

Signature of the respondent