

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

**ABSTRACT**

**SUBMITTED FOR AWARD OF THE DEGREE OF**

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In  
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**BABASAHEB  
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**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.**

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## **ABSTRACT**

For the majority of university students, the need of library and its resources is important for successful completion of any educational course. these students need to be able to use the library to identify, to access, and to retrieve information in order to attain and to maintain high levels of academic performance. University students need to use the library to access the information for either their knowledge or for their research needs.

Unfortunately, many university students do not have the sufficient knowledge, skills, experience, learning style, self-confidence to utilize the library effectively and thus are ill-prepared to undertake term projects, research assignments, theses, dissertations, and etc. This lack of preparedness leaves many students with a negative attitude toward college libraries leading to procrastination and avoidance behaviors.

This becomes a problem for many of them who feel that they do not have the essential skills or experience in using the library resources and services. The lack of library skills diminishes students' self-confidence and results in a state of anxiousness when they are in the library or think about a visit to 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.

## **BACKGROUND**

The concept of library anxiety was formally introduced by [Mellon \(1986\)](#), who probed college learners' perceptions regarding their initial library experiences and noted that between 75 and 85 per cent 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.

Library anxiety is characterized by negative emotions, including tension, fear, feelings of uncertainty and helplessness, negative self-feating thoughts, and mental disorganization, all of which have the propensity to debilitate information literacy.

## **DEFINITION**

According to Jiao and Onwuegbuzie, (1997) "Library anxiety manifests itself in negative emotions, including tension, fear, feelings of uncertainty and helplessness,

negative self-defeating thoughts, and mental disorganization, all of which have the propensity to debilitate information literacy”.

According to Mellon (1986) “feelings of library anxiety results from either students’ 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”.

## **TYPES OF LIBRARY ANXIETY**

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

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

This type of library anxiety refers to the perception of students that librarians and other library staff are intimidating and unapproachable. In addition, the librarian is perceived as being too busy to provide assistance in using the library.

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 native 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 infrequently, 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 deals 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 library anxiety refers to feelings which emerge as a result of students' reliance on mechanical library equipment, including computer printers, microfilm readers, copy machines, and change machines. Students who have difficulty operating one or more pieces of the library equipment tend to experience high anxiety levels.

## **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.

## **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:
  - U.G.
  - P.G.
  - M.Phil.
  - Ph.D.

## **HYPOTHESES**

- **H<sub>1</sub>** The Level of library anxiety is higher in UG & PG 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.

## **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 took admission in the June 2018 (except diploma courses) in Babasaheb Bhimrao Ambedkar University, Lucknow.
  - U.G. & P.G.
  - M.Phil. & Ph.D.

## **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.

## **Population**

The target population of the study is newly admitted students of Babasaheb 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.

### **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.

## **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

## **FINDINGS**

- 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 UG students (53.6%) uses central library to get information regarding their course work. In case of P.G. students maximum percentage of students (58.17%) uses library to return or

borrow book. While in M.Phil. and Ph.D. students uses 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).

## **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 organization of floors and collection and lack of appropriate signage. Recommendations were made to help reduce the problems that appear to have prompted 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.

## **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.