Comparative Investigation Between Library Personnel Anxietty and Information Seeking Anxiety Among Students 0f Tertiary Institutions

Ahmad Muhammad[1], Mustapha Usman[2], Adline Benjozo[3]

[1,3]Research scholar, College of Education Science
[2]Librarian, College of Education

ABSTRACT

The aim of this study is to analyze the perceived relationship that exist between Library Personnel Anxiety and Information Seeking Anxiety among college students how does the two components (antecedents) contributed to Library avoidance syndrome. A structured questionnaire was adapted and modified to fit the study for data collection in which five research questions guided the research. The research design adopted was a survey method. The population for this study comprises 270 students in two colleges of Education. Data were analyzed, simple percentage were used to answer the research question. The study revealed that students with Library Personnel Anxiety due encounter Information Seeking Anxiety and the two are antecedent of library avoidance. The study recommends therefore that teaching library skills at the beginning and end of each study program should be adopted to ameliorate the situation.

Keywords: Anxiety, Syndrome, Seeking,

INTRODUCTION

Many different definitions were attributed to the word anxiety. It can be seen as an unpleasant state of mental uneasiness, nervousness, apprehensions, obsessions or concern about some uncertain events. According to Naveed and Ameen (2017), anxiety is a cardinal pervasive and persistent characteristics of Information search. It is obstructed in library search by feeling of anxiety or fear and unable to approach the problem logically or effectively, (Khan, 2010). Moreover, Melon coined the concept of library anxiety (LA) and described it as fear such as scary, lost overpowering, fear of the unknown, helpless and confused (Abusin and Zainab).

However, library anxiety is set in whenever the newly admitted students visit the library for the first time. Most of them lack any idea on who to contact and where to locate their needed resources, therefore cannot make any progress on what they are supposed to do despite the availability of information and human resources they are to make use of.

Moreover, in this study, library personnel anxiety (LPA) takes place whenever the behavior of library staff obstruct users from availing themselves with the library resources and services. While information seeking anxiety (ISA) is considered as a situation stirring when the students/ users of the library cannot find enough or relevant information resources for his/her assignment or research purposes. It is obvious that

some student/library users do doubt the behavior of some library staff whenever approach for help. So also the location or arrangement setting of information resources do appear strange to new comer and contribute to his/her unsatisfactory result. These are what compelled the researchers to carry out an investigation using the aforementioned variables (LPA and ISA) for the advantage of library management, library users and researchers.

PROBLEM STATEMENT/JUSTIFICATION

Adamu Augie college of Education library is one of the academic libraries opportune to be equipped with human and material resources for students' academic and personal purposes. Likewise in a program of study at level 1 a course called introduction to the use of library is enlisted in G S T courses for them to get expose to skills of using library yet the syndrome library avoidance remain visible. This learning threat/negative learning behavior calls for an urgent attention, It is against this background that this research is set out.

PURPOSE OF THE STUDY

The main purpose of this study is to examine the effect of the two different anxieties i,e the Library Personnel Anxiety (LPA) and the Information Seeking Process Anxiety (ISPA) on the library avoidance syndrome that is characterized nowadays by most of our College libraries in which Adamu Augie College of Education, Argungu is among. Two major variables (Personnel and Seeking process anxieties) are the determining factors that largely contributed to the problem (Library avoidance) and need to be urgently addressed.

RESEARH OBJECTIVES

1. To determine the level of each variables' effect on library avoidance syndrome.
2. To find out the correlational relationship between the library personnel anxiety and information seeking anxiety.
3. To established the respondents' perception on the library personnel anxiety and information seeking anxiety

RESEACH QUESTIONS

The research is mainly designed to search for possible response to the following questions:

Did a user experience any form of perceived anxiety while interacting library staff/resources?

Is Library Personnel Anxiety and or Information Seeking Anxiety a threat to students attending library?

1. To determine the level of each variables' effect on library avoidance syndrome.
2. To find out the correlational relationship between the library personnel anxiety and information seeking anxiety.
3. To established the respondents' perception on the library personnel anxiety and information seeking anxiety.

Are there difference between perceived Library Personnel Anxiety and perceived Information Seeking Anxiety among students?

Is there any relationship between the anxiety (s) and the Library avoidance?

RESEARCH HYPOTESIS

(5) Null hypotheses (H0) were tested in this study:

H1 There are no statistically significant mean difference in perceived Library Personnel Anxiety among students

H2 There are no statically mean difference in perceived Information Seeking Anxiety among students.

H3 There is statistically mean difference between perceived Library Personnel Anxiety and Perceived Information Seeking Anxiety.

H4 There is no significant mean relationship between Perceived Library Personnel Anxiety and Library avoidance.

H5 There is no significant mean relationship between perceived Information Seeking Anxiety and Library avoidance.

SIGNIFICANCE OF THE STUDY

1. Provide information to the systems and institutional management on the prevalence of anxiety (library personnel anxiety and information seeking anxiety) and its effect to library avoidance syndrome.
2. Serve as an academic input for further research on the subject matter.
3. Proper a solution to the existing knowledge gap thereby converting this threat to effective teaching, learning and research.

DELIMITATION OR SCOPE

The study involved students from School of Art and Social Sciences at level 1 & 3 from Adamu Augie College of Education, Argungu Kebbi State and Shehu Shagari College of Education, Sokoto, Sokoto State.. A modified self-reported questionnaire is to be distributed to the respondents at various Schools belonging to the sampled Colleges through a survey method.

LITERATURE REVIEW

This study intends to review relevant literature in the area of library personnel anxiety vs information searching anxiety among students. However, few literatures are presented to represent the type of literatures expected to be reviewed.

Library anxiety is the fear or anxiousness that a student feels knowing that he or she has to enter a library to perform research or find information for a project (Mellon, 1988). Library anxiety can be so debilitating that a student is prevented from approaching an assignment in an effective manner or logical fashion (Mellon). Students often do not know where or how to begin the search on their topics and what to do in order to locate information related to them (Mellon). This fear or anxiety that students encounter regarding the use of the library has a significant impact on how much the students will be able to learn (Mellon). Mellon (1986) performed her ground breaking research in the area of library anxiety by examining the personal journals of approximately 6,000 undergraduate students at a southern university. These journals, which were collected over a two-year period, reflected the students' actual search processes as well as their feelings about the process (Mellon). The data were analyzed for reoccurring themes. Mellon found that 75- 85% of the students labeled their initial response to the library as one of anxiety or fear. 24 The students often described library anxiety as confusion or feeling lost and helpless (Mellon). Students indicated that the feeling of being lost resulted from the large size of the library, not knowing where materials were located, uncertainty in regard to how to commence a research project, and not knowing what to do once in the library (Mellon, 1986). Mellon (1988) found that this library anxiety or fear manifests in three particular ways: (i) students perceive that they are less competent in their library skills

than other students; (ii) students are ashamed of their lack of library competence; and, (iii) students avoid asking questions so their lack of competence is not revealed. Mellon (1986), through her initial research, established the grounded theory that, "when confronted with the need to gather information in the library for their first research paper many students become so anxious that they are unable to approach the problem logically or effectively" (p. 163). Mellon's theory of library anxiety opened the door for additional research in this new area. Mellon (1986) undertook her initial study in order to determine more effective ways of teaching search strategies during library instruction. However, the students rarely referred to search problems in their journal entries, but instead described the fear they encountered prior to commencing the search in the library. As a result of these insights, Mellon (1986) redesigned the library instruction session so that the students received a discussion of library anxiety, which assured them that this anxiety was reasonable and encountered by many learners. In addition, Mellon (1986) increased contact between the librarian and students, incorporated an element of "warmth" in the instruction, and 25 emphasized students' success at their tasks. She found that this type of library instruction reduced students' anxieties regarding the library and the initiation of the search process (Mellon, 1988). Additionally, Keefer (1993) recommended that academic librarians attempt to reduce students' library anxiety by helping them understand that their anxiety and frustration is normal. By engaging with students and offering assistance to those who appear troubled, librarians can strengthen the human connection and reduce students' levels of anxiety (Keefer).

Library anxiety has been the target of researches in a number of countries, but only a few studies have been done in Iran. A brief review of the most remarkable researches on library anxiety among the students of higher education levels will be offered. Jiao and Onwuegbuzie are key researchers on the matter, and much of the research reviewed here refers to them. Match and Bruex (1995) studied college and university students to investigate library anxiety and to know whether it differs from the in-situation anxiety commonly experienced by everyone at special situations or not. Their findings approved the difference between library anxiety and in-situation anxiety. They also reported the negative correlation between the self-confidence of students and their anxiety. Onwuegbuzie (1997) conducted a study to investigate the relation between library anxiety and the quality of research projects done by college and university students. He concluded that writing research projects is more difficult for students with higher rates of library anxiety. Jiao and Onwuegbuzie (1997) assessed the correlation between individual attributes of college and university students and their sense of library anxiety. It was revealed that the students with the highest level of library anxiety have the following attributes: male, young (18-29 years old), first or second semester student, with a first language other than English. Investigating the relationship between the learning habits of college and university students and library anxiety, Jiao and Onwuegbuzie (1998) observed that of the 20 items under study, 13 have a relationship with at least one factor of the five dimension library anxiety factors (Bostic Scale of Library Anxiety). Environmental temperature and noises, time of study, and the amount of movement while learning were some of the habits showing significant correlation with library anxiety. Assessment of the relationship between perfectionism and library anxiety of college and university students was another study done by Jiao and Onwuegbuzie (1998) through which they found a significant correlation between perfectionism and library anxiety in students. Jiao and Onwuegbuzie (1999) conducted another project investigating the relation between library anxiety and the personal perceptions of college and university students and concluded that four aspects out of the seven-dimensions of personal perception are related to two of the stress-generating factors consisting of emotional problems and lack of comfort in the library. Consequently, the students with negative self-

perceptions are more encountered with library anxiety than other. Bin Omran (2001) studied the students of Petersburg University to investigate the relation between library anxiety and Internet anxiety. He reported the presence of different levels of library and Internet anxieties in students and found significant correlation between the two kinds of anxieties. Jiao and Onwuegbuzie (2001) investigated the relationship between study habits of M.A. students such as notetaking skills and time management with library anxiety. Students with lower levels of study skills experience more library anxiety. Jiao and Onwuegbuzie (2002) studied the relationship between social dependence and library anxiety in college and university students and found that those students with a better collective attitude will encounter lower library anxiety. These researchers believe that improving collaborative and collective interests in students and encouraging them in group activities can be effective in reducing library anxiety. Jiao and Onwuegbuzie (2004) investigated the relation between M.A. students' attitude towards computers and the extent of library anxiety. This research found a significant correlation between negative attitudes towards computers and their library anxiety. Jiao and Onwuegbuzie (2004) investigated the relation between the gender of college and university students and their library anxiety and found that gender can also affect library anxiety. These same researchers (Jiao and Onwuegbuzie 2006) found that gender is a predictor of library anxiety. Kovun, Onwuegbuzie, and Alexander (2007) assessed the relationship between critical thinking and library anxiety in college and university students. The results of this study show that students with low critical thinking will experience more sense of library anxiety. They stated that teaching critical thinking could result in reducing library anxiety in students. Jiao and Onwuegbuzie (2008) after investigating the relationship between library anxiety in Ph.D. students of Educational Sciences and their errors in creating citations found a significant correlation between these two variables. They stated that students with more library anxiety will make more mistakes in citations on their thesis.

An extensive review of the literature addresses gender, level of study and age effects on academic-related anxiety was conducted. Previous studies have had mixed results as to whether or not anxiety experienced by students during information seeking process in libraries or information systems differed between males and females. Some previous studies have reported higher levels of anxiety in males than females. Jacobson (1991), Jiao, Onwuegbuzie and Lichtenstein (1996), Jiao and Onwuegbuzie (1997b) and Anwar, AlKandari and Al-Qallaf (2004) found males to be experiencing higher levels of library anxiety than females. In another study, Brosnan and Lee (1998) found males to be experiencing higher levels of computer anxiety than did females. Another group of research findings has reported higher levels of anxiety in females compared to males. Shoham and Mizrachi (2001), Brown et al. (2004) and Noor and Ansari (2011) found that female students reported to have experienced higher levels of library anxiety than did male students. In another study, Durndell and Haag (2002) reported female students to be experiencing higher levels of computer anxiety than male students. Consistent with this finding, Sigurdsson (1991), Okebukola (1993), Chua, Chen and Wong (1999) and Todman (2000) have found higher computer anxiety scores in females than in males. Some other studies reported no gender differences in levels of anxiety. Neither Bostick (1992) nor Mech and Brooks (1997) found gender differences in levels of library anxiety. Additionally, Onwuegbuzie and Jiao (2000), Ben Omran (2001), Kohrman (2002), Bowers (2010) and Lee's (2011) reported that gender was not a statistically significant contributor to the library anxiety construct. Moreover, Dyck and Smither (1994), Todman and Monaghan (1994) and Scott and Rockwell (1997) found no relationship between computer anxiety and gender. With regard to the relationship between level of study and academic-related anxiety, research findings have been mixed. Whereas most of researchers have found that library anxiety declines linearly as a function of year of study (Bostick, 1992; Mech & Brooks, 4 1995; Jiao, Onwuegbuzie & Lichtenstein, 1996;

Onwuegbuzie, 1997; Jiao & Onwuegbuzie, 1997b; Onwuegbuzie, Jiao & Bostick, 2004), others have reported no statistically significant differences between levels of study with regard to library anxiety (Shoham & Mizrachi, 2001; Bowers, 2010). Additionally some previous studies found that freshmen experienced higher levels of library anxiety than upperclassmen (Jiao, Onwuegbuzie, Lichtenstein, 1996; Jiao & Onwuegbuzie, 1997b). Additionally, with regard to the relationship between age and academic-related anxiety, previous studies had mixed results as to whether or not academic-related anxiety differed based on a student's age and whether anxiety was higher in older or younger students? Jiao, Onwuegbuzie and Lichtenstein (1996), Jiao and Onwuegbuzie (1997b), Shoham and Mizrachi (2001) and Kohrman (2002) found an inverse correlation between library anxiety and age. Conversely, Bostick (1992) and Lee (2011) found that students over fifty (50) years old had higher levels of library anxiety than did younger students. In some other studies, no age differences were found in levels of library anxiety and Internet anxiety (Mech & Brooks, 1995; Ben Omran 2001). Moreover, Parker (1990) and Yang, Mohamed and Beyerbach (1999) found no significant differences for computer anxiety according to age.

RESEARCH METHODOLOGY

The methodology to be conducted is a survey method (case study) with a structured questionnaire adopted and modified to fit the study for data collection. The dependents and independent variables were captured in the questionnaire and the data were analyzed quantitatively. The procedure for data analysis for this research is the use of descriptive statistical tools, the use of frequency distribution table will be employed. However, the population of this study is the students from two selected colleges of education. The researchers are to made use of both stratified and simple random sampling to select the sample. The two colleges have stratified the schools in to departments hence the data were collected from the two departments of English language and Social studies departments at Adamu Augie College of Education, Argungu and Shehu Shagari College of Education Sokoto respectively. According to Adamu Augie College of Education (AACOE) registry records (2022/2023) admission, the population of the students in those departments is six hundred and eighty two (682). With these, the researcher select sample systematically. The sample size of 682 according to Kriecie and Morgan (1970) 'population sample table is two hundred and sixty (260). Survey is a form of research used when dealing with very systematic collection of data or information from population or sample of a population. Ndagi (2011) stated that survey research method is concerned with collection of data for the purpose of describing, interpreting existing conditions, prevailing practice, beliefs or ongoing process. The survey method for this work aimed at surveying the aforementioned institutionals libraries and departments by the researchers to draw raw data from the targeted population.

Result/findings

Two types of parametric test were employed to test the 3 hypotheses and answer the 3 research questions formulated in the introductory chapter. The statistical test of relationship used in Pearmans correlation test while the statistical test of differences used in independent sampled test. The rationale for running these parametric test was based on normality of a dependents variables (i.e library avoidance) on the following independents variables (i.e LPA and ISA).

Library Personnel Anxiety and Information Seeking Anxiety

The Pearmans correlational test was employed to evaluate whether a statically significant mean relationship exist between the perceived Library Personnel Anxiety and the perceived Information Seeking

Anxiety. The study has answered the question. Is there a relationship between the perceived Library Personnel Anxiety and the perceived Information Seeking Anxiety?

		LPA	ISA	Mean	Std. Deviation
LPA	Pearmans correlation	1	713**	33.6967	8.29982
	Sig (1-tailed)		000		
	N	244	244		
ISA	Pearmans correlation	713**	1	32.0123	7.59547
	Sig (1=tailed)	000			
	N	244	244		

**Correlation is significance at the 0.01 level (1-tailed).

Table 1.1 LPA and ISA

The result of running the Pearmans correlation test analyses showed a statistical significant mean positive and large correlation between those two encounter LPA and those who encounter ISA (n = 244, R=.71,p < .001). (see table 1.1). The mean score (33.6967) of the library personnel anxiety is higher while the mean score (32.0123) of Information Seeking anxiety is also higher, indicating that those with higher Library Personnel Anxiety are likely to be those with higher Information Seeking Anxiety. The result also indicated the significant level as p < 0.01 thus; the hypotheses was accepted to apply other studies.

Respondent's perceptions of the Library Personnel Anxiety (LPA)

This section illustrates how respondents perceived Library Personnel Anxiety. The result indicated that 56 (23%) of the respondents neither agree nor disagree, as well as 43 (17.6%) of the respondents disagree that anxiety comes from library personnel. This contras with the 82 (33.6%) respondents who agreed and 32 (13%) strongly agreed that most of the library personnel are not skillful. On regards to staff adequacy, 82(33.6%) agreed and 27(11.1%) strongly agreed that staff inadequacy to serve the user's need provides anxiety. Moreover, on the aspect of staff computer literacy skills, 82(33.6%) neither agree nor disagree, 42(20.9%) disagree and 41(11.5%) strongly disagree that staff computer literacy skills is a factor that count on the students anxiety in this regard. About 62(25.4%) and 28(11.5%) have agreed and strongly agreed that library staff are not friendly which generally constituted (36.9%) which is a bit higher than those who disagree and strongly disagree with (34.4% all together). Response on the final statement reveals that about 82(33.6%) and 33(17.6%) which represented (51.2%) have agreed and strongly agreed that library personnel anxiety contributed to the library avoidance syndrome.

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My common anxiety is often from Library Personnel	76 (31,1%)	36 (14.8%)	56 (23%)	43 (17.6%)	33 (13.5)
Most of the Library Personnel are not skillful	32 (13.1%)	82 (33.6%)	47 (19.3%)	52 (21.3%)	31 (12.7%)

The library staff are not adequate to cater for my needs	27 (11.1%)	82 (33.6%)	58 (23.8%)	48 (19.7%)	29 (11.9%)
Most of the library staff are not Computer literate	28 (16.8%)	51 (17.2%)	82 (33.6%)	42 (20.9%)	41 (11.5%)
Most of the library staff are not friendly	28 (11.5%)	62 (25.4%)	78 (32.0%)	43 (20.9%)	33 (13.5%)
I often avoids library because of LPA	43 (17.6%)	82 (33.6%)	59 (24.2%)	37 (15.2%)	23 (9.4%)

Table 1.2 Respondents perceptions on Library Personnel Anxiety

Respondent's perceptions of Information Seeking Anxiety (ISA)

This section provides the respondent's perceptions of Information Seeking Anxiety. The result indicated that majority of the respondents about 85(34.8%) shows neither agree nor disagree that they do encounter anxiety while retrieving Information. Whereas 67(27.5%) disagree with this statement. This shows that ISA is less here in terms of library avoidance. Furthermore, 91which is (37.3%) of the respondents have neither agree nor disagree that the feel discourage while using catalogue card to locate a book. While 61(25.0%) and 13(53.3%) disagreed with these statements. This shows that using card catalogue is a bit anxious in Information Seeking in this aspect. Also 82 respondents amounted to(33%) are on the opinion that they neither agree nor disagree that they finds it difficult while using e-resources to access information whereas respondents that agreed all together amounted to 34% which indicated that using e-resources in information seeking brings some anxiety. On another response to a statement, same amount of result was found which indicated that unfriendliness on the system's side has some effects on the perceived information seeking anxiety. Finally almost 77(31.6%) as the highest respondents indicated that students avoids library as a result of Information Seeking Anxiety factors.

Statements	Strongly agree	Agree	Neither agree or disagree	Strongly disagree	Disagree
My common anxiety is often from Information Seeking.	16 (6.6%)	48 (19.7%)	85 (34.8%)	67 (27.5%)	28 (11.5%)
I feel discourage when using catalogue card to access information	13 (53.3%)	61 (25.0%)	91 (37.3%)	51 (20.9%)	28 (11.5%)
I find it difficult when finding information using e-resources	28 (16.8%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
Most of the systems use to retrieved information are not user friendly	28 (16.8%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
I feel anxious to locate a book on a shelve	21 (8.6%)	60 (24.6%)	84 (34.4%)	56 (23.0%)	23 (9.4%)
I often avoids library because of ISA	26 (10.7%)	52 (21.3%)	60 (24.6%)	77 (31.6%)	29 (19.9%)

Table 1.3. Respondent's perception of Information Seeking Anxiety

Conclusion

The study succeeded in answering the systematically designed research questions as well as hypotheses and research objectives aforementioned. The results shows that Library Personnel anxiety and Information Seeking anxiety are closely related due to the fact that student with Library Personnel Anxiety is also characterized with some elements of encountering Information Seeking Anxiety and the two scales contributes immensely to library avoidance syndrome.

Recommendations

The study recommended the following:

1. Inculcating the use of library in the program syllabus at first and last levels of students programs should be invigorated
2. Teaching information literacy skills needs to be integrated into all categories of learning programs.
3. Library awareness programs should be organize regularly for user's update on news skills
4. Staff training programs in form of study to library staff should be made compulsory.
5. There should be a proper provision of user friendly systems on information retrieval tools.

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A SAMPLED QUESTIONAIRE
ADAMU AUGIE COLLEGE OF EDUCATION, ARGUNGU, KEBBI STATE.
A COMPARATIVE INVESTIGATION BETWEEN LIBRARY PERSONNEL ANXIETY AND INFORMATION SEEKING ANXIETY AMONG STUDENTS.

Dear respondent,
This questionnaire is strictly for research purposes. Your response shall be treated with utmost confidence. Thanks.

SECTION A PERSONAL DATA
1. Sex ………male m ( ). female f ( )
2. Level…………………………….
3. School……………………..
4. Department…………………….

SECTION B QUESTIONS: Instruction: Please indicate your response by ticking one among the provided options in each question.

1. Do you experience any form of anxiety in dealing with library personnel or Information retrieval process in seeking for information? Yes ( ) No ( )
2. What form of anxiety? Library personnel anxiety- Yes( ), Information seeking process anxiety- Yes ( )
3. Most of the library personnel are not friendly to interact with. Yes ( ) No ( )
4. I feel discourage when using a catalogue to locate information resources Yes ( ). No ( )
5. The library staff are not adequate to cater for the needs of the users Yes ( ) No ( )
6. I finds it difficult when searching information using e-resources. Yes ( ) No ( )
7. The staff are not well trained to help in accessing an information resources easily. Yes ( ) No ( )
8. I feel anxious to trace a catalogue card that locate my needed information resource. Yes ( ) No ( )
9. I feel anxious to express my information needs to library personnel. Yes( ) No ( )
10. Most of the online information retrieval systems are not user friendly. Yes ( ) No ( )
11. I oftenly avoids library because of : LPA. Yes ( ). ISPA. Yes ( )