

CORRELATIONAL INVESTIGATION BETWEEN LIBRARY ENVIRONMENTAL ANXIETY AND INFORMATION SEEKING ANXIETY AMONG UNDERGRADUATE STUDENTS AT ARCH.NAMADISAMBO LIBRARY, BASUG

ADAMU MOHAMMED

Bauchi State University Gadau

Department of Library and Information Science

P.M.B, 65

adammohammad6@gmail.com

ISAH MODU YERIMA

Baze University Abuja

mkyerima@gmail.com

DAHIRU AHMED

Jigawa State Polytechnic Dutse

P.M.B, 7040

dahmedchamo@gmail.com

ABSTRACT

The aim of this study is to examine the relationship between the Library Environmental Anxiety (LEA) and the Information Seeking Anxiety (ISA) as well as to ascertain whether demographic variables such as gender and age of the respondents have any effects that contribute towards the Library Environmental Anxiety and the Information Seeking Anxiety. A structured questionnaire was adapted and modified to fit this study for data collection. The findings from Pearson's correlation test analysis showed a statistically significant mean positive and large correlation between those who encounter LEA and those who encounter ISA ($n = 224$, $R = .71$, $p < .001$). The study recommended the teaching of „use of library skills course“ as the number one priority that reduce these anxieties. It is also recommended that information literacy skills programme needs to be integrated into undergraduate students courses so as to be free from these anxieties.

Keywords: Library Environmental Anxiety, Information Seeking Anxiety, Undergraduate Students, Correlational test.

Introduction

The word anxiety has been defined by numerous scholars and researchers as a mood or state characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune. According to Naveed and Ameen (2017), anxiety is a cardinal pervasive and persistent characteristics of information search. It is obstructed in library search by feelings of anxiety or fear and unable to approach the problem logically or effectively, (Khan, 2010). Whirls, defined by Noor Rashida (2013), as manifested in the form of feelings of uneasiness, worry, nervousness and apprehension experienced when they are faced with challenges. In 1986, Mellon 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, 2010a). For additional explanation, (Jiao and Onwuegbuzie 1997 cited in Abusin and Zainab, 2010) defined it as an unpleasant or

uncomfortable emotion characterized by worry, confusion, tension and helplessness, which occurs when a student is in the library setting.

The library anxiety stands up or arises at a time when fresh students visit the library because most students have never attended university libraries before. The students have no idea of what to do once they are in the library, as a result of that, they are afraid of making goods of themselves to satisfy their needs despite the role of libraries to assist the users to locate and access the relevant information resources (Abusin and Zainab, 2010b). Knowing how to make the good use of the library by the clientele could be an advantage to libraries. Knowing the importance of information is one thing, but knowing where and how to search or find it efficiently is more important (Noor Harun, and Ansari 2013).

Moreover, Library Anxiety habitually happens when a user or student visit the library and not know what, where and how to find information resources and services and pretended knowing everything rather ask the library staff or colleague for help.

In this study, the Library Environmental Anxiety (LEA) has been considered as when the library environment obstructs users from benefiting themselves towards the library resources and services. While the Information Seeking Anxiety (ISA) is considered as a situation stirring when/where the students/users of the library cannot find enough or relevant information resources for his/her assignment and research purposes. It was learned that most students become anxious about locating or searching for relevant and up-to-date information resources for their research or an assignment. This emancipates a researcher to carry out an investigation using the aforementioned variables (LEA and ISA) for the benefit of students and library staff in general.

Statement of the Problem

However, this study was considered the Library Environmental Anxiety (LEA) and the Information Seeking Anxiety (ISA) as the majors' anxieties that provoked students to the library avoidance. By contrast, there is an abundant literature on library anxiety but none of them revealed the correlational design between the two variables (ISA and LEA). Again, very few studies were investigating the Library Environmental Anxiety (LEA), Information Seeking Anxiety (ISA), and Computer Anxiety (CA) that are commonly and deficiently in the area of library anxiety. Thus, it is the aim of this study to find out whether there is a relationship between the Library Environmental Anxiety (LEA) and the Information Seeking Anxiety (ISA) with the gender and age of the respondents as antecedent variables.

Purpose of the Study

The purpose of this study is to examine the two anxieties (i.e. ISA and LEA) because they are the majors' anxieties that the Bauchi State University Students encounter when or while in their university library settings. Demographic variables such as gender and age are two of the determining variables that make complex outcomes of this study and need to address immediately for the benefit of the library users.

Research Objectives

To determine whether demographic variables such as gender and age of the respondents have an effect that contributes towards Library Environmental Anxiety and Information Seeking Anxiety.

To find out whether there is a relationship between Library Environmental Anxiety and Information Seeking Anxiety.

To ascertain the respondents' perceptions of the Library Environmental Anxiety (LEA) and Information Seeking Anxiety (ISA).

Research Questions

The present research is designed to search for possible responses to these questions as given below:

Are there differences in perceived Library Environmental Anxiety between male and female students?

Are there differences in perceived Library Environmental Anxiety between 17– 20, 21 – 25 and 26 and above-year-old respondents?

Are there differences in perceived Information Seeking Anxiety between male and female students?

Are there differences in perceived Information Seeking Anxiety between 17– 20, 21– 25 and 26 and above-year-old respondents?

Is there a relationship between perceived Library Environmental Anxiety and perceived Information Seeking Anxiety?

Research hypotheses

Five (5) null hypotheses (H0) were tested in this study:

H1 There are no statistically significant mean differences in perceived Library Environmental Anxiety between male and female students.

H2 There are no statistically significant mean differences in perceived Library Environmental Anxiety between 17– 20, 21 – 25 and 26 and above-year-old respondents.

H3 There are no statistically significant mean differences in perceived Information Seeking Anxiety between male and female students.

H4 There are no statistically significant mean differences in perceived Information Seeking Anxiety between 17– 20, 21– 25 and 26 and above-year-old respondents.

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

Significance of the Study

The outcomes of this study can be useful for library staff and University management who wish to know whether their students have accidentally encountered with the LEA and the ISA. The instruments used in this study can be used as a reference for other libraries who wish to assess the LEA and ISA. Results and findings gained from this study will guide future research and intervention strategies.

Delimitations or Scope

This study only involved Faculty of Basic Science who attended the *Use of Library Skills Course* considering their high rate performance in the course as well as frequent visit of the library. The data from this study were collected using a self-reported questionnaire distributed among the respondents. The data analysis and interpretation were entirely based on the feedback received from the respondents.

Methodology

The study was conducted using a survey method with a structured questionnaire adapted and modified to fit this study for data collection. The dependent and independent variables were captured in the questionnaire and the data were analyzed quantitatively. Hence, the data were collected from Faculty of Basic Science students and these students are currently undergoing their degree programme. The reason for choosing this faculty is because it was the new

faculty at the institution where the students are eager and abreast to use the information resources and library.

According to Bauchi State University Gadau (BASUG) registry records (2018), the population of this faculty during this study is six hundred and sixty-two (662). For the benefit and methodology adopted in this study, a random sampling technique was adopted; in which each individual in the population have an equal opportunity of being selected (Creswell, 2014). However, the lists of the undergraduate students (population) is long hence drawing random sample is difficult, therefore the researcher select the sample systematically. The sample size of six hundred and sixty-two (662) according to Kriecie and Morgan's (1970) "Population and samples table" is two hundred and forty-eight (248). The statistical analysis was conducted using SPSS software throughout the analysis.

Analysis

Since the questionnaire is an adopted one with the little modification, the study was carried out the test of the validity, reliability, and normality to ensure that the instruments and the data collected are robust and reliable for the study. To assess the construct validity of the ISA and LEA, a principal component exploratory factor analysis was employed on the twenty two-item instruments (i.e. eleven items from LEA and eleven items from ISA). Varimax rotation and a factor loading coefficient of 0.40 or greater were used as a criterion for deeming a factor loading. The loading practically yielded a 1-factor solution (eigenvalues more than 1.00) that collectively explains the 66.359% of the variance in the LEA construct, and the ISA construct collectively explains the 64.484% of the variance in 1-factor solutions. However, the results of running the internal reliability assessment test using Cronbach's alpha revealed the eleven (11) items component of LEA have yielded an alpha value of 0.829, while the results of running an internal reliability assessment test using Cronbach's alpha revealed the eleven-item (11) component of ISA have yielded an alpha value of 0.823, which is above the recommended value of 0.70 as suggested by Nunnally (1978).

Regards to the normality test of LEA and ISA, the descriptive statistics were carried out to test the normality test of Kolmogorov-Smirnov and Shapiro-Wilk. The result shows that both variables (i.e. LEA and ISA) were not significant ($p > .05$), thus, the distribution was normal. However, the results of this distribution can be trusted because the data population is more than 50. Therefore, the present study decides to choose a parametric test as a result of the normality level or distribution of the data.

Results/Findings

Two types of parametric test were employed to test the five (5) null hypotheses and answer the five (5) research questions formulated in the introductory chapter. The statistical test of relationship used is the Pearson correlation test while the statistical test of differences used is independent sample t-test and 1Way ANOVA test. The rationale for running these parametric tests was based on the normality of two (2) dependent variables (i.e. LEA and ISA) on the following independent/antecedent variables: gender and age of the respondents.

Gender and Library Environmental Anxiety

Independent sample t-test with gender as the dependent variable on the LEA was answered this question: Are there differences in perceived Library Environmental Anxiety between male and female students?

	Gender	N	Mean	Std. Deviation	t	df	Sig.
LEA	Male	138	32.8116	8.95369	-1.858	241	.002
	Female	105	34.8000	7.25948			

Table:

1.1:

Gender with LEA

The results of running an Independent Sample t-test revealed a statistically significant mean differences existed in $[t(241) = -1.858, p < .05]$ between male respondents ($M = 32.8116$, $SD = 8.95369$) and female respondents ($M = 34.8000$, $SD = 7.25948$) with regard to their score on the LEA. (See table 1.1). Thus, the null hypothesis rejected.

Age and Library Environmental Anxiety

One-way ANOVA test with the age as the dependent variable on the LEA has answered this question: Are there differences in perceived Library Environmental Anxiety between 15-20, 21-25 and 26-and-above-year-old respondents?

Age	N	Mean	SD	df	F	Sig.
					1.272	.285
15 – 20	118	33.8475	8.52711	3		
21 – 25	80	34.4875	7.64065	240		
26 and above	46	31.7556	8.73643			

Table 1.2: Age with LEA

The results of running 1-way ANOVA test revealed no statistically significant mean differences existed in perceived LEA, $F(3,240) = 1.272, p > .05$ between 15 – 20 ($M = 33.8475$, $SD = 8.52711$), 21 – 26 ($M = 34.4875$, $SD = 7.64065$), and 27 and above ($M = 31.7556$, $SD = 8.73643$). (See table 1.2). Thus, the null hypothesis accepted.

Gender and Information Seeking Anxiety

Independent sample t-test with gender as the dependent variable on the ISA was answered this question: Are there differences in perceived Information Seeking Anxiety between male and female students?

	Gender	N	Mean	Std. Deviation	t	Df	Sig.
ISA	MALE	138	31.8478	8.04994	-.405	241	.135
	FEMALE	105	32.2476	7.02164			

Table 1.3: Gender with ISA

The results of running an Independent Sample t-test revealed no statistically significant mean differences existed in $[t(241) = -.405, p > .05]$ between male respondents ($M = 31.8478$, $SD = 8.04994$) and female respondents ($M = 32.2476$, $SD = 7.02164$) with regard to their score on the ISA. (See table 1.3). Thus, the null hypothesis accepted.

Age and Information Seeking Anxiety

One-way ANOVA test with the age as the dependent variable on the ISA has answered this question: Are there differences in perceived Information Seeking Anxiety between 15-20, 21-25 and 26-and-above-year-old respondents?

Age	N	Mean	SD	df	F	Sig.
					1.367	.253
15 – 20	118	31.5254	8.18349	3		
21 – 25	80	33.3750	6.82952	240		
26 and above	46	30.8667	7.17191			

Table 1.4: Age and LEA

The results of running 1-way ANOVA test revealed no statistically significant mean differences existed in perceived ISA, $F(3,240) = 1.367, p > .05$ between 15 – 20 ($M = 31.5254$, $SD = 8.18349$), 21 – 26 ($M = 33.3750$, $SD = 6.82952$), and 27-and-above ($M = 30.8667$, $SD = 7.17191$). (See table 1.4). Thus, the null hypothesis accepted.

Library Environmental Anxiety and Information Seeking Anxiety

The Pearman's correlation test was employed to evaluate whether a statistically significant mean relationship exists between the perceived Library Environmental Anxiety and the perceived Information Seeking Anxiety. The study has answered this question: Is there a relationship between the perceived Library Environmental Anxiety and the perceived Information Seeking Anxiety?

		LEA	ISA	Mean	Std. Deviation
LEA	Pearson Correlation	1	.713**	33.6967	8.29982
	Sig. (1-tailed)		.000		
	N	244	244		
ISA	Pearson Correlation	.713**	1	32.0123	7.59547
	Sig. (1-tailed)	.000			
	N	244	244		

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

Table: 1.5. LEA and ISA

The results of running the Pearman's correlation test analysis showed a statistically significant mean positive and large correlation between those who encounter LEA and those who encounter ISA ($n = 224$, $R = .71$, $p < .001$). (See table 1.5.).The mean score (33.6967) of the Library Environmental Anxiety is higher while the mean score (32.0123) of Information Seeking Anxiety is also higher, indicating that those with higher Library Environmental Anxiety are likely to be those with higher Information Seeking Anxiety. The result also indicated the significant level $asp < 0.01$ thus; the hypothesis was accepted to apply these variables into other studies.

Respondents' Perceptions of the Library Environmental Anxiety (LEA)

This section provides the respondents' perceptions of the Library Environmental Anxiety. The results indicated that 56 (23.0%) of the respondents neither agreed nor disagree, as well as 43 (17.6%) of the respondents, disagree that the size and space of the library are not adequate and suitable for their reading which let them be anxious and library avoidance. This contrast with the 82 (33.6%) respondents who agreed and 32 (13.1%) strongly agreed that the size and space constraints inside the library

restrict and expose students to noise/disturbance. With regards to the crowding in the library that let the respondents to the lacks of concentration and forces them to leave the library, about 83 respondents accounted (33.6%) were positively agreed to this statement. The results of the respondents who feel anxious about seating areas or arrangements were revealed that, 82 (33.6%) of the respondents were neither agreed or disagree followed by 51 (17.2%). (See below table).

However, the majority of the respondents, 78 (32.0%) were neither agreed or disagreed that, poor arrangement and cleanliness make them feels anxious and library avoidance followed by 62 (25.4%). Again, the majority of the respondents 82 (33.6%) agreed that they feel anxious about the library opening hours and rules regulations which let them not to visit the library frequently. This was related with the 82 respondents amounted (33.6%) who indicated agreed that absent of library lockers makes them feels nervous not to visit the library frequently because of their valuable property. In regards to the poor ventilation and poor lighting in the library, majority of the respondents 78 (32.0%) indicated neither agreed or disagreed while 51(20.9%) respondents chose agreed about this statement. This corresponds with the 82(33.6%) respondents who chose neither agree or disagree that library layout, offensive smells and gender mingling statements cause LEA while 51(20.9%) respondents agreed that they are totally encountered with these statements. (See table 1.6.).

In conclusion, Library Environmental Anxiety (LEA) is exists among the respondents considering their answers which revealed that majority of the respondents chose neither agree or disagree and still existing among them due to the fact that, quite number of the respondents chose strongly agree and agree in the questionnaire only a few of them were not involves into the LEA phenomenon.

Statements	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The size and space of the library are not adequate and suitable for my reading. Just no option.	76 (31.1%)	36 (14.8%)	56 (23.0%)	43 (17.6%)	33 (13.5%)
The size and space constraints inside the library restrict and expose students to noise/disturbance in the library.	32 (13.1%)	82 (33.6%)	47 (19.3%)	52 (21.3%)	31 (12.7%)
Crowding in the library causes lack of concentration and forces me to leave the library.	27 (11.1%)	82 (33.6%)	58 (23.8%)	48 (19.7%)	29 (11.9)
Seating areas are not enough to accommodate more students. This discourages me from coming to the library frequently.	28 (16.8%)	51 (17.2%)	82 (33.6%)	42 (20.9%)	41 (11.5%)
Poor arrangement and cleanliness cause library avoidance.	28 (11.5%)	62 (25.4%)	78 (32.0%)	43 (17.6%)	33 (13.5%)
Library opening hours and rules and regulations are not suitable	43	82	59	37	23

for me.	(17.6%)	(33.6%)	(24.2%)	(15.2%)	(9.4%)
Absent of library lockers causes insecurity about property's safety. Cause library avoidance.	37 (15.2%)	82 (33.6%)	52 (21.3%)	46 (18.9%)	27 (11.1%)
Poor ventilation and poor lightning cause library avoidance.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
The Library layout is unattractive and causes discomfort.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
Offensive smells inside the library caused is comfort and leads me to leave or refrain from visiting the library frequently.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
Gender mingling inside the library cause uncomfortable form.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)

Table: 1.6. Respondents Perceptions of Library Environmental Anxiety

Respondents' Perceptions of the Information Seeking Anxiety (ISA)

This section provides the respondent's perceptions of the Information Seeking Anxiety. The results indicated that majority of the respondents 85 (34.8%) shows neither agree nor disagree that they feel nervous when locating books or reference materials on shelves while 67 (27.5%) respondents chose to disagree about this statement. This shows that the ISA in term of locating a book or reference on shelves were considered to be less among the respondents. However, 91 respondents accounted (37.3%) were chose neither agree or disagree that they feel anxious when searching e-resources for their assignment while 61 (25.0%) respondents chose agreed under this statement. This shows that searching online information is little big difficult which cause anxiety among respondents. This corresponds with result indicated by 82 (33.6%) respondents who also chose neither agreed that they feel nervous when using catalog cabinet to locate their information needs while 51 (20.9%) respondents selected agree about this statement. Thus, this result shows that majority of the respondents feels ISA through using catalog cabinet to locate their information needs. This also equals with the 82 (33.6%) respondents that chose neither agree or disagree that feel ISA when found needed books but not allow to borrow only to make photocopying. The same frequency and percentage with those respondents who feel nervous when they could not get relevant information resources for their research or assignment as well as those respondents who could not get current or up-to-date information resources for their research or assignment. Thus, the study discovered these three items as the most catastrophically ISA existing among the general respondents at BASUG library. (See table 1.7).

Moreover, in regards to those who feel nervous when there is no particular book that they are looking in the library, 84 (34.4%) respondents indicated neither agree or disagree while 60 (24.6%) who indicated agree, then 56 (23.0%) were indicated disagree about this statement. This contrast with the respondents who felt anxious when they don't know how to locate, access and use the needed information resources for their assignment, about 73 respondents accounted (29.9%) chose disagree followed by 71 respondents accounted (29.1%) chose

neither agreed or disagreed for the statement. With regards to the respondents who commented on the absence of loan services, the majority of the respondents about 77 (31.6%) revealed disagree while 60 (24.6%) were chosen neither agree nor disagree about this statement. According to the respondents who commented about library staffs are not helpful in providing information needs in the library, 83 respondents accounted (34.0%) indicated neither agree or disagree while 73 respondents accounted (29.9%) totally disagreed with this statement. This associated with the 93 (37.7%) respondents who chose neither agree nor disagree that they feel nervous when asking library staff on how to locate information resources while 61 (25.0%) respondents have chosen disagreed. Again, 82 respondents amounted (33.6%) indicated neither agree or disagree that they feel anxious when they are helplessness not to know how to locate information resources for their assignment while 51 respondents amounted (20.9%) agreed about this statement. (See table 1.7.).

In conclusion, Information Seeking Anxiety (ISA) is less among the general respondents due to the fact that the majority of them chose neither agree or disagree on the questionnaire. The study also found that quite a number of the respondents selected strongly agree and agree in the questionnaire that the aforementioned statements are seriously causing Information Seeking Anxiety when they are into the library settings.

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I feel nervous when locating for a book or reference material on shelves.	16 (6.6%)	48 (19.7%)	85 (34.8%)	67 (27.5%)	28 (11.5%)
I feel anxious when with the process of selecting or searching e-resources for my assignment.	13 (5.3%)	61 (25.0%)	91 (37.3%)	51 (20.9%)	28 (11.5%)
I feel nervous when using catalogue cabinet to locate my information needs.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)
I feel nervous when I found needed books and not allow borrowing only to photocopying in a library.	28 (16.8%)	51 (17.2%)	82 (33.6%)	42 (20.9%)	41 (11.5%)
I feel anxious when I could not get relevant and up-to-date information resources for my assignment.	28 (16.8%)	51 (17.2%)	82 (33.6%)	42 (20.9%)	41 (11.5%)
I felt anxious when there is no particular book I am looking for in the library.	21 (8.6%)	60 (24.6%)	84 (34.4%)	56 (23.0%)	23 (9.4%)
I felt anxious when I don't know how to locate, access and use the needed information resources for my assignment.	23 (9.4%)	57 (23.4%)	71 (29.1%)	73 (29.9%)	20 (8.0%)
Absence or limitation of loan services caused me anger and dissatisfaction	26 (10.7%)	52 (21.3%)	60 (24.6%)	77 (31.6%)	29 (19.9%)

which led not to satisfy my information need.					
The library staffs are not helpful in providing my information needs in the library.	17 (7.0%)	46 (18.9%)	83 (34.0%)	73 (29.9%)	25 (10.2%)
I feel nervous when I have to ask the library staff on how to locate information resources.	19 (7.8%)	47 (19.3%)	92 (37.7%)	61 (25.0%)	25 (10.2%)
I feel anxious when I am helplessness not to know how to locate information resources for my assignment.	28 (11.5%)	51 (20.9%)	82 (33.6%)	42 (17.2%)	41 (16.8%)

Table: 1.7. Respondents' Perceptions of Information Seeking Anxiety

Conclusion

The study achieved its mandate by answering the aforementioned research questions as well as hypotheses stipulated which are related to the objectives of this study. The results showed that demographic information such as gender and age have effects on the two scales: LEA and ISA. The findings show that those who tend to feel nervous towards LEA are likely the same with those who feel anxiety towards ISA which means that the library environment is causing anxiety through or how the respondents avail themselves which the kind of information resources in the library.

Moreover, the results revealed and formulated the undergraduate students LEA and ISA, and found out that these two anxieties are related to one another which assume that any respondents perceived one anxiety she/he may likely to get other anxiety. This shows that the library needs to provide a standard measure that tackles the issues of the respondents' difficulties of frequently visiting the library. The measures that would solve the issue of library anxiety particularly among undergraduate students, is the library management that needs to be involved and provide require needs of their students.

Recommendations

The study recommended the following:

1. Teaching use of library skills course need to be conducted in both first and final year of respondents so as to help them free from any library anxieties.
2. Information literacy skills programme need to be integrated into undergraduate student's requirement before graduation so as to be anxiety less especially on Information Seeking Anxiety.
3. The study recommended its own variables to be used among different category of the respondents for novelty and new findings.
4. University and library management need to be continued organizing workshops relating user education program. This will enable the students to be educative towards library services and resources as well as free from anxiety in the library setting.
5. The study suggested another study among the entire BASUG undergraduate students in order to know whether the BASUG undergraduate students have these anxiety feelings towards library environment (library building) and information resources (library collections).

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