Library Anxiety in Academia:
An Annotated Bibliography

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INFO522: Information Access & Resources
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I certify that:

• The assignments/project will be entirely my own work.
• I will not quote the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.
• I will not and have not submitted an assignment/project to satisfy the requirements of any other course.

Signature______Heather V. Pierce

Date: 3/17/13__________________
Introduction & Scope:

The bibliography created below discusses the concept of library anxiety in academia and the research that has been conducted in an effort to better understand the role this anxiety plays on library users. The research retrieved spans from 1997-2012 and encompasses the investigation into variables and factors, developments of scales of measurement and ways in which librarians and administrators can combat and prevent library anxiety from overtaking the student population. Diverse populations are covered in the research; from Hebrew native speaking grad students to American undergrads attending their first year of university. Research on these populations have been studied to see how variables like race, age, year of study and computer usage attribute to patron’s anxiety levels. As electronic research guides and database technologies in libraries evolve so may the library anxieties influenced by those technologies so future research is needed to stay current. With the vast amount of studies carried out there are still gaps in information on certain populations; not much research has been done on off-campus/distant learners nor on students in particular fields of study like law these gaps should be filled so that researchers can have a more complete view of how library anxiety effects the population as a whole and the variables that cultural differences can bring about.

Description:

In the early 1980’s Constantine Mellon was the first to coin the concept term “library anxiety” when she developed the theory on the topic through a two year study she conducted using diary entries of student’s experience using the library for research describing first time library user feelings and library situations made them feel (Van Kampen,2004). Mellon observed
Heather Pierce

that, “When confronted with the need to gather information in the library ... many students become so anxious that they are unable to approach the problem logically or effectively.” (Van Kampen, 2004, p.28). The anxiety is described as feelings of inadequacy and fear when attempting to find library materials, use equipment and confront library staff with questions (Scoyoc, 2003, p.330). Jiao, Onwuegbuzie and Lichtenstein added to the concept later on, “explaining that students' uncomfortable feelings lead to cognitive, affective, physiological, and behavioral ramifications that interfere with their abilities to accomplish library tasks” (Scoyoc, 2003, p.330).

Discussion of Findings:

At first library anxiety was only able to be measured qualitatively using methods like diary entry but researchers began to seek ways to quantitatively measure the phenomena. Sharon Bostick in 1992 developed the first Library Anxiety Scale (LAS). The scale consisted of five components: “ (1) barriers with staff, (2) affective barriers, (3) comfort with the library, (4) knowledge of the library, and (5) mechanical barriers” (Van Kempen, 2004, p.29). Barriers with staff involved preconceived notions library users have of staff not being approachable, not nice, and being too engaged in their own work to care about helping a patron. The patron’s feelings of inadequacy in utilizing library services were seen as the affective barriers while not feeling physically safe or welcomed in the library described the comfort barrier. As for knowledge and mechanical barriers associates with the student’s familiarity they think they have with the library and the comfort they have with the equipment like copiers and microfiche readers are used to measure that component (Van Kempen, 2004).
LAS is continually used as a way to measure library anxiety but there are some that say it may be past its expiration date. Doris Van Kempen’s research developed a more “modern” and multi-dimensional version of the LAS that was constructed with master and doctoral level students in mind (Van Kempen, 2004). Van Kempen’s version the MLAS comprising of six components one of which being comfort with technology (Van Kempen, 2004, p.33).

There has been further research and development done on ways to enhance this scale and some researchers have adjusted to suit their subjects because of cultural differences. Authors Abusin and Ngah came up with the Sudanese Library Anxiety and Avoidance Model to assess the factors linked to library anxiety in students at Sudan universities (Abusin & Ngah, 2010). Researchers Shoham and Mizrachi manipulated the LAS and translated it into Hebrew to construct the H-LAS which a version of the LAS that focuses its measurement based on seven factors. One new addition being language in regards to Hebrew and Arabic native speakers using English language resources in the library. AQAK is a forty statement scale to measure library anxiety in undergraduates of fourteen colleges at Kuiwait University developed by Anwar, Al-Qallaf, Al-Kandari and Al-Ansari (Anwar, Al-Qallaf, Al-Kandari, et al., 2012).

Culturally sensitive factors like mixing of the sexes in the library have emerged from these studies (Abusin & Ngah, 2010). More common factors like race, nationality and bibliographic instruction are some of the other areas addressed that can influence library anxiety (Karim & Ansari, 2011). Gender studies have been for the most part conflicting and inconclusive due to the fact that the majority of the subjects tend to be female you can see throughout the research in the bibliography.
Given all of the studies done already researchers still should be encouraged to seek out studies involving library anxiety because there still a lot we can learn about the different populations still out there like off-campus adult learners and the rarely researched impact library anxiety has on law students. By continuing to study research will be able to find new ways to fight against library anxiety maybe by looking at even younger subjects to see what type of impact elementary school libraries have on the development of this anxiety.

**Personal Statement**

This project has brought me a long way from the girl that started this weeks ago. I never had to create an bibliography like this before and I struggled with having to log my search strategies and making sure to use more than one search method even though I had a favorite. I thought going into this class and project that I knew more than enough about searching because of my eleven years working in a law library but I was blown away at the strategies and tips I’ve picked up especially my new found appreciation for controlled vocabulary which I’m still trying to convince my colleagues about. Besides the really awesome search information I picked up I also learned about the amazing amount of research that is out there and that still needs to be on library anxiety. I’ve seen the library from a staff member’s perspective for so long that sometimes I forget what it’s like to be on the other side of the desk and I’ve gain a better and more respectful understanding of what patrons can sometimes be experiencing. I can only hope that this research will make me more aware of the type of presence I maintain at the desk and guide me on how to deal with patrons that suffer from library anxiety. Finally I take from the project the ability to gather research more organized and structured way in order to provide the
best results for patrons and faculty that rely on my services. The information I gain from this class and others can only better my professional job as a gatherer of knowledge….. I hope the faculty I work for appreciate it too.

References


Abstract:

"Library anxiety is one of the psychological barriers that encounter students when they are performing a library task. This study explores library anxiety among 51 Sudanese university students using diary method for data collection. The finding indicates that library anxiety among Sudanese university students are manifested into five dimensions, namely; (a) Negative perceptions towards library environment, (b) Negative perceptions towards peer students, (c) Negative perceptions towards library staff, (d) Negative perceptions towards library services, and (e) Psychological barriers. Details of statements under the dimensions highlight the issues that are unique and not covered by previous studies in library anxiety. “

Annotation:

Studies done on developing countries are not as common when it comes to library anxiety. Factors and causes of library anxiety that are unique to the Islamic world, like the mixing of the sexes in a study area, are discussed. The study uniquely brings to light different culturally
Heather Pierce

influenced views of the types of variables that are important and studied in library anxiety. A convenient sample which normally is frowned upon was used because of the exploratory nature of the study and that limited about of variations weren’t expected in the population. The researchers had the students use the qualitative method of diaries so that the researchers would have situations recorded in real time. Though the examples that researchers used to show the students how to log their entries were both negative views of libraries which could have had an influence and corrupted the subjects before the study even started. The study also used only undergraduates from two of the twelve faculties at Sudan University of Science and Technology; analyzes and theories constructed reflects a very small sample of students the research could benefit from use of a more diverse population that could include graduate students.

**Search Strategy:** I wanted to start my initial search in ProQuest, I am comfortable using this database that contains well over 3,000 publications. It seems like a great place to start my search.

Seeing that I am not very familiar with the topic I chose to use the controlled vocabulary search method. This method will take the pressure off of me in trying to come up with all the useful synonyms for the terms in the topic. Controlled vocabulary method offers a more complete search that will provide me with good examples to help me gain general knowledge about the area of study. I went into ProQuest’s thesaurus to find the proper terms to use which helped to retrieve more precise results.

**Search Method:** Controlled Vocabulary – Command line search

**Database searched:** ProQuest
**Search string:** su.Exact("library anxiety: theory, research, and applications" OR "multidimensional library anxiety scale" OR "bostick's library anxiety scale" OR "library anxiety" OR "library anxiety: theory, research, and application") AND su.Exact("academic libraries")

**Scholarly verification:** After finding the full-text version of this article in Library Literature & Information Science Full Text (EBSCO) I went to Ulrich and found that this journal is scholarly and the content is peer-reviewed.


**Abstract:**

“The library environment has drastically changed since 1992 when Bostick’s Library Anxiety Scale was developed. This project aimed to develop a scale specifically for undergraduate students. A three-stage study was conducted, using students of Kuwait University. A variety of statistical measures, including factor analysis, were used to process the data. A test re-test was undertaken to estimate the reliability of the scale. The resulting scale, named AQAK, consists of 40 statements clustered into five factors which are: (1) Library resources, (2) Library staff, (3) User knowledge, (4) Library environment, and (5) User education. This new scale with a Cronbach’s alpha value of 0.904 is 90 percent reliable. The gender of the participants, the type of high school attended, and the college where they are studying have no relationship with library anxiety
Annotation:

An interesting piece of this study was in the development of the AQAK library anxiety scale; in addition to the different phase studies conducted on students expert faculty in the fields of library and information science, psychology and sociology and senior librarians of Kuwait University and two focus groups composed of reference librarians and library directors to assisted in determining the type of instrumental adjustments by helping to pin down principal factors affiliated with library anxiety; this was not the case with the other alterations done to Bostick’s LAS. The researchers thought that Bostick’s scale needed more statements relating to library technology but through the test phases of development found students didn’t exhibit anxiety when it came to the use of technology. Though this study introduced the use of focus groups and expert panels there were several weak points in the study; what constituted unusable questionnaire’s was not defined and the researchers also tossed out questionnaires completed by students who did not use the library. The researchers could be missing out on data as to why those particular students chose not to use the library and anxiety towards libraries could be a reason.

Search Strategy: Jiao and Onwuegbuzie, dominate the writing on this topic I wanted to find more articles written by other authors in the field. Using ProQuest command line search I used controlled vocabulary but this time I used the broader subject term anxiety instead of being as specific and using library anxiety. I still went with academic libraries as my other search term because I didn’t want that term to be broadened.

Search Method: controlled vocabulary/subject search

Search String: SU.EXACT("Anxiety") AND SU.EXACT("Academic libraries")
Heather Pierce

**Databased used:** ProQuest

**Scholarly verification:** Journal of Librarianship and Information Science is a peer-reviewed academic serial published by Sage Journals. In my ProQuest search I checked off the box to limit the search to peer-reviewed articles only.


**Abstract:**

“Reference librarians in academic libraries are reporting declining numbers of users approaching the librarian at the reference desk for help in finding information. Much blame is placed on the availability of online databases and catalogues but it is argued that the reason is more likely to be found in the traditional reluctance of library users to approach the librarian and the anxiety involved in such a course of action. There is still evidence that users view library staff as being intimidating and aloof, while the librarian is also perceived as being too busy to be bothered. Concludes that this misconception is the result of the librarian being misunderstood by student users who often misinterpret their efforts to encourage them to use the library as being disinterested or not considering the students' needs as being of a high priority.”

**Annotation:**

A no holds barred bluntly honest look at one academic librarian’s feeling towards the concept and solutions to library anxiety. Instead of putting the blame on the increased use of creation of online resources for the consistent drop in reference questions over the years the author looks at
the influence of connection between the user and librarian and the library users themselves. An interesting point made about how librarians gaining technology knowledge in information literacy and providing more web related tutorials and tools could actually be responsible for the decrease in physical interaction with users. The article mentions flaws in library service doctrine discussed in research because many of these types of principles run on the presumption that users begin their library experience feeling comfortable and welcomed and that even with application of these fundamentals library anxiety still occurs. Biases are held by the author and conclusions made should be taken lightly and should be further researched.

Search Strategy: Jiao and Onwuegbuzie, dominate the writing on this topic I wanted to find more articles written by other authors in the field. Using ProQuest command line search I used controlled vocabulary but this time I used the broader subject term anxiety instead of being as specific and using library anxiety. I still went with academic libraries as my other search term because I didn’t want that term to be broadened

Search Method: controlled vocabulary/subject search

Search String: SU.EXACT("Anxiety") AND SU.EXACT("Academic libraries")

Databased used: ProQuest

Scholarly verification: Ulrich declares Reference & User Services Quarterly a scholarly journal it is also the official journal of the Reference and User Services Association a division of ALA.
Heather Pierce


**Abstract:**

“Academic librarians, eager to participate in the education of college students, have been researching library anxiety, students’ aversion to asking questions, and other problems with interactions between students and library staff for decades. Misconceptions about librarians’ professional status, teaching roles, knowledge and expertise, and attitudes toward students are often proposed as causes of dysfunctional interactions and as reasons why some students don’t ask questions. It is important for students to know that librarians are willing and able to help, so that they feel free to ask questions that will help them advance their education. This study reports the findings of a survey of 48 undergraduate students regarding their perceptions of academic librarians, and discusses ideas for addressing existing misconceptions.”

**Annotation:**

This article is rare in that it’s entirely about how students perceive academic librarians. Barriers with staff play a significant part in the Library Anxiety Scale and it’s important to understand students’ opinions of librarians to better apply and create library and information tutorials. Attaining information on misconceptions students have can give librarians the chance to help relieve anxiety associated with those beliefs. Results for the study offered insight into the types of things library staff can do to promote a welcoming and approachable staff. The survey consisted of forty-eight questions; in order to keep the students attention and possibly insure that more surveys go returned they should have shorted the amount of questions used. Making more
of them opened ended could have resulted in more questions fully answered. This was also a small group of 48 subjects a larger sample could help to strengthen the results reliability. The LAS might have been something the researchers could have kept in mind and paid close attention to the barriers with staff portion of the scale it could have offered ideas of the types of questions that could have been asked.

Search strategy: Back at ProQuest I used field searching to see what types of sources would come up that may have been missed with other methods. I used the narrow topic of library anxiety because I wanted to be specific when looking through abstracts.

Search Method: field search

Search String: ab(library anxiety) AND ab(academic libraries)

Databased Searched: ProQuest

Scholarly verification: Ulrich lists the Reference Librarian as a peer-reviewed scholarly journal. I also verified that on the journal’s webpage.


Abstract:

“The phenomena of ‘library anxiety’ and ‘computer anxiety’ have been sometimes hypothesized as emotional responses to new technology. This research investigated the construct
validity of two instruments, a Computer Anxiety Index and a Library Anxiety Scale. The criterion measure of anxiety was the Institute for Personality and Ability Testing (IPAT) Anxiety Scale. Undergraduate students enrolled in English, psychology, and philosophy courses participated in the research. For the men, there were no significant correlations between the IPAT and the Computer Anxiety Index or the Library Anxiety Scale. For women, there were significant medium-effect size correlations between the IPAT Anxiety Scale total score and Computer Anxiety Index as well as Library Anxiety Scale scores. Additional analyses are reported, and their implications are discussed.”

**Annotation:**

This study used the Institute for Personality and Ability Testing (IPAT) scale as a benchmark in measuring for anxiety. The fact was raised that library anxiety has yet to be officially identified as a form of anxiety by the psychology community; other studies have failed to mention that. After using IPAT to find correlation with the CAS and LAS instruments fascinating results were discovered; these instruments can measure attitudes and anxiety in women but only attitudes in men; the only time both attitudes and the only time anxiety can be measure in both men and women is when the CAS is used as a one dimensional tool. The sample was in fact limited; more of the subjects were freshman then other years of study and the majority were female. The people conducting the sessions where instruction and questionaries’ were handed out were the researchers themselves. Having the researchers in the room while the students are filling out the questionnaires could influence the emotional states of the subjects.

**Search Strategy:** I took citations from the reference list of the article:
Heather Pierce

Anwar, Mumtaz A; Al-Qallaf, Charlene L; Al-Kandari, Noriah M; Al-Ansari, Husain A.

(2012).AQAK: Journal of Librarianship and Information Science 44(1) 36-46

I used the Hagerty Library website to locate the journal and article.

**Search Method:** Footnote chasing

**Search String:** n/a

**Databased used:** ProQuest

**Scholarly verification:** Library & Information Science Research is a Pergamon published scholarly serial that is peer-reviewed. I went to the journals webpage to verify the information found from Ulrich.


**Abstract:**

“Because the main purpose of libraries is to serve as an avenue for obtaining a multitude of text in various forms, and reading is the key activity undertaken by library users, it is likely that students with the poorest reading skills are the most uncomfortable in a library research setting. Yet, surprisingly, no research exists investigating the relationship between levels of reading ability and library anxiety. This was the purpose of the present inquiry. Specifically, the current study examined the relationship between reading comprehension and reading vocabulary and five dimensions of library anxiety (namely, barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers). Participants were 45 African-American graduate students from various disciplines. They were administered the Library
Anxiety Scale and the Nelson-Denny Reading Test. A canonical correlation analysis (Rc=0.39) revealed that reading comprehension and reading vocabulary were related statistically significant to barriers with staff, comfort with the library, and knowledge of the library. Implications are discussed.”

Annotation:

Much research has been done on the importance of reading abilities such as comprehension and vocabulary to overall learning but an insubstantial amount of research has actual been conducted involving the link between reading abilities and library anxiety. This study tries to break through the uncharted research topic and discuss how reading ability is a possible factor contributing to the emergence of this type of anxiety. Instruments used were the Library Anxiety Scale (LAS) to test library anxiety using the five barriers and Nelson-Denny Reading Test (NDRT) to measure the subject’s reading abilities. The researcher’s results did find links where low level reading abilities contributed to high library anxiety but a surprising find was that even students with high reading levels still experienced library anxiety when it came to feeling comfortable in the library. The results and conclusions made from the research may not translate to a more general population group for the fact that the study used a very small sample of only African American grad students of which the majority is female. Whether this study could be replicated using a more diverse group of subjects is unknown. Further research conducted, using a larger and more assorted population, in this topic area could lead to a better understanding of the antecedents of library anxiety.
Heather Pierce

**Search Strategy:** When I used ProQuest in my first search I found many journal articles that seemed to fit into the types of information I was looking for so I retrieved this one from my initial search results list.

**Search Method:** Controlled Vocabulary – Command line search (This article came from the same search results list as the first article listed.)

**Database searched:** ProQuest

**Search string:** su.Exact("library anxiety: theory, research, and applications" OR "multidimensional library anxiety scale" OR "bostick's library anxiety scale" OR "library anxiety" OR "library anxiety: theory, research, and application") AND su.Exact("academic libraries")

**Scholarly verification:** I checked with Ulrich and the Library Review is a referred scholarly journal.


**Abstract:**

“Research suggests that library anxiety is a prevalent phenomenon among American college students. Indeed, five general antecedents of library anxiety have been identified, namely, barriers with staff, affective barriers, com- fort with the library, knowledge of the library, and mechanical barriers. This study utilized a sample of 522 university students in order to examine
factors that are related to these antecedents. Set wise multiple regression analyses and a series of analyses of variance revealed that the following seven variables were related to three or more of these antecedents: use of computerized indexes and on-line facilities, gender, year of study, native language, frequency of library visits, number of library skills courses undertaken, and reasons for using the library. Recommendations include the following: (1) librarians should acknowledge that anxiety exists and should provide students with positive library experiences; (2) librarians should be trained to act in a friendly, professional, and accessible manner at all times; and (3) librarians, instructors, and academic advisors should encourage students to attend library instruction courses that emphasize both affective skills development and search strategies.”

**Annotation:**

Using both the Library Anxiety Scale (LAS) and the Demographic Information (which was developed specifically for the study) researchers were able to identify seven variables that are linked to more than three of the five antecedents of library anxiety. The study sampled a very diverse population unlike some previous studies which used either undergrads or grad school students but not together. This sample not only consisted of undergrads but also grad students from various fields of study. Some helpful results came from a percent of the students who took library instructional courses. They reported feeling less anxiety in regards to their affective barriers (this pertains to their internal feelings of inadequacy) and felt comfortable in the library. Another interesting result is that patrons who used the library mainly for reading newspapers felt high anxiety when it came to the library staff. The researchers offer recommendations for library staff to help deal with patron’s anxiety and how to make the library a more welcoming space.
**Search strategy:** I also came upon this article from the ProQuest search I conducted when starting this project. The strategy used here was the same as the first article listed.

**Search Method:** controlled-vocabulary

**Databased searched:** ProQuest

**Search String:** su.Exact("library anxiety: theory, research, and applications" OR "multidimensional library anxiety scale" OR "bostick's library anxiety scale" OR "library anxiety" OR "library anxiety: theory, research, and application") AND su.Exact("academic libraries")

**Scholarly verification:** Ulrich has indicated that Library Quarterly is a academically peer-reviewed serial published by University of Chicago Press.


**Abstract:**

“Over the past two decades, computer-based technologies have become dominant forces to shape and reshape the products and services the academic library has to offer. The application of library technologies has had a profound impact on the way library resources are being used. Although many students continue to experience high levels of library anxiety, it is likely that the
new technologies in the library have led to them experiencing other forms of negative affective states that may be, in part, a function of their attitude towards computers. This study investigates whether students' computer attitudes predict levels of library anxiety.”

Search Strategy: After finding two useful articles by Jiao and Onwuegbuzie I wanted to see what other articles were published by these authors. I decided to switch over to Web of Science and perform an author search for these two authors. Once I retrieved the results from both authors I limited the results to articles within the subjects of library and information science and computer science information systems.

Annotation:
The Influence that technology has had on library services has been very positive but this type of evolution can have its setbacks. Technology like library databases can contribution new anxieties to a patron’s affect barriers making the patron feel less confident in their own abilities when using the library or its databases within it. Much research has been done on link to library anxiety and computer attitudes in undergraduates but research on grad students in this area has been scarce; this study collected and analyzed information from a graduate student population. 20 correlations were found after using LAS and CAS (computer attitude scale) to measure relationships between computer anxiety and library anxiety giving the researchers reason to believe that there is a strong relation between the two anxieties. There are some areas for improvement within this study like the sample population; it was not only small but lacked racial diversification seeing that only African-American grad students were used. Researchers focused
Heather Pierce

on the influence computer attitude had on library anxiety, a study done reversing the influences could lead to more information on the similarities both anxieties have to one another.

**Search Method:** Author Search

**Database used:** Web of Science

**Search string:** Author=(JIAO QG) AND Author=(ONWUEGBUZIE AJ)

**Scholarly verification:** the INFORMATION TECHNOLOGY AND LIBRARIES journal is peer-reviewed and published by the American Library Association according to Ulrich


**Abstract:**

“Despite the large volume of literature on racial differences in academic performance between African Americans and Caucasian Americans at various educational levels, there has been a dearth of research examining whether the academic library experience is an important variable that helps explain the racial differences observed in educational outcomes. To date, only one empirical study has examined the racial differences in library anxiety among college students. Specifically, Jiao et al. [Jiao, Q. G., Onwuegbuzie, A. J., & Bostick, S. L. (2004). Racial differences in library anxiety among graduate students. *Library Review, 53*(4), 228–235] found that African-American graduate students reported statistically significantly lower levels of library anxiety associated with three library anxiety dimensions than did their Caucasian-
American counterparts. However, because the two racial groups selected for the study differed in the types of institution they attended, the researchers were unable to conclude whether the differences found in the library anxiety levels were the result of race or the groups’ educational experience/aptitude. Therefore, the present study replicated Jiao et al.’s earlier research while addressing this concern. Findings revealed that the African-American graduate students (n = 25) reported consistently lower levels across all five dimensions of library anxiety than did the Caucasian-American graduate students (n = 155). These two studies suggest that racial differences in library anxiety exist in the college student population.”

**Annotation:**

This is a replicated study based on an earlier study by these authors in which they used samples of Caucasian and African American students from two separate institutions to study the effects of race on library anxiety. The first study’s results could not clearly state that race had an effect on library anxiety because another variable was at play which was institutional environments. This more recent study tried to control the environmental variable but had some problems when it came to processing the results. When the results were first looked at there seemed to be no difference in library anxiety between the two groups the researchers had to employ a three step procedure to circumvent the lack of statistical power of the sample; then the sample was compared to an independent group to test the significance once the processing was done researchers came to a conclusion that the results displayed that African Americans experience lower levels of library anxiety then Caucasian students. There were many methods involved in getting to the final results. How accurate are these results and procedures applied? The MLAS may have been a better choice of instrument due to the fact that it had doctoral students in mind.
when it was being developed and involves the variable of library databases, bringing a more modern spin to initial library anxiety scale.

**Search Strategy:** I’ve seen a few mentions of race being a variable in library anxiety and wanted to find a study in which race was examined. This article came from the same search results from the first author search I performed. The authors wrote so many great articles it was hard not to want to use them all.

**Search method:** Author Search

**Search String:** Author=(JIAO QG) AND Author=(ONWUEGBUZIE AJ) Refined by: Web of Science Categories=( INFORMATION SCIENCE LIBRARY SCIENCE OR COMPUTER SCIENCE INFORMATION SYSTEMS ) Timespan=All Years. Databases=SCI-EXPANDED, SSCI, A&HCI.

**Database used:** Web of Science

**Scholarly verification:** Ulrich global series directory states that the Information Processing & Management journal is a scholarly refereed serial.


**Abstract:**
“A 49-item modified version of Sharon L. Bostick’s (1992) Library Anxiety Scale was tested among 367 undergraduate students drawn randomly from a population of 8,432 undergraduate students. The 49-item instrument was administered during classroom hours using a self-reported questionnaire. An 84% response rate was achieved resulting in 308 questionnaires that were returned and were found to be useful. The analysis of data was based on these 308 usable returns. Gender, nationality and bibliographic instruction were employed as independent variables to examine their effects on each of the five (5) library anxiety sub-scales: barriers with service providers, comfort with library services, affective barriers, cognitive barriers and comfort with library technology. The results of running independent sample t-tests on each of the five (5) sub-scales with gender as the independent variable was found to be statistically significant only on the “cognitive barriers” sub-scale, \( t(303) = 2.22, p < .05 \) between male students (\( M = 7.64, SD = 2.90 \)) and female students (\( M = 8.42, SD = 2.79 \)). The results of running independent sample t-tests on each of the five (5) library anxiety sub-scales with nationality as the independent variable was found to be statistically significant only on the “affective barriers” sub-scale, \( t(301) = 2.47, p < .05 \) between Malaysian students (\( M = 8.14, SD = 2.22 \)) and non-Malaysians (\( M = 7.33, SD = 2.17 \)). The results of running independent sample t-tests on each of the five (5) library anxiety sub-scales with bibliographic instruction as the independent variable were found to be not statistically significant on all of the five (5) library anxiety sub-scales, \( p > .05 \). A 2 X 2 factorial ANOVA was performed to test each of the main effects and interaction effects hypotheses. The results showed that there was a statistically significant interaction effect between gender and bibliographic instruction on the library anxiety sub-scales: (a) affective barriers, \( F(1, 295) = 5.21, p < .05 \); (b) comfort with library technology, \( F(1, 299) = 5.32, p < .05 \). Statistically significant interaction effects was also found between gender and nationality on
the library anxiety sub-scales: (a) barriers with service providers, F (2, 294) = 3.85, p < .05; (b) affective barriers, F (2, 295) = 3.44, p < .05. No statistically significant interaction effects were found between nationality and bibliographic instruction on any of the five (5) library anxiety sub-scales, p > .05. Additionally, no statistically significant main effects were found for each of the independent variables (gender, nationality and bibliographic instruction) on any of the five library anxiety sub-scales, p > .05. Findings suggest that gender acted as a moderating variable for the independent variables nationality and bibliographic instruction. Hence, the variable gender moderates the relationship between the two independent variables (nationality and bibliographic instruction) with the library anxiety sub-scales: affective barriers, barriers with service providers and comfort with library technology. This study represents one of the first to have identified the variable gender as a moderator in explaining the variance in library anxiety among undergraduate library users in a Malaysian university library environment. More studies need to be carried out to identify not only moderators but mediators in the library anxiety phenomenon.”

**Annotation:**

LAS is modified in order to reflect the population of Malaysian undergraduates used in the study. Though this is not the first time the LAS has been changed it is the first time it’s being manipulated to be used on Malaysian students. Nine hypotheses were tested; gender, bibliographic instruction and nationality individuality were not found to contribute to library anxiety but gender was seen for the first time as a moderate variable when it was an interacting variable with bibliographic instruction and nationality; affects to particular dimensions of library anxiety were evident in the results but due to conflicts with other research and the sample being mostly comprised of female student the results should be seen as inconclusive. Another point to
mention is that nationality replaced race for a variable which can influence types of conclusions made by the researchers.

**Search Strategy:** I wanted to conduct another controlled vocabulary search because they make searching easier when I don’t have to come up with every synonym for a topic on my own. I wanted to explore this method using a different database, I chose the Library Literature & Information Science Full Text publications; this database has a concentration in information science and may contain more library science scholarly journals than ProQuest but in face retrieved only two results.

**Search Method:** Controlled Vocabulary

**Search String:** (DE "Library anxiety") AND (DE "Academic libraries" OR DE "Academic departmental libraries" OR DE "African American academic libraries" OR DE "Bible college libraries" OR DE "Community college libraries" OR DE "Fraternity libraries" OR DE "Junior college libraries" OR DE "Nursing school libraries" OR DE "Private school libraries" OR DE "Teachers college libraries" OR DE "Technical college libraries" OR DE "Theological seminary libraries" OR DE "Undergraduate libraries")

**Database used:** Library Literature & Information Science Full Text

**Scholarly verification:** Malaysian Journal of Library and Information Science is a scholarly peer-reviewed journal in accordance to the standards of Ulrich’s Global Serials Directory.
Abstract:

“Over the past 30 years academic libraries have undergone computerization processes that encompass all areas of their activity. Since the online public access catalog (OPAC) became available to users during the 1980s, user encounters with library resources have also changed and now occur in a different environment, which, in turn, constantly changes with technological developments. At the same time, students who come to these libraries have not always become acquainted in high school with the new library environment and many lack the library skills that are necessary to cope with and use the library’s resources. Although basic library skills now require computer literacy, studies show that one third of the college students in the United States suffer from technophobia and computer anxiety.\(^1\) This situation has created, for many library users, a sort of culture shock, “anxiety that results from losing all our familiar signs and symbols.”\(^2\) In her groundbreaking study, Constance Mellon\(^3\) found that 75–85% of first-year college students suffer from what she termed “library anxiety.” Thus, “just when students most need to become competent users of information technology, anxieties can cause them to avoid the library all together.”\(^4\) The purpose of this study was to build on previous research on library anxiety, to explore this condition among Israeli B.Ed. students, and, in particular, to discover which groups of students experience more library anxiety. Specifically, the study addresses the following questions:

- What is the level of library anxiety among Israeli B.Ed. students?
What are the effects of age, gender, year of study, native language, and computer usage on library anxiety?

Several independent variables that have been studied as factors affecting library anxiety were also examined in this study, although the results have often been mixed (see Table 1). This is the first study to measure the effects of English-language resource anxiety on college students whose native language is not English.

Annotation:

Bostick’s LAS was adjusted to adapt to the cultural dynamics of the subjects used and translated into Hebrew and items were added to the scale list of factors. Library policies/hours and language are among the seven factors used in the scale. In addition to this scale students provided demographic and computer usage information. Anxiety from English language resources and its effect on students whose native language isn’t English is a unique factor included within the study of that comprised of a population of which the majority are Hebrew speaking students. These English language resources fall under the language factor in the scale and resulted in the highest levels of library anxiety from the 664 student sample. Researchers noted that women had higher levels of anxiety in the staff, language and resources factors but given that 88% of subjects are female those results may not be as reliable. The results surprisingly indicate that when it comes to staff factors there wasn’t a different in library anxiety between the Hebrew speakers or the Arabic speakers; researchers assumed that the Arabic subjects would have high anxiety when approaching Hebrew speaking staff members but that was not the case. The researchers failed to mention which of the statements from the LAS were dropped to make room for their own modified statements.
Heather Pierce

**Search Strategy:** As I go through my control vocabulary searches I write down names of authors that I may look up later and so I decided to look for an author that showed up in a previous search result list. I went into ProQuest command line search and performed an author search for Diane Mizrachi

**Search Method:** Author Search

**Search String:** au.Exact( "Mizrachi, Diane")

**Database used:** ProQuest

**Scholarly:** The Journal of Academic Librarianship is a refereed scholarly journal published by Pergamon.


**Abstract:**

“This article reports on the development and validation of the Multidimensional Library Anxiety Scale, which was designed to assess six dimensions of an individual's perception of an academic library and the information search process (ISP). A two-part study was undertaken for the development of the instrument. In part one, twenty-one participants completed a pilot questionnaire that assisted the researcher in developing the instrument. In part two, 278 participants completed a revised questionnaire consisting of a 54-item Likert-type scale that assessed levels of library anxiety experienced by students enrolled in a doctoral degree-granting program at an urban southeastern university.”
Annotation:
The LAS is a qualitative way of measuring library anxiety amongst students but when it was created the internets was not used as a research tool as much nor were databases due to limitability. Research at the time didn’t emphasize the patron’s perspective and feelings of the research process. Research was and still focuses mainly on the patron’s satisfaction with the services of libraries. Also the LAS were created with the first time research paper writers in mind. The development and testing of a different and more modern version of the LAS the MLAS survey instrument is discussed, described in the article are the types of consistency and validity tests conducted to ensure that the survey instrument could provide helpful information. How doctoral and masters level students handle the research process and if library anxiety alters with time were among the new factors that MLAS was created to look for. MLAS has dissertation and thesis writers in mind rather than undergrads which could pose as a potential problem when attempting to use this on other forms of patrons. Though researchers could use both LAS and MLAS to gain a more diverse academic degree level of library anxiety what needs to be addressed about these surveys is the lack of cultural and international differences that could be important factors in library anxiety.

Search strategy: I looked at a bibliography of one of the first articles I found went to the Hagerty library catalog e-journal page and looked up the journal title to find a full-text version of the work on EBSCO

Search Method: Footnote chasing
Abstract:

“This study examines whether computer-assisted instruction (i.e., a computer-based tutorial) and traditional bibliographic instruction sessions led by library staff reduced library anxiety among first-year college students. Students who participated in each method of instruction were surveyed before and after instruction and were compared to a control group consisting of students who did not participate in either type of instruction. Data from 238 student surveys were used for the analyses. Using Bostick's Library Anxiety Scale, this study found that students who took part in bibliographic instruction led by a library staff member experienced significantly less overall library anxiety compared to the control group. The same could not be said for students completing the computer-based tutorial. Controlling for previous library experience and prior knowledge of the library did not alter this finding. This study also separately examined each of the five subscales
Heather Pierce

of Bostick's Library Anxiety Scale. Analyses revealed significant differences between groups for two of the five subscales (the "Barriers with Staff" subscale and the "Affective Barriers" subscale). Discussion focuses on how these findings are important for academic librarians conceptualizing instructional programs.

The transition from high school to college can be frightening for first-year college students. With making new friends, living on their own, and becoming familiar with new surroundings, college can be an overwhelming experience. Along with these lifestyle changes, college classes and course-work also confront students. In order for students to do research for a project or a paper, they will need to enter a place where many have never been before: the college library.

Librarians recognize that certain skills are needed to perform college research. Accordingly, colleges and universities have implemented library or bibliographic instruction sessions in their curricula to orient first-year students to research procedures and sources. Ideally, bibliographic instruction also assists students in increasing their levels of information literacy and acquiring lifelong learning skills. With the advancement of technology and the Internet, traditional bibliographic instruction sessions are being augmented or replaced entirely by computer-based tutorials at some universities and colleges.

A primary goal of both traditional bibliographic instruction and computer-based tutorials is to teach students how to properly use the college library (e.g., to locate sources within the college library). Even with libraries providing traditional bibliographic instruction and computer-based tutorials, many students remain uncomfortable using college libraries. The discomfort many students feel about library research is referred to as library anxiety. Library anxiety was first identified by Mellon in a qualitative study of college students' feelings about using the library.[sup1] Through further studies, library anxiety has been defined simply as "negative
feelings toward using an academic library."[sup2] More recently, Jiao, Onwuegbuzie, and Lichtenstein added more substance to the library anxiety concept, explaining that students' uncomfortable feelings lead to cognitive, affective, physiological, and behavioral ramifications that interfere with their abilities to accomplish library tasks.[sup3]

The question asked by this study is whether library anxiety is reduced by different methods of library instruction. More specifically, do library staff-led bibliographic instruction and computer-based tutorials reduce library anxiety in first-year students? Literature reviewed covers the research on library anxiety (specifically use of Bostick's Library Anxiety Scale), bibliographic instruction and computer-assisted instruction, and previously used evaluation methods for instruction. Following this literature review, the methodology section describes the operational definitions, the procedures for sampling, the design of the study, and the analytic framework. The results from the analyses are presented, followed by a discussion and conclusion.”

Annotation:

Not only does this study show the importance of bibliographic instruction on library but it also interestingly enough points out the predominance of two of the five subscales of the LAS. Through the creation of their questionnaire and the analyzing of results the researchers found that the staff and affective barriers are the two dominate subscales on the LAS; these two barriers were also the ones that showed the most significant differences in library anxiety amongst the groups they studied. The two subscales take up most the 43 items on LAS which affects the focus of a study especially since the time the scale was created there has been vast changes in the use of technology in libraries where items should probably be added to the subscale of the mechanical barrier given that library equipment has gone through some changes in the past ten years.
Search Strategy: When looking in ERIC there wasn’t a match in the thesaurus for library anxiety so I went to the Library of Congress Subject Headings page to see what broader terms would be available for this topic. I found two broad terms associated with library anxiety: anxiety and library users-psychology so I decided to use the terms anxiety and library users in a keyword search in ERIC. I browsed the article:


Search Method: Keyword Search/Footnote Chasing

Search String: ((Keywords:anxiety) and (Keywords:library and Keywords:users) and (Keywords:academic)) and (Publication Type:"Journal Articles") and Peer Reviewed

Databased Used: ERIC/Library Library Literature & Information Science Full Text

Scholarly: Ulrich declares Reference & User Services Quarterly a scholarly journal it is also the official journal of the Reference and User Services Association a division of ALA.


Journal of Library Administration, (37) 3/4, pp. 529-536

Abstract:

“The focus of this research is to assess the level of library anxiety of off-campus adult learners (n = 143) enrolled in a Master of Arts (M.A.) in Education program offered at various off-campus
locations. The off-campus adult learner's level of library anxiety will be accessed using the LAS (Library Anxiety Scale, Bostick, 1992). Also examined will be the degree that the following variables impact the library anxiety level of off-campus adult learners: age, gender, previous library instruction, physical distance from an academic library, length of time available to research the topic, and access to materials. A small statistically significant relationship was found between composite library anxiety score and the variable amount of time available. Descriptive data pertaining to age and gender was consistent to the extant research.”

**Annotation:**

The distance learner population is underrepresented in library anxiety research. This population’s experience with libraries can be different because they are unable to have contact with their institution’s own library and must rely on cohort academic libraries and public libraries. LAS was used to measure anxiety and also included were survey questions asking the distance of the closest academic and or public library. This study offers a rare insight into the kinds of variables that encompass a distance learner’s library anxiety. Further research should be conducted due to the limits of this study; a greater number of women than men were involved in this study from a small Catholic university it would be interesting to see results that include samples for state schools and other larger universities.

**Search Strategy:** I went back to ProQuest and used field searching to see what types of sources would come up that may have been missed with other methods. I used the narrow topic of library anxiety because I wanted to be specific when looking through abstracts.

**Search Method:** field search
Search String: ab(library anxiety) AND ab(academic libraries)

Databased used: ProQuest

Scholarly verification: According to Ulrich and the journals webpage the Journal of Library Administration is a peer-reviewed scholarly serial.