EXPLORING LIBRARY ANXIETY AMONG STUDENTS OF UiTM

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Abstract- The objective of the current study was to examine library anxiety level among Universiti Technologi Mara (UiTM) undergraduate and Post-graduate students. Furthermore, the study also aimed to correlate students' library anxiety with constructs such as age, gender, the highest qualification, the frequency of library visits, CGPA, the field of study, and mode of study, which are believed to influence students' levels of library anxiety. The study used a quantitative, descriptive survey method using Library Anxiety Scale questionnaire to collect data from the respondents. The data through the questionnaire was collected from a sample of 146 respondents of which 56 were male and 90 were females. Meanwhile, 65 of them were undergraduate and the other 81 were postgraduate students studying in 17 different faculties of UiTM. The participants were randomly selected and participated voluntarily in the study. The data gathered through the questionnaire was analyzed using Statistical SPSS v.23 where both descriptive statistics and inferential statistics such as t-tests, One-Way ANOVA, and correlation were used to test hypotheses. The results of the study reveal a moderately low level of library anxiety among UiTM students. In addition, the results of the study indicate that students' demographic profiles did not have any significant effect on their levels of library anxiety.

Keywords: Library, Anxiety, Students, UiTM

I. INTRODUCTION

Library plays a very vital role in the academic career of all university students no matter if they are undergraduate or post-graduate since at some point those students will come across the need that they have to use the library to access certain information. However, there are students who might not be enthusiastic to use the library facilities due to their inadequate knowledge and skill to use the available resources at their university libraries, such feelings of not being competent enough to use the library resources certainly damage the self-confidence of the students and create feelings of anxiety for those students when they go to the library.
The term library anxiety according to Mellon (1988) is defined as a feeling where students don't have the adequate knowledge of how and where to locate information they want, for instance, where or how to initiate their search regarding the issues they are exploring. Furthermore, Mellon also describes it as the feeling of incompetence, hesitancy in calling for support, and also lacking the necessary knowledge about the available facilities in the library, taking into account the use of computers. Likewise, Jiao and Onwuegbuzie (1997) discuss library anxiety as an uncomfortable unpleasant feeling accompanied with tension, confusion, nervousness, and vulnerability, happening to a student in a library. Abusin & Zainab (2010) describe library anxiety as a psychological barrier that students face when performing a library task.

Library anxiety or the fear of students inside a library, according to Mellon (1988) has a direct relationship with how much students will be able to learn at school. Likewise, Jiao & Onwuegbuzie (1997) and Asgharpour & Sajed (2013) refer to library anxiety as a psychological barrier to the success of students in their academic career which could have serious negative effects on students' educational performance and quantity and quality of their academic productions.

The phenomenon of library anxiety among university students is not a new issue. Available literature reveals that, in different countries, various studies have been conducted to investigate this topic, for example (Mallon, 1986; and Jiao & Onwuegbuzie, 1997, in the USA; Anwar, Al-Kandari & Al-Qallaf, 2004, in Kuwait; Abusin & Zainab, 2010 in Malaysia). The results of those studies reveal that the feeling of anxiety alongside unfamiliarity with the library facilities, and hesitancy in asking for the assistance of the librarians results into university students to avoid going to the library. This is evident in the studies conducted by Mellon (1986), Jiao & Onwuegbuzie (1997), and Bostick's (1992) revealing that the sense of avoidance among students with library anxiety was quite high in comparison to students with low library anxiety.

In this sense, it is essential to identify the barriers or factors that contribute to library anxiety of students, and ultimately, seek out appropriate measures to tailor with the problem. Therefore, the present study is an attempt to investigate library anxiety levels among

students of Universiti Teknologi Mara (UiTM) and identify the key factors contributing to this phenomenon. Furthermore, the study also aims to compare students' library anxiety levels with constructs such as, gender, age, education level, major, CGPA, and the frequency of going to the library, that are believed to have an effect on library anxiety level. To be more precise, the objective and research question that guides this study are as follow:

Research Objectives
1. To investigate how often students: a) visit the library; b) borrow books from the library, and c) how long do they stay in the library;
2. To explore the library anxiety levels of UiTM students in relation to the following barriers: a) staff barriers, b) affective barriers, c) technological barriers, d) library knowledge barriers, e) library comfort barriers, and f) resource barriers;
3. To investigate if there is any significant difference in overall library anxiety levels and in regard to the six barriers among the demographic profile of the students (gender, age, level of education, mode of study, fields of study, and the frequency of the library visits;

Research Questions
1. How often students: a) visit the library; b) borrow books from the library, and c) how long do they stay in the library?
2. Is there any significant difference in the frequency of library visits between male and female students?
3. What are the library anxiety levels of UiTM students in relation to the following barriers: a) staff barriers, b) affective barriers, c) technological barriers, d) library knowledge barriers, e) library comfort barriers, and f) resource barriers?
4. Is there any significant difference in library anxiety levels in regard to the six library barriers between male and female students?
5. Is there any significant difference in students' library anxiety levels in regard to the six library barriers between among students' age?
6. Is there any significant difference in students' library anxiety levels in regard to the six library barriers between undergraduate and postgraduate students?
7. Is there any significant difference in students' library anxiety levels in regard to the six library barriers between full-time or part-time students?
8. Is there any significant difference in students' library anxiety levels in regard to the six library barriers between among students' CGPA range?
9. Is there any significant difference in students' library anxiety levels in regard to the six library barriers between arts and science students?
10. Is there any significant difference in students' library anxiety levels in regard to the six library barriers among students' frequency of library use?
11. Is there any significant relationship between the six library barriers?

II.   Review of the Literature

In order to do a research project or an assignment for a particular course as part of completing students' academic program, all students will eventually find it necessary to refer to their school's library and do a widespread search and use information resources. However, a number of students usually feel fear or library anxiety while they go to the library and such feeling is connected with the search for information resources in the library. Usually, many college students label library anxiety as the undesirable feelings towards utilizing the library. Library anxiety is a very challenging issue for the students in the library. Students with anxiety condition result in a passive attitude in their academic careers i.e. lacking interest in visiting the library, and ultimately do below par on their class projects. This library anxiety, research suggests is due to a number of factors or certain barrier students face while being in the library.

2.1.   Library Barrier Contributing to Library Anxiety

Many studies have been carried out to investigate these barriers (Abusin & Zainab, 2010; Alicia, 2015; Yu, 2009; Jiao & Onwuegbuzie, 1995; Carlile, 2007; Adkins & Lu, 2012; Erfanmanesh, 2011; Sinnasamy, Harun, & Karim, 2016). However, it was Bostick (1992) who developed an instrument comprising statement denoting different library barriers to measure library anxiety. Bostick categorized those factors in terms of staff barriers, affective barriers, mechanical barriers, library comfort barriers, library knowledge barriers, and resources barriers.

2.1.1.   Staff Barriers

The first set of barriers resulting in library anxiety that research indicates are related to library staff. In this set of barriers, a student sees the library as a terrifying place where the library staff is ill-tempered, annoying, and the students feel forced or uncomfortable while entering into the library (Abusin & Zainab, 2010). In their study, Abusin & Zainab found that pupils viewed library as a depressing space, and were not able to stay there for a longer period of time since they felt discomfort. In addition, Adkins & Lu

(2012) found out that the issue of staff became an utmost source of the anxiety for the students as the library staff was not attentive to students' needs and the students didn't receive assistance at the time needed.

2.1.2. Effective Barriers

The second barrier the research found in relation to library anxiety is categorized as effective barriers which denote students of being shy. Several students verified that they felt ashamed and conscious while asking for help regarding the library; therefore, the students preferred not to ask the staff because they were ashamed of their inadequate knowledge of the library (Sinnasamy, Harun, & Karim, 2016). This is confirmed in Abusin and Zainab's (2010) study who argue that the students felt shy while approaching the staff due to their insufficient knowledge regarding the library. Mellon (1986) put forward that the students do not approach the library staff due to the fact that their insufficient library knowledge or research skills would be exposed.

2.1.3. Technical Barrier

The technical or mechanical barrier is the third component which causes students' library anxiety (Bostick, 1992). In this set of barriers, the students perceived that the equipment or the technology available in the library is not approachable, or in other words, they are incapable to operate the devices in the library such as computer, printer, photocopiers…etc. (Carlile, 2007). Moreover, lack of computer knowledge, lack of familiarity with technology, less computer usage, and sometimes hate to use computers are all the factors found to rise library anxiety in the pupils (Mellon, 1986). In regards to technical barriers, in their study, Abusin & Zainab (2010) discovered a few features such as students' anxious feelings while using computers and they lack computer skills were the main contributors to library anxiety. On the other hand, Adkins and Lu (2012) doesn't consider technological barrier a serious cause of library anxiety for graduate pupils, especially international pupils, who have acquainted themselves previously with equipment like a printer, copier and so on. However, they argue that these technological barriers could still be a problematic issue for new international students.

2.1.4. Lack of Library Knowledge Barrier

Lack of information or knowledge of library is the fourth factor found in researches which causes anxiety in students while using the library. The students felt uncomfortable because they lacked knowledge about the library. Viewing students' insufficient knowledge and information about the library where items are located, made them feel unconfident and insecure (Alicia, 2015; Bostick, 1992). Likewise, Erfanmanesh (2011) also in his study stated that the reasons that cause library anxiety in students are, for example, access to services, library literacy skills and access to resources. Furthermore, other causes of students' anxieties in the library setting are when one is not aware of doing a library search, no significant purpose what to do in the library, or where to look for items in the library (Carlile, 2007).

2.1.5. Comfort Barrier

Comfort is another element that causes library anxiety in students. The students believe that the sentiment of being comfortable in the library is relevant to what extent the library is a secure environment (Carlile, 2007). Similarly, comfort with the library measures that how the library environment and its atmosphere is welcoming (Sinnasamy, Harun, & Karim, 2016). For example, the Albert Library doesn't offer a comfortable environment for the residents, thus, they are not happy with using it (Community-Led Libraries Toolkit, 2008, p. 13).

2.1.6. Resource Barrier

The last barrier as a contributor to the library anxiety is the resource barrier. The library has an effective role in order to support the needs of the students by supplying various resources and the students are required to use the library to approach the information for their research (Abusin & Zainab, 2010). Abusin & Zainab's study also reveals that the students wanted to avoid the library because of the insufficient resources, references, and the number of books. The students main concern was the unsatisfactory number of books in the library (Alicia, 2015). In addition, Andrews (1991) discovered in his study that the available amount of books were not enough particularly for the students who are taking a similar course. In the same manner, the SPELL (2016) research exposed that library charges and fees for unpaid, spoiled, and lost materials are barriers that avoid families and guardians of young children from utilizing public libraries.

Considering the barriers contributing to library anxiety, as discussed in the literature review, most of the students viewed staff barrier as a major constraint contributing to library anxiety in students. The students didn't feel at ease when it comes to the staff of the library. However, this might not be true since as long as the students follow the procedure of the library, the staff of the library will remain assistive. Secondly, several students verified that they feel conscious while asking for assistance in the library and it is due to the fact of their insufficient knowledge of the search skills. This is quite a common issue with many students and it is natural that they might feel anxious when asking for assistance. Similarly, lack of knowledge was also found by students as a factor resulting library anxiety. The students find it difficult to approach the relevant materials. This obstacle is sometimes caused due to the fact that there are some apathetic students who don't bother to put the books in its right shelf where it was taken from and this ultimately causes anxiety to other students. Likewise, sometimes the students claim that the atmosphere of the library is bothering. The students don't

visit the library because it is crowded and noisy. It is true as it is quite difficult for the students to focus on learning when there are noises.

2.2. Previous Studies Investigating Library Anxiety

In various countries, numerous studies have been conducted to measure library anxiety among university students. A large number of those studies conclude that the university students in their studies suffered certain levels of library anxiety. The results of some of these studies are below:

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

Yu (2009) carried out a study in Jinwen University in China on Library anxiety. He found that there was low library anxiety among the students of Science and Technology that needs a serious attention. The students were familiar with the library environment; however, they felt they cannot use the library quite professionally. In the meantime, mostly female freshmen students from different disciplines identified the effective and mechanical barriers as significant causes of library anxiety. That is an important reminder for the library staff to promote educating the students for a better usage of the library.

Jiao & Onwuegbuzie (1995) conducted a research in Indonesian context investigating library anxiety among university pupils. They added that vast amount of information is accessible from various sources in today's academic libraries, but the students the encountered difficulties using the library. Moreover, Jiao & Onwuegbuzie (1995) assert that the library anxiety is a rough and uncomfortable feeling which is experienced in the context of the library and has affective consequences. These authors characterized the library anxiety as tension, hesitation, helplessness, and negative self-defeating beliefs.

Another survey was carried out by Alicia (2015) in Humanities and Education faculties at the University of West Indies among the undergraduate students. The results identified the key contributing factors to library anxiety were affective barriers such as uncertainty, confusion, helplessness; technological barrier, i.e. absence of computers, lack of proper signs, an organization of the floor, and unsatisfactory books. The study recognized the lack of library knowledge barriers the inability of the students to locate the resources and the usage of online catalogs as the chief features among resulting in library anxiety.

III. Methodology

This study investigates library anxiety among undergraduate and postgraduate students in UiTM. The present study uses a quantitative, descriptive survey method utilizing a questionnaire. According to Fraenkel, Wallen & Hyun (2016), in a survey method, the researcher collects information from a large group of participants through their responses to the questionnaire items. They add that quantitative study essentially tries to explain the problem using numbers and attempts to generalize the results of the study to a larger population.

3.1. Sampling and Data Collection Procedure

The total numbers of participants in this study are 146, among which 56 are male and 90 are females. As for their educational qualification, 65 of them are undergraduate and 81 are postgraduate students currently studying in 17 different faculties of UiTM. The participants were randomly selected and participated voluntarily in this study.

3.2. Research Instruments

The main instrument used in this survey research is a questionnaire. The questionnaire has four parts: part A elicits participants' demographic information; part B elicits the frequency of reading, other than academic materials; part C asks about the frequency of using the library; and finally, part D consists of questions inquiring library barriers contributing to library anxiety.

Part D is an adoption of Bostick's (1992) Library Anxiety Survey questionnaire consisting of 46 simple statements. And students are asked to respond to those statements using a ten-point Likert scale where 1 signifies 'Strongly Disagree' and 10 signifies 'Strongly Agree'. In the meantime, a high score on any subscale represents high anxiety in this area. Bostick's Library Anxiety Survey consists statement in the following areas: 1) *Barriers with staff*, denoting to the perceptions of students of librarians and library staff as, being busy or unapproachable to assist the students in using the library; 2) *Affective barriers* denoting to the perceptions of students toward their inadequacy of library knowledge comparing to other students; 3) *Technological barriers*, referring to the feelings of student of being not able to operate technological equipment of the library, for example, the internet, computer, or printer; 4) *Library knowledge barriers*, denoting to the extent of unacquainted students feel they are with the library; 5) *Library Comfort barriers*, referring the perceptions of students toward the safe environment of the library; 6) *Resources barriers*, referring to the frustration of a student when she/he has located an online resource but can't find that resource in the library itself.

This instrument has been used in many researches, and those studies signify that all the items in the instrument are both valid and reliable (Bostick, 1992; Onwuegbuzie, Jiao, & Bostick, 2004).

Once all survey questionnaires were collected, the data was coded and using SPSS v.23 the results were analyzed using descriptive and inferential statistics. The data was analyzed in terms of mean score and standard deviation.

IV.   Data Analysis

4.1. Characteristics of the Respondents

Table 1 shows the demographic information of the respondents in categories of gender, age, level of education, faculty, CGPA, and study mode.

Table 1: Distribution of respondents by demographic information

	Characteristics	No. of Respondents	%
Gender	Male	56	38.4
	Female	90	61.6
Age	18-22	37	25.3
	23-27	82	56.2
	28-32	11	7.5
	33 and above	11	7.5
	Missing	5	3.4
Level of Education	Postgraduate	80	54.8
	Undergraduate	65	44.5
	Missing	1	.7
Faculty	ACC	3	2.1
	AD	1	.7
	Aps	1	.7
	APS	4	2.7
	Asc	9	6.2
	ASC	1	.7
	BM	5	3.4
	Cms	3	2.1
	CMS	3	2.1
	Edu	60	41.1
	EDU	1	.7
	Eng	23	15.8
	HealthSN	1	.7
	HS	1	.7
	Music	19	13
	PHAR	1	.7
	SSR	10	6.8
CGPA	High	106	72.6
	Low	23	15.8
	Missing	17	11.6
Mode of Study	Part Time	6	4.1
	Full Time	140	95.9

4.2. Research Question 1

How often the students: a) visit the library; b) borrow books from the library, and c) how long do they stay in the library?

4.2.1.   Research Question 1a: How often students visit the library?

Table 2 shows how often students visit the library.

Table 2. frequency of going to library

	Frequency	Percent
Daily	3	2.1
Five times a week	4	2.7
Four days a week	7	4.8
Three days a week	8	5.5
Two days a week	11	7.5
Once in a week	21	14.4
Hardly visit the library	68	46.6
Do not use library	24	16.4
Overall frequency of students going to library on a scale of 1-10	**146**	**100.0**

The result in Table 2 shows that 3 students (2.1%), 4 students (2.7%), 7 students (4.8%), 8 students (5.5%), 11 students (7.5%), 21 students (14.4%), 68 students (46.6%) and 24 students (16.4%) visit library daily, five times in week, 4 days, 3 days, 2 days, 1 time in a week and hardly visit library respectively. This shows that the majority of the students are not that much interested in the library and hardly visit the library.

4.2.2. Research Question 1b: How often students borrow books from the library

Table 3 shows how often students borrow books from the library

Table 3. Frequency of borrowing books

	Frequency	Percent
Never	31	21.2
Everyday	1	0.7
Every 2 - 3 days	2	1.4
Once a week	4	2.7
Once a month	12	8.2
depending on the need	95	65.1
Missing	1	0.7
Total	146	100.0

Table 3 shows that 31 students (21.2%), 1 student (.7%), 2 students (1.4%), 4 students (2.7%), 12 students (8.2%), and 95 students (65.1%) borrow books never, every day, every 2-3 days, once a week, once a month and depending on the needs respectively, whereas one student data was missing. This designates that the respondents are not that much attracted to borrowing books and, thus, very rarely borrow books from the library.

4.2.3. Research Question 1c: How long do students stay in the library?

Table 4 shows how long do the students usually stay in the library.

Table 4. Duration of stay in the library

	Frequency	Percent
Less than 1 hour	10	6.8
1-2 hours	56	38.4
3-4 hours	65	44.5
More than 5 hours	15	10.3
Total	146	100.0

Table 4 shows that 10 students (6.8%), 56 students (38.4%), 65 students (44.5%) and15 students (10.3%) stay in the library less than one hour, 1-2 hours, 3-4 hours and more than 5 hours respectively. This shows that the majority of students stay around three hours in the library when they visit the library.

4.3. Research Question 2
Research Question 2 aims at examining if there is a significant relationship in library visits of female and male pupils. To answer this research question, Chi Square Test of Independence is used to compare the frequency of visiting library between male and female students.

Table 5: Going to the Library * Gender Cross tabulation

	Gender	Total

			Male	Female	
Visit To Library	Rarely	Count	10	12	22
		Expected Count	8.4	13.6	22.0
	Often	Count	46	78	124
		Expected Count	47.6	76.4	124.0
Total		Count	56	90	146
		Expected Count	56.0	90.0	146.0

The descriptive results in Table 5 above indicate that 10 male and 12 female students expressed that they rarely visit their library. Then 46 males and 78 females indicated that they visit their university library often.

Now to examine if there is a significant relationship among the frequency of library visits between male and female students, the Chi Square Test was conducted.

Table 6: Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.552[a]	1	.457
Likelihood Ratio	.543	1	.461
Linear-by-Linear Association	.548	1	.459
N of Valid Cases	146		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.44.[a]

Computed only for a 2x2 table[b]

The results of the Chi-Square test in table 6 above reveal that there is no significant relationship in the frequency of library visits between male and females students (X^2 (1) = .552, p = .457) at the .05 level. Thus we infer that there is no significant relationship between gender and frequency of visit to the library. In other words, the two variables are independent of one another.

4.4. Research Question 3

The third research question tends to examine the perceived library anxiety level of UiTM students' in relation to the following barriers: a) library staff barriers, b) affective barriers, c) technological barriers, d) library knowledge barriers, e) library comfort barriers, and f) resource barriers.

4.4.1.   a) Library staff barriers
Table 8 shows the perceived level of UiTM students' library anxiety in relation to the library's staff barriers

Table 8. Perceived level of UiTM students' library anxiety in relation to the library staff barriers

	Mean	Std. Deviation
The librarians are not approachable.	4.11	2.34
The librarians are helpful	4.03	2.19
Librarians don't have time to help me, because they are too busy	3.96	2.22
I don't get help in the library in time	3.96	2.36
I don't have opportunities to talk with librarians on-line, to send questions	4.17	2.51
Overall Staff Barrier on a scale of 1-10	4.05	1.70

Table 8 indicates the perceived level of UiTM students' library anxiety in relation to the library staff barriers. The highest mean score is obtained for the item 'I don't have opportunities to talk with librarians on-line, to send questions" with a mean score of 4.17 (SD=2.51). This is followed by "The librarians are not approachable." and "The librarians are helpful" with mean scores of 4.11 (SD=2.34) and 4.03 (SD=2.19) respectively. On the other hand, the lowest mean scores are for the items "Librarians don't have time to help me because they are too busy" (M= 3.96, SD=2.22) and "I don't get help in the library in time" (M=3.96, SD=2.36). The

overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the library staff barriers on a scale of 1-10 is 4.05 (SD=1.70). This indicates library staff in the study displays an intermediate level of barrier in the students' library anxiety.

4.4.2. b) Affective barriers
Table 9 shows the perceived level of UiTM students' library anxiety in relation to the affective barriers.

Table 9. The perceived level of UiTM students' library anxiety in relation to the affective barriers

	Mean	Std. Deviation
I am embarrassed that I don't know how to use the library.	3.50	2.60
I think that other students know the library better than me and this is embarrassing for me.	3.79	2.64
I am embarrassed while asking the librarians questions	3.25	2.34
When I'm in the library and I don't know what to do – I am anxious.	3.30	2.53
I am ashamed, that I can't use the library.	3.11	2.39
When I entered the library for the first time I felt uncomfortable	3.14	2.26
I always feel uncomfortable when I am going to library or I think about going there.	3.06	2.34
I am ashamed of my lack of knowledge about how to use computer catalogs, the Internet, databases and so on.	3.35	2.32
I like the library (reverse-score).	6.50	2.76
Overall affective barrier on a scale of 1-10	3.65	1.78

Table 9 indicates the perceived level of UiTM students' library anxiety in relation to the affective barriers. The highest mean score is obtained for the item 'I like the library" with a mean score of 6.50 (SD=2.76). This is followed by "I think that other students know the library better than me and this is embarrassing for me" and "I am embarrassed that I don't know how to use the library" with mean scores of 3.79 (SD=2.64) and 3.50 (SD=2.60) respectively. On the other hand, the lowest mean scores are for the items "I always feel uncomfortable when I am going to the library or I think about going there" (M= 3.06, SD=2.34) and "I am ashamed, that I can't use the library" (M=3.10, SD=2.39). The overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the affective barriers is 3.65 (SD=1.78). This indicates in the study low level of affective barrier in the students' library anxiety.

4.4.3. c) Technological Barriers
Table 10 shows the perceived level of UiTM students' library anxiety in relation to the technological barriers.

Table 10. The perceived level of UiTM students' library anxiety in relation to the technological barriers

	Mean	Std. Deviation
I am not effective in using electronic databases (full-text and abstract) which are accessible on the library web page or on the library net	4.07	2.60
I am not effective in using computer catalogs.	4.29	2.54
I don't know how to order a book in the library via the Internet.	4.86	2.82
I don't know how to check the balance of my library account.	5.01	3.08
I would rather use the library in person, not on-line, because of my resistance to new technology.	4.55	3.01
I avoid using computers.	3.05	2.66
The library's home web page is friendly (reverse-score).	6.23	2.54
I can't use self-service copy machines.	4.53	2.86
Overall technological barrier on a scale of 1-10	4.57	1.89

Table10 indicates the perceived level of UiTM students' library anxiety in relation to the technological barriers. The highest mean score is obtained for the item 'The library's home web page is friendly" with a mean score of 6.23 (SD=2.54). This is followed by "I don't know how to check the balance of my library account" and "I don't know how to order a book in the library via the Internet" with mean scores of 5.01 (SD=3.08) and 4.86 (SD=2.82) respectively. On the other hand, the lowest mean scores are for the items "I avoid using computers" (M= 3.06, SD=2.34) and "I am ashamed, that I can't use the library" (M=3.05, SD=2.66). The overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the technological barriers is 4.57 (SD=1.89). This indicates technological barriers in the study display an intermediate level of barrier in the students' library anxiety.

4.4.4. d) Library knowledge barriers
Table 11 shows the perceived level of UiTM students' library anxiety in relation to the library knowledge barrier.

Table 11. The perceived level of UiTM students' library anxiety in relation to the library knowledge barrier

	Mean	Std. Deviation
A lot of things connected with libraries are complicated for me.	4.10	2.37
I don't know how to begin a search in the library	3.80	2.42
I don't know what to do when the book I'm looking for isn't on the shelf.	3.93	2.43
I don't have sufficient knowledge about the library, its departments, reading rooms etc.	4.33	2.53
I can't use the library either in person or on-line.	3.54	2.44
The library training was insufficient.	4.33	2.57
I can't use the inter-library loan.	5.20	2.90
I like learning new things about the library (reverse-score).	4.51	2.58
I am never able to find anything in the library.	3.98	2.52
There is a lack of adequate library instructions.	4.49	2.47
Overall library knowledge barrier on a scale of 1-10	4.21	1.78

Table 11 indicates the perceived level of UiTM students' library anxiety in relation to the library knowledge barriers. The highest mean score is obtained for the item 'I can't use the inter-library loan" with a mean score of 5.20 (SD=.90). This is followed by "I like learning new things about the library" and "There is a lack of adequate library instructions" with mean scores of 4.50 (SD=2.58) and 4.49 (SD=2.47) respectively. On the other hand, the lowest mean scores are for the items "I can't use the library either in person or on-line" (M= 3.54, SD=2.44) and "I don't know how to begin a search in the library" (M=3.80, SD=2.42). The overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the library knowledge barriers is 4.21 (SD=1.78). This indicates library knowledge barriers in the study an intermediate level of barrier in the students' library anxiety.

4.4.5.   e) Library Comfort Barriers
Table 12 shows the perceived level of UiTM students' library anxiety in relation to the library comfort barrier.

Table 12. The perceived level of UiTM students' library anxiety in relation to the library comfort barriers

	Mean	Std. Deviation
The library is not a nice, comfortable place.	3.12	2.49
There are not good facilities conditions for reading, studying in the library	3.42	2.54
There are not good facilities conditions for group working in the library.	3.68	2.56
Library rules are not too restrictive (reverse-score).	5.40	2.78
The library is not well organized, complicated (rooms and collections layout).	3.53	2.30
I don't like to be in the library, I would rather use the library on-line, at home	4.23	2.72
I don't like the library at all	2.97	2.31
Library equipment is unreliable (computers, copy machines, printers).	3.63	2.36
Overall library comfort Barrier on a scale of 1-10	3.75	1.79

Table 12 indicates the perceived level of UiTM students' library anxiety in relation to the library comfort barriers. The highest mean score is obtained for the item 'Library rules are not too restrictive" with a mean score of 5.40 (SD=2.78). This is followed by "I don't like to be in the library, I would rather use the library on-line, at home" and "There are not good facilities conditions for group working in the library" with mean scores of 4.22 (SD=2.72) and 3.67 (SD=2.56) respectively. On the other hand, the lowest mean scores are for the items "I don't like the library at all" (M= 2.97, SD=2.31) and "The library is not a nice, comfortable place" (M= 3.11, SD=2.49). The overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the library comfort barriers is 3.74 (SD=1.79). This indicates library comfort barriers in the study are a low level of barrier in the students' library anxiety.

4.4.6.   f) Resource Barriers

Table 13 shows the perceived level of UiTM students' library anxiety in relation to the resources barrier.

Table 13. The perceived level of UiTM students' library anxiety in relation to the resources barrier

	Mean	Std. Deviation
The library doesn't subscribe to journals, which I need.	4.05	2.47
The library doesn't own/purchase books, which I need.	4.50	2.44
The library doesn't purchase access to world-wide text databases.	4.38	2.50

The library has too few copies of the most popular titles.	4.74	2.35
A lot of books are overdue	4.73	2.41
There are always materials which I need in the library	5.32	2.34
Overall resources barriers on a scale of 1-10	4.64	1.63

Table 13 indicates the perceived level of UiTM students' library anxiety in relation to the resources barriers. The highest mean score is obtained for the item 'There are always materials which I need in the library" with a mean score of 5.32 (SD=2.34). This is followed by "The library has too few copies of the most popular titles" and "A lot of books are overdue" with mean scores of 4.73 (SD=2.35) and 4.72 (SD=2.41) respectively. On the other hand, the lowest mean scores are for the items "The library doesn't subscribe to journals, which I need" (M= 4.05, SD=2.47) and "The library doesn't purchase access to worldwide text databases" (M= 4.38, SD=2.50). The overall mean score obtained for perceived level of UiTM students' library anxiety in relation to the resources barriers is 4.64 (SD=1.63). This indicates in the study intermediate level of library resources barriers in the students' library anxiety.

4.5. Research Question 4
In order to answer research question 4: is there any significant difference in library anxiety levels, in terms of (staff barriers, affective barriers, technological barriers, library knowledge barriers, library comfort barriers, and resource barriers) between male and female students, an Independent Samples t-test was conducted.

Table 14 indicates the descriptive statistics and independent samples t-test results for the difference between library anxiety levels, in terms of library barriers, between male and female students.

The descriptive statistics indicate that for staff barrier the mean score obtained by male students is 4.17 (SD=1.81) and for female 3.97 (SD = 1.62). For affective barriers, the mean score obtained by male students is 3.83 (SD=1.98) whereas for females it is 3.53 (SD = 1.65). For technological barriers, the mean score obtained by male students is 4.77 (SD=2.10) whereas for females it is 4.45 (SD = 1.75). For library knowledge barrier the mean score obtained by male students is 4.38 (SD=1.98) but for females, it is 4.11 (SD = 1.66). And for library comfort barrier the mean score obtained by male students is 3.90 (SD=1.85) where for females it is 3.64 (SD = 1.74). Finally, for resource barriers, the mean score obtained by male students is 4.82 (SD=1.48) while for females it is 4.53 (SD = 1.71). This indicates that there is a difference in the mean scores obtained by male and female students. However, in order to determine if this difference is significant, an independent sample t-test was conducted.

Table 14: Independent Sample t-test: Library anxiety and gender

	Gender	Mean	Std. Deviation	t	Df	sig
Staff Barrier	Male	4.17	1.81	.680	144	.497
	Female	3.97	1.62			
Affective Barrier	Male	3.83	1.98	.971	142	.333
	Female	3.53	1.65			
Technological Barrier	Male	4.77	2.10	.991	144	.324
	Female	4.45	1.75			
Library Knowledge	Male	4.38	1.98	.898	143	.371
Barrier	Female	4.11	1.64			
Library Comfort Barrier	Male	3.90	1.85	.839	144	.403
	Female	3.64	1.74			
Resources Barriers	Male	4.82	1.48	1.003	143	.318
	Female	4.53	1.71			

The results of the independent samples t-test indicate that there is no significant difference in the library anxiety level of male and female students in terms: staff barriers (t (144) = .680, p= .497); affective barriers (t (142) = .971, p= .333); technological barriers (t (144) = .991, p= .324); library knowledge barriers (t (144) = .898, p= .371); library comfort barriers (t (144) = .839, p= .403); and resource barriers (t (143) = .1.003, p= .318) at the p<0.05 level. Therefore, we fail to reject the null hypothesis.

4.6. Research Question 5

Research question 5 tends to examine if there any significant difference in library anxiety levels among students' age. To examine this question a One-Way ANOVA was conducted.

Table 15 indicates the One-Way ANOVA results examining the difference between library anxiety levels among the age groups.

Table 15 One-Way ANOVA: Library anxiety level among age

	Sum of Squares	df	Mean Square	F	Sig.

Staff Barrier	Between Groups	1.297	3	.432	.146	.932
	Within Groups	405.742	137	2.962		
	Total	407.039	140			
Affective Barrier	Between Groups	3.480	3	1.160	.355	.785
	Within Groups	441.026	135	3.267		
	Total	444.506	138			
Technological Barrier	Between Groups	4.682	3	1.561	.425	.735
	Within Groups	502.849	137	3.670		
	Total	507.531	140			
Library Knowledge Barrier	Between Groups	.431	3	.144	.044	.988
	Within Groups	445.207	136	3.274		
	Total	445.638	139			
Library Comfort Barrier	Between Groups	6.360	3	2.120	.642	.590
	Within Groups	452.702	137	3.304		
	Total	459.062	140			
Resources Barriers	Between Groups	8.502	3	2.834	1.072	.363
	Within Groups	359.522	136	2.644		
	Total	368.025	139			

The One-Way ANOVA analysis indicate that there is no significant difference among the age of students and their levels of library anxiety: staff barriers (f (3, 137) = .146 & p= .932); affective barriers (f (3, 135) = .355 & p= .785); technological barriers (f (3, 137) = .425 & p= .735); library knowledge barriers (f (3, 136) = .044 & p= .988); library comfort barriers (f (3, 137) = .642 & p= .590); and resource barriers (f (3, 136) = 1.072 & p= .363) at the p<0.05 level. Consequently, we fail to reject the null hypothesis. In other words, the results of One-Way ANOVA reveal that the age of the students did not have any significant effect on the library anxiety levels of the students.

Likewise, The Post-Hoc LSD multiple comparison analysis also indicate no significant difference in all the age groups and level of library anxiety.

4.7. Research Question 6

To examine research question 6, is there any significant difference in library anxiety levels among undergraduate and postgraduate students, Independent Samples t-test was conducted.

Table 16 signifies the independent samples t-test results examining the difference of library anxiety among undergraduate and postgraduate students

Table 16: Independent Sample t-test: Library anxiety and education level

	Level of Education	N	Mean	Std. Deviation	t	df	sig
Staff Barrier	Undergraduate	65	4.17	1.52	7.84	143	.434
	Post Graduate	80	3.95	1.83			
Affective Barrier	Undergraduate	65	3.61	1.51	-.218	141	.828

	Post Graduate	78	3.67	2.00			
Technological Barrier	Undergraduate	65	4.64	1.65	.399	143	.691
	Post Graduate	80	4.51	2.09			
Library Knowledge Barrier	Undergraduate	65	4.19	1.49	-.015	142	.988
	Post Graduate	79	4.20	1.98			
Library Comfort Barrier	Undergraduate	65	3.80	1.70	.276	143	.783
	Post Graduate	80	3.71	1.86			
Resources Barriers	Undergraduate	65	4.83	1.29	1.197	142	.233
	Post Graduate	79	4.51	1.84			

Table 16 indicates the descriptive statistics and independent samples t-test results for difference in library anxiety levels, in terms of library barriers, between undergraduate and post-graduate students. The results of the independent t-test indicate that there is no significant difference in the library anxiety level of undergraduate and post-graduate students in terms: staff barriers (t (143) = 7.84, p= .434); affective barriers (t (141) = -.218, p= .828); technological barriers (t (143) = .399, p= .619); library knowledge barriers (t (142) = -.015, p= .988); library comfort barriers (t (143) = .276, p= .783); and resource barriers (t (142) = 1.197, p= .233) at the p<0.05 level. Consequently, the null we fail to reject the null hypothesis.

4.8. Research Question 7
To examine research question 7 that tends to examine if there is any significant difference in library anxiety levels between full-time and part-time students, Independent Samples t-test was used.

Table 17 displays the descriptive statistics and independent samples t-test results for the difference in library anxiety levels, between full-time and part-time students.

Table 17: Independent Sample t-test: difference in the Library anxiety level between full-time and part-time students

	Mode of Study	N	Mean	Std. Deviation	t	df	sig
Staff Barrier	Part Time	6	4.70	1.44	.963	144	.337
	Full Time	140	4.01	1.70			
Affective Barrier	Part Time	6	3.42	1.42	-.314	142	.754
	Full Time	138	3.66	1.80			
Technological Barrier	Part Time	6	4.22	1.45	-.456	144	.649
	Full Time	140	4.59	1.91			
Library Knowledge Barrier	Part Time	6	3.96	1.64	-.347	143	.729
	Full Time	139	4.22	1.79			
Library Comfort Barrier	Part Time	6	4.89	1.07	1.618	144	.108
	Full Time	140	3.69	1.79			
Resources Barriers	Part Time	6	5.50	2.63	1.321	143	.189
	Full Time	139	4.60	1.57			

The results of the independent t-test indicate that there is no significant difference in the library anxiety level of full-time and part-time students in terms: staff barriers (t (144) = .963, p= .337); affective barriers (t (142) = -.314, p= .754); technological barriers (t (144) = -.456, p= .649); library knowledge barriers (t (143) = -.347, p= .729); library comfort barriers (t (144) = 1.618, p= .108); and resource barriers (t (143) = 1.321, p= .189) at the p<0.05 level. Accordingly, we fail to reject the null hypothesis.

4.9. Research Question 8
Research question 8 tends to examine if there is any significant relationship among students' library anxiety levels and their CGPA scores. To examine this question, first students CGPA scores were categorized into low (2.50 – 3.20) and high (3.21 – 4.00). Then independent Sample–test was conducted to examine if there is any significant difference in the library anxiety levels of students according to their CGPA.

Table 18 indicates the descriptive statistics and independent samples t-test results for the difference between library anxiety levels and CGPA.

Table 18: Independent Sample t-test: difference in the Library anxiety level in terms of CGPA

	CGPA	N	Mean	Std. Deviation	t	df	sig
Staff Barrier	Low	3	5.13	.90	1.142	138	.255
	High	137	4.01	1.69			
Affective Barrier	Low	3	3.55	1.88	-.037	136	.970
	High	135	3.59	1.74			
Technological Barrier	Low	3	4.00	2.28	-.508	138	.612
	High	137	4.55	1.87			
Library Knowledge Barrier	Low	3	4.13	2.02	-.052	137	.959
	High	136	4.18	1.75			
Library Comfort Barrier	Low	3	3.50	1.73	-.213	138	.831
	High	137	3.71	1.71			
Resources Barriers	Low	3	5.33	.33	.772	137	.442
	High	136	4.61	1.61			

The results of the independent t-test indicate that no significant difference in the CGPA scores of students and their library anxiety levels: staff barriers (t (138) = 1.142, p= .255); affective barriers (t (136) = -.037, p= .970); technological barriers (t (138) = -.508, p= .612); library knowledge barriers (t (137) = -.052, p= .959); library comfort barriers (t (138) = -.213, p= .783); and resource barriers (t (137) = .772, p= .442) at the p<0.05 level.

4.10.   Research Question 9

Research Question 9 aims to examine if there any significant difference in library anxiety levels between arts and science students. To examine this question, an independent samples t-test was conducted.

Table 19 indicates the descriptive statistics and independent samples t-test results for the difference between library anxiety level and students field of study.

Table 19: Independent Sample t-test: Library anxiety and field of study

	Faculty	N	Mean	Std. Deviation	t	df	sig
Staff Barrier	Arts	96	3.96	1.80	-.767	144	.444
	Science	50	4.19	1.46			
Affective Barrier	Arts	94	3.89	1.95	2.308	142	.022
	Science	50	3.18	1.31			
Technological Barrier	Arts	96	4.82	1.95	2.277	144	.024
	Science	50	4.08	1.69			
Library Knowledge Barrier	Arts	95	4.39	1.94	1.659	143	.049
	Science	50	3.87	1.38			
Library Comfort Barrier	Arts	96	3.73	1.94	-.102	144	.919
	Science	50	3.76	1.45			
Resources Barriers	Arts	95	4.57	1.72	-.688	143	.493
	Science	50	4.77	1.44			

The results of the independent t-test indicate that there is significant difference between arts and science students' level of library in terms of affective barrier (t (142) = 2.308, p= .022), technological barriers (t (144) = 2.277, p= .024), and library knowledge barriers (t (143) = 1.659, p= .049).

However, the t-test results also reveal that there is no significance difference between arts and science students' level of library in terms of staff barriers (t (144) = -.767, p= .444), library comfort barriers (t (144) = -.102, p= .919), and resource barriers (t (143) = -.688, p= .493).

4.11. Research Question 10

This question tends to investigate if there is any significant difference in the mean scores among frequency of going to the library and students' level of library anxiety. For this particular question, the variable 'frequency of going to library' was re-coded into a categorical variable where it classified students' frequency of going to the library in 4 categories: 1 = Never, 2 = Rarely, 3 = Sometimes, and 4 = Regularly. To examine this research question, a One-Way ANOVA was conducted.

Table 20 below shows One-Way ANOVA results among frequency of going to the library, and students' level of library anxiety.

Table 20: One-Way ANOVA: library anxiety and frequency of going to the library

		Sum of Squares	df	Mean Square	F	Sig.
Staff Barrier	Between Groups	11.17	3	3.72	1.303	.276
	Within Groups	406.02	142	2.85		
	Total	417.20	145			
Affective Barrier	Between Groups	24.14	3	8.04	2.610	.054
	Within Groups	431.73	140	3.08		
	Total	455.87	143			
Technological Barrier	Between Groups	4.89	3	1.63	.449	.718
	Within Groups	515.83	142	3.63		
	Total	520.73	145			
Library Knowledge Barrier	Between Groups	7.39	3	2.46	.773	.511
	Within Groups	450.04	141	3.19		
	Total	457.44	144			
Library Comfort Barrier	Between Groups	5.57	3	1.86	.578	.630
	Within Groups	457.01	142	3.21		
	Total	462.59	145			
Resources Barriers	Between Groups	2.99	3	.99	.371	.774
	Within Groups	379.96	141	2.69		
	Total	382.96	144			

The One-Way ANOVA analysis indicate that there is no significant difference among the frequency of going to the library and students' levels of library anxiety in terms of the six barriers: staff barriers (f (3, 142) = 1.303 & p= .276); affective barriers (f (3, 140) = 2.610& p= .054); technological barriers (f (3, 142) = .449& p= .718); library knowledge barriers (f (3, 141) = .773& p= .511); library comfort barriers (f (3, 142) = .578& p= .630); and resource barriers (f (3, 141) = .371& p= .774) at the p<0.05 level. Consequently, we fail to reject the null hypothesis.

Likewise, The Post-Hoc LSD multiple comparison analysis also indicates no significant difference among the frequency of going to the library and level of library anxiety considering the six barriers.

4.12. Research Question 11

Research question 11 examines if there is any significant relationship among the six library barrier factors that measure library anxiety. To explore this question, Pearson multiple correlations was conducted.

Table 21 displays Pearson multiple correlation coefficients for the six sets of barriers measuring library anxiety.

Table 21 Multiple Correlations: Relationships among the six components of library anxiety

		Staff Barrier	Affective Barrier	Technological Barrier	Library Knowledge Barrier	Library Comfort Barrier	Resource Barriers
Staff Barrier	Pearson Correlation	1	.322**	.246**	.372**	.295**	.272**
	Sig. (2-tailed)		.000	.003	.000	.000	.001
	N	146	144	146	145	146	145
Affective Barrier	Pearson Correlation	.322**	1	.585**	.677**	.529**	.355**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	144	144	144	143	144	143
Technological Barrier	Pearson Correlation	.246**	.585**	1	.666**	.487**	.340**
	Sig. (2-tailed)	.003	.000		.000	.000	.000
	N	146	144	146	145	146	145
Library Knowledge Barrier	Pearson Correlation	.372**	.677**	.666**	1	.600**	.497**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	145	143	145	145	145	144
Library Comfort Barrier	Pearson Correlation	.295**	.529**	.487**	.600**	1	.555**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	146	144	146	145	146	145
Resources Barriers	Pearson Correlation	.272**	.355**	.340**	.497**	.555**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	
	N	145	143	145	144	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

The results of multiple correlations suggest that 9 out of 15 correlations were statistically significant and were greater or equal to ($r > = +.35$, $p < .05$). The results of the multiple correlations also indicate that there is a significant relationship between the six components in overall library anxiety. In general, the results signify that if students feel anxiety in one component, they tend to have anxiety in other components as well.

V.   Discussions

This study investigates the level of the library anxiety among the students of University Teknologi Mara. The findings of this study indicate that there is a moderate level of library anxiety among the students of the UITM as the overall mean score obtained for all six library barriers was found to be 4.21. The findings of this study are in harmony with the finding of Khosravi, Jahromi&Hosseini (2014) who found that the students of Persian Gulf University had moderate or normal levels of library anxiety.

Among the six library barriers which contribute to the library anxiety, this study revealed that resource barriers were ranked the highest by the student. Additionally, technological barrier ranked the second highest library anxiety among the UITM students and the previous research (Carlile, 2007; Khosravi, Jahromi&Hosseini, 2014) has also testified its significant influence on the increasing level of library anxiety at Charles Sturt University and at Persian Gulf University. As for the knowledge of the library, it was the third highest factor among the six factors identified by the students of the UITM. Likewise, this result was confirmed by (Bosticks, 1991; Alicia, 2015) which made the students feel unconfident and insecure; whereas, the similar factor had insignificant levels of library anxiety among the students of Jinwen University (Yu, 2009).

In this study, the students of UITM identified barriers with staff as the fourth factor contributing to library anxiety. Similarly, Adkins & Lu (2012) found in their study the utmost source of the library anxiety as the barriers with staff at the University of Missouri, while the same factor was found an unimportant source of the library anxiety by the students of Malaya University (Erfanmanesh, 2012). However, affective barriers were identified by students of UITM as the lowest factor among the barriers; whereas, a similar factor was found as the greatest source of library anxiety by the students of Missouri University (Adkins & Lu, 2012). Additionally, the students of the UITM classified the library comfort barrier as the second lowest factor among the six factors. On the other hand, Yu (2009) certified library comfort barrier as students' significant high level of library anxiety at the Jinwen University.

Moreover, the results of this study pointed out that there is no noteworthy variance between the male and female students of the UITM in the level of library anxiety and this result is in accordance with the previous research (Khosravi, Jahromi&Hosseini, 2014). However, Erfanmanesh (2012) discovered that there was a significantly higher level of library anxiety among male students than female students at Malaya University. Also, the current study revealed that the age of the UITM students did not have any significant effect on the library anxiety level of the students. This result is different from a previous study which reported that older students' level of library anxiety was less than the younger students' level of library anxiety at Shahid Beheshti University (Erfanmanesh, 2016). Regarding the six barriers, this study found that there is no significant variance in the library anxiety level of post-graduate and

undergraduate students of the UITM, while previously Seggern (2001) stated the level of library anxiety as the most dominant feelings among the undergraduate students. As well as, the findings revealed that there is no significant difference in the library anxiety level of full-time and part-time UITM students in terms of the six barriers.

The independent sample t-test indicates that there isn't any significant difference between CGPA scores of the UITM students and their library anxiety; whereas Vitasari, Wahab, Othman, Herwand & Sinnadurai (2010) determined the high level of anxiety in low academic performers at the University of Malaysia Pahang. Furthermore, it was revealed that the students of Art and Science at the UITM experienced library anxiety in affective barriers, technological barriers, and library knowledge barriers. However, similar respondents did not identify any library anxiety in terms of staff barriers, comfort barriers, and resources barriers. Relatively, the students of Arts at Cape Breton University have built their library anxiety, while Science students still experienced the level of library anxiety in overall six factors (Lawless, 2011). Finally, the results verify that if the students experience anxiety in one factor, they are likely to have anxiety in other factors too.

VI.   Conclusion

This study examined the level of library anxiety among UiTM students. The results of this study revealed that there is an existence of a moderate level of library anxiety among UITM students. The study indicated that the students feel moderate or normal library anxiety in terms of six library barriers. However, specifically, the study signified resource barriers and technological barriers rated a little higher than other barriers, while affective and comfort barriers were identified as the lowest factors of library anxiety. Additionally, the results found that there is no significant difference in library anxiety among UiTM students in terms of gender, the level of education, mode of study, age, and their CGPA scores.

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