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WORK STRESS AND INFORMATION ANXIETY OF LIBRARY PERSONNEL IN ACADEMIC LIBRARIES IN NIGERIA

Adenike Ayokari Adebamiro
ayokariadenikeoluwa@gmail.com

Sunday O. Popoola Prof
LARIS Department, Faculty of Education. University of Ibadan. Ibadan

ABSTRACT

The paper investigates work stress and information anxiety of library personnel in academic libraries in South-west, Nigeria. The research design adopted for the study was survey method of the correlational type. Simple random sampling technique was used to select a sample population of 308 (60% of the population) out of 703 library personnel in academic libraries in South-west, Nigeria. The findings of this study revealed that the level of work stress of the library personnel is moderate with a mean score X = 52.45; SD=7.366. The level of information anxiety of is also moderate with mean score X=36.87; SD= 6.370. SPSS was used to analyse the data.

Delivery of information and service are essential task of library personnel and this must be done efficiently and effectively if the profession is to remain afloat. To this effect, it has been recommended that the academic library managers in South-west, Nigeria should endeavour to sponsor and organise seminars, workshops and conferences for library personnel. This will keep the library personnel abreast of the modern trends and development in academic libraries and thus encourage them to embrace such development to reduce their level of information anxiety. Break time, well-furnished environment, adequate working equipment' tools, job rescheduling among others will go a long way in helping to alleviate stress in the work environment. The study contributes to literature due to the fact that the project will be useful for other researchers in similar study. Likewise the study provides fresh data for policy makers on ways to reduce work stress.

Key words: Work stress, information anxiety, eustress, distress, information overload, library anxiety, workload, mental health, work environment, physical health.

Word Count: 250

WORK STRESS AND INFORMATION ANXIETY OF LIBRARY PERSONNEL IN ACADEMIC LIBRARIES IN NIGERIA

Introduction

Knowledge has turned out to be a critical predictor of rivalry in the current world economy given the recent globalisation and speedy technological innovation. Nigerian government recognises the major function of education towards the accomplishment of sustainable development and has made qualitative education a major element of the seven-point agenda of government. Hence, the realisation of vision 2020 is connected to education. It requires improving on teaching, learning and educational management to accomplish qualitative education (Vision 2010). Incorporation of a well-furnished academic library into the educational system is therefore paramount, for it has been globally conceded, that library plays a cardinal role in fostering such a development.

The importance of library in any country cannot be over emphasised. Its effective use accelerated the rate of development in any given nation and produce literate citizens who can differentiate between what they read, hear or see and make valid and objective assessment of events and phenomenon. The library transforms the society into educated and well-informed persons. The library is seen as providing vital information needed for decision-making and showing the way forward in societies (Unagha and Okon 2006). Further, Islam (2004) opined that the library is useful for self-education as it is a place where one can obtain knowledge, factual information and relax in the course of perusing certain information materials not meant for academics purpose all of which will culminate in a personality with sharp mental well-being, noble character generally refined and civilised in all areas of life. Mchombu and Cadbury (2006) contributing to the role of the library in national development asserted that libraries makes it possible for people to be responsible for their own development by empowering them through information obtained from library to militate against poverty, deprivation and illiteracy. It was the opinion of Nkiko and Yusuf (2008) that the library contains information that is needed for socio-economic development; they go on to assert that a society without developed library is like a person 'without brain and memory'. Skill development eliminates ignorance; therefore the

fundamental goal of library is to operate as a resource centre where clients' access needed information to minimise or eradicate their ignorance.

Hence, library personnel are information professionals and para- professionals comprising of qualified librarians and library officers in the library and information science. Generally, librarians may be categorised as academic, school, public, special or independent librarians. Some librarians are independent contractors functioning as information experts, cataloguers, indexers, publishers and other professional specialised capacities. In the course of this study, academic librarians and library officers would be considered. Librarians and library officers play vital and varied roles in academic libraries, attending to clienteles at the information desk, providing bibliographic instructions and expanding library collections. It is proper to submit that library personnel in all sectors of an academic library render various assistant to users. Client relations are principal to information providers' duties. Information-service varies by type of information centre. Fulfilling the duties of librarians and library officers require various skill sets. Interpersonal and communications skills of library personnel assist in meeting the information needs of users satisfactorily. Information Technology skills are crucial, because library management and cataloguing are predominately electronic. Library personnel employ problem-solving skills to find solutions to patrons' queries. The library sector advances continuously to align with the new technologies. To grasp this change, library personnel must be versatile, and proficient to apply knowledge to the trend. Ordering and cataloguing information is where the "science" occurs in librarianship.

Therefore, librarians' functions involve arranging library materials for easy access and retrieval. Indexing databases of information materials is also part of the librarian's function. Some librarians specialise in technical services, where acquisition, cataloguing and classification of new materials is carried out. Libraries are community resources, thus librarians have a responsibility to develop outreach programs for neighbourhood and businesses. Librarians also create storytelling time and other events for children. Finally, they organise user education on topics including information literacy, library orientation and technology use. Librarians possess a number of managerial functions. They appoint, train and manage library staff. Librarians make purchasing decisions if the library needs new equipment.

Librarianship and information science as a service profession will forever be relevant in the global race for development only when practioners are not subjected to undue stressful conditions at work. Delivery of information and service are essential task of library personnel and this must be done efficiently and effectively if the profession is to remain afloat. In all types of libraries, special, academic or public, the quality of service is measured by the level of satisfaction of patrons and not necessarily by the volume of information sources stocked. The library personnel therefore play a very vital intermediary role between the collection and patrons. The aim is to render quality information service to the library clientele. However, in the course of practice, library personnel almost always get stressed up at work. Stress occurs as long as a demand is made on any part of the body. This presupposes that library personnel are constantly under stress in trying to satisfy the information requirements of users. Stress has almost become an inevitable thing among Nigerian workers including library personnel..

According to Dunham (1992:1), there are three perspectives that can be used to explain the phenomenon of stress. The first perspective defines stress from an engineering perspective, deriving its meaning from the Hooke's Law of Electricity, which states that "if the strain produced by a given stress falls within the 'elastic limit' of the material, then when the stress is removed the material will simply return to its original condition. If, however, the strain passes beyond the 'elastic limit, then some permanent damage will result" The model suggests that people, too, have their limits. Up to a point, stress can be tolerated, but when it becomes intolerable, damage may result, either psychological, physiological or both. This perspective sees stress as a set of causes, rather than a set of symptoms. This approach has been criticised on the basis that it does not take into account individual differences (Pudrovska and Karraker 2014), and for treating people like machines, which is too simplistic given the complexity of human beings. The second approach defined stress with respect to the reactions individuals produce in response to pressures exerted on them. These reactions may be expressed in form of physical or emotional manifestations. They include such reactions as headaches, muscular tensions and stomach ailments, anxiety, frustrations, etcetera (Chandrasekhar, Kapoor & Anishetty 2012; Sur and NG 2014). The third approach takes an interactionist approach in which both pressures and reactions are taken into account, as well as coping resources available. Stress from this perspective is therefore seen as a significant excess of pressures over coping resources. This approach emphasises the importance of identifying the demands, which

individuals perceive, and experience as stressful and the behaviour they use to tackle these demands (Aneshensel and Mitchell 2014).

Work related stress is common in many organisational contexts. Work related stress refers to stress caused by or made worse by work. It occurs when a person perceives the work environment in such a way that his or her reaction involves feelings of an inability to cope (Health and Safety Authority 2011). The UK's Health and Safety Executive (HSE 2006) has identified six categories of work related stress, namely demands, control, relationships, change, role and support. According to HSE, workload is the most pervasive factor linked to work related stress. Work related stress occurs when there is a mismatch between the demands of the job and the resources and capabilities of the individual work to meet those demands (Sonnentag, Mojza, Demerouti and Bakker 2012). Stress in work places could result from work environment; work overload, hostile supervisors and other related factors which discomfort people psychologically, emotionally or physically. However, the digital library environment has exhibited a drastic change in the function and services of libraries. Accordingly the library and information science professionals are exposed to a considerable amount of stress in their day-to-day work. Different events which are responsible for stress factors are discussed as technological stress; the development and application of information technologies in libraries are the major stress for LIS professionals. Sahin and Coklar, (2009) viewed technological stress as a particular type of stress associated to ICT use, arising mainly from speedy technological changes. Due to rapid change in computer hardware and software, obsolescence of existing hardware and software is a common phenomenon in almost all libraries. Further due to financial, technological constraints, it is difficult to keep pace with the changing technologies. Besides the change in information storage media, form print to electronic, then digital Medias have resulted in the storage space facilities.

Secondly, job security stress; the application of information communication technologies has compelled the LIS professionals to acquire new knowledge along with the traditional library functions and services. As supported by Mahmood and Khan (2007), they opined that in modern age, librrarianship is characterised by rapid inovation and skills developments. Adeleke & Olorunsola (2010); Odero-Musakali & Mutula (2007) emphasised that libraries must take a more proactive response to ICT to function effectively in the present age, the manual processes or methods will have to give way to information and communication technologies (ICT) and a

computer driven environment. On the contrary, there is limited scope for them to undergo in service training programme, higher studies, refresher courses etc, which has increased a considerable amount of stress among professionals. Further, with the increasing intrusion and appointment of IT/Computer Science people into the LIS profession have created fear among LIS professionals about their job security in future.

Lastly, physical stress was described by Routray and Satpathy (2007) as the negative effect of physical exertion on the physical health of library workers on the job. For example the digital library environment has changed the physical structure of the job environment. Due to sitting in front of computer for a long hour, working in an air-conditioned environment etc., have resulted in the physical stress and illness (Rana and Munir 2011). Moreover, stress is not necessarily negative for performance of the individuals. Some level of stress is desirable to generate enthusiasm, creativity and productivity (Zafar, Ali, Hameed, Ilyas, and Younas 2015). Stress could be favourable or harmful (Rizwan, Waseem and Bukhari 2014; Kotteeswari and Sharief 2014). A favourable stress inspires the employees. This type of stress is called eustress. The harmful stress is that which makes one cantankerous, loses the spirit of work. This type of stress is called distress. Stress can be derived from three sources such as physical, mental and situational. Physical stress can be brought on by overwork, lack of rest and poor diet. Mental stress can be traced to a persons' mental state of mind, which involves expectation, fears, regrets etc (Greenberg and Baron 2008).

However, the most defining characteristic of the 21st century is that it abounds with a proliferation of information, presented in a wide variety of multiple communication media and driven by diverse digital technologies. As noted by Wagner (2010:37) "In a very short period of time, with the advent of the internet and the increasing availability of fast connections, we have evolved from a society where only a few people had limited information to one where all of us experience information flux and glut – and can look up almost anything imaginable on our computer in a search that takes nanoseconds". As a result information anxiety is introduced. Thus, "information anxiety is produced by the ever-widening gap between what we understand and what we think we should understand. It is the black hole between data and knowledge, and it happens when information does not tell us what we want or need to know" as believed by Wurman (1989), an author and expert in information architecture. Research has shown that information anxiety can occur under several different circumstances. Specifically, Wurman

(1989) explained that there are five broad scenarios which may create an atmosphere where information anxiety may occur. They are: not understanding information; feeling overwhelmed by the amount of information to be understood; not knowing if certain information exists; not knowing where to find information; and knowing exactly where to find the information, but not having the key to access it. Supported by considerable research, Wurman's conceptual framework includes five subcomponents (Linden, 2001; Linden, Ball, Arevolo, and Haley, 2002; Kirsh 2000).

Bawden and Robinson (2008) attested that Wurman theorises five wide circumstances, which are likely to bring about information anxiety as specified below. Other research completely supports the five ideas (Girard and Allison 2008; Hurst 2005). The same circumstances were used to measure information anxiety within the population that was researched. The five components of information anxiety (IA) according to Wurman (1989) as are: Not understanding information (Understanding information, UI); Feeling overwhelmed by the amount of information to be understood (Information overload, IO); Not knowing if certain information exists (Knowing information exists, IE); Not knowing where to find information (Finding information, FI); and knowing exactly where to find the information, but not having the key to access it (Accessing information, AI). Therefore, the idea that there is too much information to hand, exacerbated by the multiple formats and channels available for its communication, has led to the concept of information overload, perhaps the most familiar of the "information pathologies". Other consequences include conditions termed infobesity, information avoidance, information anxiety and library anxiety. They may be understood in terms of a general "paradox of choice".

Although, there is no single generally accepted definition of information overload. The term is usually taken to represent a state of affairs where an individual's efficiency in using information in their work is hampered by the amount of relevant, and potentially useful, information available to them (Jackson and Farzaneh 2012:524). The information must be of some potential value, or it could simply be ignored, and it must be accessible, or the overload will only be potential, not actual. The feeling of overload is usually associated with a loss of control over the situation, and sometimes with feelings of being overwhelmed. West (2007) identified overload as a contributor to techno stress in library settings. This can be all summed up

by the idea that information overload occurs when information received becomes a hindrance rather than a help, even though the information is potentially useful (Jackson and Farzaneh 2012: 524). Hence, the rise of technology has direct contribution on the rise in information anxiety. With the rise in the daily use of technology, there has also been a rise in the number of people who are affected by "Information Overload Syndrome". Information overload also known as infobesity or infoxication refers to the difficulty a person can have understanding an issue and making decisions that can be caused by the presence of too much information. The term is popularised by Alvin Toffler in his bestselling 1970 book Future Shock, but is mentioned in a 1964 book by Bertram Gross, The Managing of Organisations. Speier, Valacich and Vessey (1999) stated that information overload occurs when the amount of input to a system exceeds its processing capacity. Decision makers have fairly limited cognitive processing capacity. Consequently, when information overload occurs, it is likely that a reduction in decision quality will occur. Information anxiety is a serious issue that can impede the productivity of high number of people in the profession. It is obvious that the society now concentrate on the benefits of technology, multitasking and immediate access to information. Based on this the study would provide answer to the following research questions.

Statement of the problem

No matter how good a service is, its relevance and effect cannot be felt by people served by such services if it does not meet the needs of people it supposed to serve at the right time, in the right place and right form. Library information service delivery is pivotal to the achievement of the goal of the academic community. Library personnel in the academic libraries are the human factors that are used to accomplish the objective of the respective parent institutions. They are expected to render effective information service in order to satisfactorily meet the information needs of patrons.

However, preliminary investigation by the researcher revealed that library personnel experienced inadequate or lack of information literacy skills leading to information anxiety. Stress from work environment; work overload due to inadequate personnel, hostile supervisors and other related issues which could discomfort people psychologically, emotionally or physically resulting into work stress in academic libraries in South-west, Nigeria. The increase in workload of library personnel as researchers, educators, indexers, cataloguers, organisers, caretakers and disseminators of information due to inadequate manpower results in excessive

pressure on library personnel and avalanche of users queries. Obviously, stress is inevitable in every sphere of life and human endeavour, causing series of life and organs dissatisfaction in work places and organisations particularly in academic libraries hence, making library personnel susceptible to work stress. Whereas uncontrolled stress leads to depression and ill health of library personnel. This typically causes job dissatisfaction, lessen labour productivity, substandard information service delivery making patrons disappointed.

Another challenge to effective information service delivery by library personnel in this era of technological innovations is information anxiety; the effect of the exponential growth in technology on information seekers resulted into information overload thereby causing information anxiety in library personnel without adequate information literacy skills. Exposure to flood of information creates information anxiety when information literacy skills are low or not applied in technological searching. Hence, inability of the library to cater for the information needs of their patrons may also be attributed to ineffective information service delivery of the library personnel therein. It has been observed that effective information service delivery has been affected by afore mentioned factors militating against the effectiveness of library personnel and their ability to serve the academic community.

Therefore, there have been previous investigations but not many focused on work stress and information anxiety of library personnel in academic libraries in South-west, Nigeria. It is in the light of this that the present study sets out to examine work stress and information anxiety of library personnel in academic libraries in South-west, Nigeria.

1. What is the level work stress of library personnel in academic libraries in South-west, Nigeria?
2. What are the causes of work stress among library personnel in academic libraries in South-west, Nigeria?
3. What is the level of information anxiety of library personnel in academic libraries South West, Nigeria

LITERATURE REVIEW

Auerback and Gramling (2009) defined stress as "a process involving a person's interpretation and response to threatening events and circumstances". According to them, events and circumstances must be interpreted as threat to the wellbeing of an individual before stress manifest. Hence, stress is appropriately related to events and conditions that are interpreted by individuals as producers of discomforts which affects the attainment of their stated objectives, duties and responsibilities. Peretomade (1993) posited that stress is used both in medical and management literatures to refer to an internal state of psychological, emotional and physiological tension or imbalance and strain within an individual resulting from his attempt to adapt and adjust to both internal and external pressures or to both physical and mental demand. Stress is as well an indispensable and positive-ingredient of everyday life. Without the drive which stress provide, nothing can be accomplished (Zafar, Ali, Hameed, Ilyas and Younas 2015). Technically, work stress referred to situations where employees of varying organisation and institution are subjected to varying degrees of discomforts in their working environments.

Akinboye (2002) found that stress is unavoidable characteristic of life and work. It is a generalised nonspecific response of the body to any demand made on it. Work stress describes physical, mental, and emotion wear and tear brought about by incongruence between the requirement of the job and capabilities, resources and need of the employee to cope with job demands. Therefore, work stress is defined harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or the needs of the worker. Greenberg (2011) also claimed that stress is an unavoidable fact of organisational life today, and it takes its toll on both the organisation and the individual. In agreement with Greenberg (2011), Mostert, Rothmann, Mostert, and Nell (2008) raised a concern that work stress is often viewed as a problem of the individual, however, it should be viewed as a serious problem for the institution as a whole. It has also been revealed that two-thirds of sick leave in organisations may be attributed to organisational stress and that high levels of organisational stress may lead to mental and physical ill health, job dissatisfaction, absenteeism, performance deficits, stress-related injuries, turnover and intention to quit (Moreno-Jiménez, Gálvez-Herrer, Rodríguez-Carvajal & Sanz-Vergel, 2012; Bhaga, 2010: 52; Campbell, Lawrence, Spiehler and Williams 2009:4). It is important to note that work stress is restricted to the work environment, is caused by work-related aspects and has consequences for the work

context (Viljoen and Rothmann 2009). Work stress interferes with happiness at work; therefore stress levels need be reduced in order for organisations to have happy and productive workers (Rothmann et al., 2011). In addition, De-Bruin and Taylor (2006) opined that both job demand, organisational structure, tension, pressure, anxiety, anger and other uncomfortable situation in the working and social environment are primary indicators of work stress among employees. They further stated that the responses given to any condition or event at the workplace that produce any change as: psychological and /or emotional changes are associated with job stress as defined.

Furthermore, some stress experienced by library personnel are partly due to the type of management style adopted by the library management (i.e. politically motivated stress). Johnson (2010) categorised work stress as physical and psychological work stress. Physically, work stress relates to condition that displease or leads to instant or prolonged adverse impact on the employee's bodily health; whereas psychologically, work stress invites instant or prolonged displeasure or adverse impact on the employee's mental condition. He stated further that these two groups of work stress can be interactive (that is the mental condition can affect the physical condition and vice versa).

In addition to categories of work stress, Koch (2010) identified eight types or categories of stress among employees as: overworked underlining stress (state of being busy from time one gets to work until one leaves with little freedom and limited autonomy); frustrated go-getter stress (working without compensation and reward with lots of sweats and tears in an attempt to impress management); castaway stress (working in an Ireland with little or no support and guidance from either management or co workers); doormat stress (dealing with demanding and verbally, abusive customers with no expectation of professional ethnics); tech prisoner stress (working in high-tech environment where employees are connected to their workplace for twenty four (24) hours with their work and personal life in distinguished); burnout stress (where employees are terminally exhausted both physically and emotionally, to the point that it becomes difficult to function – always at the verge of a breakdown); bully target stress (working where managements insults employees, give impossible deadliness, assigns busywork and dresses employee down before colleagues); and wronged victim stress (working in an unfair atmosphere

where favouritism abounds and the management decision are mystifying and arbitrary; with employees treated as kindergartens).

survivors as they experience higher workloads and new forms of interpersonal conflict.

A model developed by Cartwright and Cooper (2002) identified eight sources of work stress which could be referred to as stressors. Stressors often have to combine to cause to exert pressure on an employee; however, even a single stressor can lead to a considerable amount of stress. These stressors are work-relationships, work overload, job insecurity or fear of losing one's job, lack of control over one's circumstances, limited resources, poor or no communication at all, work-life balance, and remuneration benefits. Robbins and Judge (2007) categorised potential sources of stress into the three categories viz: Environmental factors, organisational factors and personal factors. They claimed that just as environmental uncertainty influences the design of an organisation's structures, it also influences stress levels among employees in that organisation. The impact of environment on institutional performance and success cannot be underestimated as posited by Adeoye and Elegunde (2012). In case of organisational factors, Evans and Johnson (2000) and Glomb; Kammeyer-Mueller and Rotundo (2004) stated that pressure to avoid errors or complete tasks in a limited time, work overload, a demanding and insensitive boss among others could lead to stress. While personal factors in this case are experiences outside working hours that can spill over to the job.

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Since work stress relates to work, Morris and Holmes (1997) identified some potential stressors among library personnel as workload, lack of adequate emergency backup procedures, lack of promotion opportunity and insufficient pay levels. Eric (2009) also identified other stressors among library personnel as work environment and automation. Ajala (2010) reported that work stress emanates from the following within the library environment: in adequacies of library building, sitting arrangement, offices and equipment; personal differences among the personnel, managements and their parent bodies; heavy workload per individual personnel; tight academic and/or professional demands. Certainly one of the chief causes of stress in the library is work overload of a quantitative or qualitative nature. In many libraries budget cutbacks and staff shortages have caused staff members to feel that there is always more work to do than there is time to do it (quantitative overload). Graig (2008) reported that dual responsibility on the part of an employee in all its ramification causes stress among individual employees in an organisation

(e.g. doublings as sectional head and chief executive officer at the same time brings about stress). Similarly, Taylor (2003) attributed stress to work overload. Taylor added that work overload shows a stronger relationship to physical health complaints and psychological distress. What might be called work under load can also be a source of stress for library personnel. Some library jobs, especially for support staff, can be repetitive, unchallenging, and lacking in meaningful stimulation. Reference librarians frequently report being disappointed that so many reference questions they receive are routine or even trivial. Technical services librarians often feel that their jobs allow too few opportunities for them to use their creativity and the skills they have acquired through training.

Another broad category of stressors in the library workplace is interpersonal relationships. Relationships with library patrons are an obvious source of stress for public services staff members. On the one hand, there can be great intensity in relationships between library personnel and the people they try to help, sometimes leading to feelings of inadequacy and frustration when the help cannot be fully responsive to the patron's needs. On the other hand, patrons can sometimes be rude or ill-behaved, can seem to expect miracles, can steal or mutilate materials, or can otherwise cause stress for the library personnel. Library personnel are also distressed at a lack of respect and recognition in their interpersonal relationships. Library personnel usually report this as a lack of recognition of the library's role and value by people outside the library. Library personnel more frequently report feelings of lack of appreciation and respect from others within the library. Another set of perceptions that usually appears on a list of stressors for library personnel is that of inadequacies in supervision and management. Other examples include supervisors who are absent or inaccessible when information or support is needed, feeling left out of decisions where one has important knowledge or expertise, managers who will not risk advocating strongly for their staffs, inconsistent or double standard supervisory behaviour. Of course one would expect that working conditions would be a major source of stress in the workplace, and that is true for the library workplace. Inadequate office space is a frequently mentioned stressor of this type, especially crowding and lack of privacy in shared offices (e.g., what is called the "reference office" in many libraries might better be called the "reference bullpen"). Libraries usually reserve the most attractive spaces for patron-use areas, leaving less attractive space for staff. Library work areas are prone to having a cluttered appearance of which can be stressful.

As reported by Ajala (2010) library personnel specifically the academic librarians in an attempt to tackle the emerging challenges in their profession during this information age are bound to face new expectation from their employers and patrons. Information providers also experience stress in the process of discharging professional assignments, teaching and research. Library personnel experience real time stress in the process of writing papers and satisfying the information need of clients (Ajalla 2011). More importantly, the funding problems that have continued to plague academic libraries, lack of enough human and other resources and role conflict or ambiguity are increasing the stress of library personnel. Similarly, the constantly changing role of library personnel due to the dynamic nature of information and its delivery in the academic systems coupled with the emergence of ICT in the library and the funding problems culminated in the growth of stress among library personnel.

Thus, information overload and the diversity of information have generated the concept of information anxiety, defined by Bawden and Robinson (2009) as "a condition of stress caused by the inability to access, understand or make sense of, necessary information". As buttressed by Yang, Chen and Honga (2003), information overload is referred to the difficulty a person can have understanding an issue and making decisions that can be caused by the presence of too much information. Speier, Valacich and Vessey (1999) stated that information overload, which is also one of the items of information anxiety (Wurman, 1989; Bawden and Robinson 2008), "occurs when the amount of input to a system exceeds its prosing capacity. Decision makers have fairly limited cognitive processing capacity. Consequently, when information overload occurs, it is likely that a reduction in decision quality will occur."

According to Bawden and Robinson (2008), there is no generally accepted definition of information anxiety. The term represents a state where the effectiveness and efficiency in using information in an individual's work is hindered by the amount of relevant, and potentially useful, information available to them. However, Lambert and Blundell (2014) defined information anxiety as the combination of library anxiety and information technology anxiety. The information must be of some potential usefulness, relevance and value or such information is available. Ojo (2016:2) in his study "Information anxiety and information overload of undergraduates in two Universities in South-west, Nigeria" defined information anxiety as the negative experience of undergraduates typified by their inability to access, understand, organise and or make use of information in any setting for academic activities. Deductively, negative

disposition of information seekers as a result of inability to understand or use information despite its availability could be considered as information anxiety. More importantly, information anxiety becomes more prevalent as societies concentrates more on the importance of technology, multitasking and immediate information access. Jiao and Onwuegbuzie (2004:138) believed that "anxiety may arise from a lack of self confidence in conducting research, lack of prior exposure to academic libraries, the inability to see the relevance of libraries to one's field of interest, and lack of familiarity with library equipment and technologies.

According to Richard Saul Wurman (1989:34), an author and expert in information architecture, believed that "information anxiety is produced by the ever-widening gap between what we understand and what we think we should understand. It is the black hole between data and knowledge, and it happens when information doesn't tell us what we want or need to know". Girard and Allison (2008) discussed the scenarios in which information anxiety is more likely to occur. They draw on Wurman's (1989) research of five basic situations. The first is not understanding information. Even when material is available, it must be fully comprehended in order to be useful to the individual. The feelings of failure or frustration may begin to sprout up during this first step. The second scenario that Wurman discussed, according to Girard and Allison (2008) occurs when users start to feel overwhelmed by the amount of information to be understood. The feelings of being overwhelmed can occur at any stage during the research and information retrieval process, as it is just as difficult to overcome at the beginning stages as it is at the end. Users are also often faced with the issue of not knowing if certain information exists.

Another scenario is that users are also often faced with the issue of not knowing if certain information exists. When a library personnel is on task to find the answer to a question, he or she is obviously not sure what the answer will be, or if that question has even specifically been addressed in scholarly literature. There is the uncertainty that maybe research will not produce valid information because none exists. The rise in technology has created a sense of competition among people. Because most people have access to the information, the misconception exists that all people must be aware of new information as it is published online, or else they feel uneducated or socially "out-of-the-loop." The fourth scenario addresses not knowing where to find information. This question of "where do I go from here" can be difficult for many people to answer, especially without the assistance of library personnel who the way to guide them in the right direction by way of digital or physical catalogues. Since the beginning of the "age of

technology," more and more people are attempting to answer this question on their own, especially since the Internet has allowed for more individual research. However, most people do not have access to online catalogues, databases, and archives unless they elicit the assistance of a library personnel. (or at least a library reference website). Lastly, even if the user is able to figure out where to locate the desired material, he or she may not possess the key to access it. The cause may be an issue of copyright laws, print materials located in a distant library or private collection, or that the desired article is located on a password-protected database. Any of these options can keep the user from finding the required material. After a long search process, this can be a discouraging outcome, with the potential to prevent users from taking these steps the next time they are researching (Girard and Allison 2008:112).

RESEARCH METHODOLOGY

This study adopted the survey research design of the correlational type. This described the relationship which exists among the identified variables in the study. The design is considered appropriate since the variables of interest have all existed and were studied as they occur. The researcher does not intend to manipulate any of the variables but however studied the independent variables in terms of the retrospective influence on the dependent variable. The population of the study is made up of 703 library personnel in academic libraries in South-west, Nigeria

Firstly the stratified random sampling was used to categorise the institutions into Federal, State and Private. This was followed by the two- stage sampling technique used for the study. The 60% of the institutions under the study was done giving a total sample of 30 institutions. Thereafter, 60% of the Population of library personnel in each of the 30 selected institutions were covered. According to Agbomiewalen (2007), when the population runs into few hundred, use 40% or more. This was done to reduce sample size to a manageable one and at the same time, ensure that the sample selected is a fair representation of each category of the institutions in the study. A total of 308 copies of the questionnaire were administered to the respondents in the selected 30 academic libraries in South-west, Nigeria. The researcher visited the academic libraries to administered and collect the questionnaires. The researcher also engaged colleagues in the libraries to assist in administration and collection of data. Out of the 308 copies of

questionnaire administered, 243 copies were returned. Thus, 243 copies were used for the analysis. The response rate was 78.9 percent.

Data analysis

Research question one: What is the level of work stress of library personnel in academic libraries in South-west, Nigeria? Table 1.1 presents information on work stress of library personnel in academic libraries in South-west, Nigeria.

Table 1.1: Work stress of library personnel in academic libraries

S/N	Work stress items	SD	D	A	SA	Mean	SD
1	Work activities I once found enjoyable now feel like drudgery	21 8.6%	169 69.5%	23 9.5%	30 12.3%	2.26	.783
2	I spend longer time performing a job that would ordinarily have taken lesser time	27 11.1%	148 60.9%	40 16.5%	28 11.5%	2.28	.812
3	I find myself dreading to work in the morning	110 45.3%	74 30.5%	33 13.6%	26 10.7%	1.90	.005
4	I get moody when I am at work	147 60.5%	58 23.9%	6 2.5%	32 13.2%	1.68	.030
5	I regularly experience fatigue and low energy levels at my job	136 56.0%	50 20.6%	29 11.9%	28 11.5%	1.79	.049
6	I find it difficult making routine decisions at work	109 44.9%	82 33.7%	20 8.2%	32 13.2%	1.90	.025
7	I experience an increase in error rate performing my job	140 57.6%	55 22.6%	16 6.6%	32 13.2%	1.75	.055
8	I find myself easily annoyed or irritated by my co-workers	81 33.3%	138 56.8%	14 5.8%	10 4.1%	1.81	.721
9	I now become more cynical or bitter about my job, my boss and the library management	58 23.9%	155 63.8%	22 9.1%	8 3.3%	1.92	.675
10	I get depressed on Sunday afternoons thinking about Monday and coming week	168 69.1%	47 19.3%	16 6.6%	12 4.9%	1.47	.825
11	I am easily bored with my job	135 55.6%	78 32.1%	20 8.2%	10 4.1%	1.61	.808
12	I find myself accident prone when at work	82 33.7%	135 55.6%	18 7.4%	8 3.3%	1.80	.712
13	I feel overwhelmed and exhausted due to day to day activities	31 12.8%	98 40.3%	108 44.4%	6 2.5%	2.37	.734
14	I seldom receive adequate acknowledgement or appreciation when my work is really good	8 3.3%	96 39.5%	127 52.3%	12 4.9%	2.59	.639
15	I am stressed out by the sheer volume of information I have to manage on a daily basis	21 8.6%	187 77.0%	16 6.6%	19 7.8%	2.14	.670
16	I have good interpersonal relationship with my colleagues	18 7.4%	52 21.4%	44 18.1%	129 53.1%	3.17	.008
17	My job is flexible and the flexibility makes me more productive	8 3.3%	6 2.5%	181 74.5%	48 19.8%	3.11	.586
18	My work environment is clean, safe, friendly and noiseless	12 4.9%	6 2.5%	177 72.8%	48 19.8%	3.07	.645
19	I receive training for every new job	20 8.2%	159 65.4%	38 15.6%	26 10.7%	2.29	.766
20	I feel that there are too many deadlines in my work / life that are difficult to meet	42 17.3%	151 62.1%	20 8.2%	30 12.3%	2.16	.853
21	My Head of department encourages me at work	6 2.5%	14 5.8%	171 70.4%	52 21.4%	3.11	.600
22	I am clear about what my duties and responsibilities are	12 4.9%	8 3.3%	83 34.2%	140 57.6%	3.44	.782

23	My employer provides sufficient opportunities for me to be involved in decision making and goal setting at work	29	15	164	35	2.84	.813
		11.9%	6.2%	67.5%	14.4%		

Based on the response rate in Table 1.1, it could be inferred that most of the respondents were clear about their job duties and responsibilities; had good interpersonal relationship with their colleagues; were encouraged by their head of department; had flexible job and the flexibility makes them more productive; work in a clean, safe, friendly and noiseless environment. In order to establish the level of work stress of library personnel in academic libraries in South-west, Nigeria, a test of norm was conducted. Results showed that scale between 1 – 30 is low, 31 – 60 is moderate, while 61 – 92 is high. The overall mean for work stress of library personnel is "52.45" which falls between the scales "31 - 60". It can therefore be concluded that the level of work stress of the library personnel is moderate.

Research question two: What are the causes of work stress among library personnel in academic libraries in South-west, Nigeria?

Table 1.2: Causes of work stress among library personnel in academic libraries

S/N	Causes of work stress	SD	D	A	SA	Mean	SD
1	Having too much to do	15	143	58	27	2.40	.767
		6.2%	58.8%	23.9%	11.1%		
2	Fear of job loss	27	164	36	16	2.17	.704
		11.1%	67.5%	14.8%	6.6%		
3	Inadequacy of office lighting and furniture	113	75	47	8	1.79	.867
		46.5%	30.9%	19.3%	3.3%		
4	Office politics	30	146	53	14	2.21	.728
		12.3%	60.1%	21.8%	5.8%		
5	Being answerable to many people	121	57	52	13	1.82	.948
		49.8%	23.5%	21.4%	5.3%		
6	Lack of recognition of good performance	23	147	42	31	2.33	.818
		9.5%	60.5%	17.3%	12.8%		
7	Overcrowded office	109	80	33	21	1.86	.956
		44.9%	32.9%	13.6%	8.6%		
8	Too hot working environment that is not conducive environment	107	44	73	19	2.02	.028
		44.0%	18.1%	30.0%	7.8%		
9	Monotonous/boring routine of work	83	60	81	19	2.15	.985
		34.2%	24.7%	33.3%	7.8%		
10	Attitude of users	12	151	51	29	2.40	.761
		4.9%	62.1%	21.0%	11.9%		
11	Too much work in little time	87	98	44	14	1.94	.877
		35.8%	40.3%	18.1%	5.8%		
12	Fear of making serious mistakes	106	79	46	12	1.85	.897
		43.6%	32.5%	18.9%	4.9%		
13	Lack of equipment to carry out one's work	16	151	62	14	2.30	.679
		6.6%	62.1%	25.5%	5.8%		
14	Lack of freedom to use one's initiative in certain matters	85	84	40	34	2.09	1.034
		35.0%	34.6%	16.5%	14.0%		
15	Conflicting job demands	103	86	29	25	1.90	.974
		42.4%	35.4%	11.9%	10.3%		

Table 1.2 shows that most of the respondents indicated attitude of users (mean = 2.40; std. = .761), too much work (mean = 2.40; std. = .767), lack of recognition of good performance (mean = 2.33; std. = .818), lack of equipment to carry out one's work (mean = 2.30; std. = .679). The least causes of work stress indicated by the respondents include inadequacy of office lighting and furniture (mean = 1.79; std. = .867), Being answerable to many people (mean = 1.82; std. = .948), Fear of making serious mistakes (mean = 1.85; std. = .897), and Overcrowded office (mean = 1.86; std. = .956). Therefore, the main causes of work stress among the library personnel were: users' attitude, too much workload, lack of recognition of good performance, lack of equipment to work with, among others.

Research question three: What is the level of information anxiety of library personnel in academic libraries in South-west, Nigeria?

Table 1.3: Information anxiety of library personnel in academic libraries

S/N	Information anxiety	SD	D	A	SA	Mean	SD
1	I feel nervous and anxious when I have an information need	12	53	121	57		
		4.9%	21.8%	49.8%	23.5%	2.92	.804
2	I feel overwhelmed with the volume of information I get whenever I search for information online	12	24	153	54		
		4.9%	9.9%	63.0%	22.2%	3.02	.721
3	I always have fear of failure or frustration even before I start searching for information to meet a need	115	51	53	24		
		47.3%	21.0%	21.8%	9.9%	1.94	.043
4	Slow downloading of pages and files make me anxious when seeking information	11	138	74	20		
		4.5%	56.8%	30.5%	8.2%	2.42	.708
5	I feel frustrated when information that I found are not easy to use	12	32	181	18		
		4.9%	13.2%	74.5%	7.4%	2.84	.617
6	I feel anxious when special skills are required to access information resources	8	131	69	35		
		3.3%	53.9%	28.4%	14.4%	2.54	.778
7	Restricted access to required full text resources make me anxious when seeking for information	87	44	61	51		
		35.8%	18.1%	25.1%	21.0%	2.31	.165
8	I feel anxious when information resources are available, but I don't have access to them	6	112	68	57		
		2.5%	46.1%	28.0%	23.5%	2.72	.849
9	I feel anxious when I cannot find necessary information on the web	15	18	153	57		
		6.2%	7.4%	63.0%	23.5%	3.04	.746
10	I feel satisfied with the information retrieved from their storage	12	45	171	15		
		4.9%	18.5%	70.4%	6.2%	2.78	.630
11	I am unsure about how to validate information obtain from a source	10	152	71	10		
		4.1%	62.6%	29.2%	4.1%	2.33	.623
12	When seeking for information, I usually experience negative feelings like anxiety and frustration	87	80	66	10		
		35.8%	32.9%	27.2%	4.1%	2.00	.893
13	It is sometimes hard for me to concentrate because of all the information I have to assimilate	101	74	62	6		
		41.6%	30.5%	25.5%	2.5%	1.89	.872
14	I am worried about not being able to find the necessary information to complete my assigned task	8	170	53	12		
		3.3%	70.0%	21.8%	4.9%	2.28	.608
15	Whenever I need information, I am always at a loss on where to find information	125	43	67	8		
		51.4%	17.7%	27.6%	3.3%	1.83	.946

Table 1.3 shows that most of the respondents affirmed that they felt anxious when they could not find necessary information on the web (mean = 3.04; std. = .746). Similarly, most of

the respondents felt overwhelmed with the volume of information they get whenever they search for information online (mean = 3.02; std. = .721). In the same vein, most of the respondents felt nervous and anxious when they have an information need (mean = 2.92; std. = .804).However, very few respondents indicated that whenever they need information, they were always at a loss on where to find information (mean = 1.83; std. = .946). Very few respondents also indicated that it is sometimes hard for them to concentrate because of all the information they have to assimilate (mean = 1.89; std. = .872).

Discussion of the findings

Findings revealed that most of the respondents were clear about their job duties and responsibilities; had good interpersonal relationship with their colleagues; were encouraged by their head of department; had flexible job and the flexibility makes them more productive; work in a clean, safe, friendly and noiseless environment. Hence, the level of work stress of the library personnel is moderate. This is in line with Hatfield (2011) who posited that work stress occurs when the equilibrium amongst the cognitive, emotional, and environment system is disturbed by independent or external factors. Mansion (2010) interpreted stress as "an emotional or psychological response to events or condition in the internal and external environment of an individual; which requires appropriate response to cope". According to him, the environment produces stress internally via work system and externally via interaction with other workers of the wider society. Specifically, the internal environment exerts influence and pressure on the worker whereas; the external environment influences the worker's ability to interact with the wider society. Hence, work stress is the response that workers may experience when faced with work demands and pressures that are beyond or not matched to their knowledge, skills, and abilities, often challenging their ability to cope (Urien, Angulo & Osca 2012).

The finding explains Crandall and Perrewé (1995) who had earlier opined that work stress consists of negative emotions experienced by the employee when pressed, the working environment, to reach desired outcome. Workplace stress has been shown to have a detrimental effect on the health and wellbeing of employees, as well as a negative impact on workplace productivity and profits (EU-OSHA, 2014). For instance, there is increasing awareness that excessive stress can be hazardous to employees' health and stress, as a cause for disability, can obligate employers and their insurers to worker compensation. Some literature posited that occupational stress can lead to physical illness, psychological distress, decreased quality of life,

and poor organisational performance (Milczarek et al. 2009; Park, 2007:5; HSE 2013). Harper (2000) argued that stress is not an illness in itself, but rather; a maladaptive response to pressure. Empirical evidence indicated that the experience of occupational stress leads to changes in physiological, psychological and behavioural functions, which may be detrimental to individual health, organisational and national productivity (Lundberg and Cooper, 2011).

Akinboye (2002) found that stress is unavoidable characteristic of life and work. It is a generalised non-specific response of the body to any demand made on it. Work stress describes physical, mental, and emotion wear and tear brought about by incongruence between the requirement of the job and capabilities, resources and need of the employee to cope with job demands. Therefore, work stress is defined harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or the needs of the worker (Chang, Huang and Tsai 2009). Greenberg (2011) also claimed that stress is an unavoidable fact of organisational life today, and stress takes its toll on both the organisation and the individual.

Finding is in agreement with Greenberg (2011), Mostert, Rothmann, Mostert and Nell (2008) submitted that work stress is often viewed as a problem of the individual, however, it should be viewed as a serious problem for the institution as a whole. It has also been revealed that two-thirds of sick leave in organisations may be attributed to organisational stress and that high levels of organisational stress may lead to mental and physical ill health, job dissatisfaction, absenteeism, performance deficits, stress-related injuries, turnover and intention to quit (Moreno-Jiménez, Gálvez-Herrer, Rodríguez-Carvajal, &Sanz-Vergel, 2012; Bhaga, 2010: 52; Campbell, Lawrence, Spiehler and Williams 2009:4). Johnson (2010) categorised work stress as physical and psychological work stress. Physically, work stress relates to condition that irritate or brings immediate or long term negative effect on the employee's physical or bodily health; whereas psychologically, work stress brings immediate or long term irritation or negative effect on the employee psychological or mental state. He stated further that these two groups of work stress can be interactive (that is the physical state can affect the psychological state and vice versa).

In addition to categories of work stress, Koch (2010) identified eight types or categories of stress among employees as: overworked underlining stress (state of being busy from time one gets to work until one leaves with little freedom and limited autonomy); frustrated go-getter stress (working without compensation and reward with lots of sweats and tears in an attempt to

impress management); castaway stress (working in an Ireland with little or no support and guidance from either management or co-workers); doormat stress (dealing with demanding and verbally, abusive customers with no expectation of professional ethnics); tech prisoner stress (working in high-tech environment where employees are connected to their workplace for twenty four (24) hours with their work and personal life in distinguished); burnout stress (where employees are terminally exhausted both physically and emotionally, to the point that it becomes difficult to function – always at the verge of a breakdown); bully target stress (working where managements insults employees, give impossible deadliness, assigns busywork and dresses employee down before colleagues); and wronged victim stress (working in an unfair atmosphere where favouritism abounds and the management decision are mystifying and arbitrary; with employees treated as kindergartens).

According to Skillsoft (2006:1), stresses among employees are caused by four tangible factors such as: organisational, individual, job concerning and extra-organisational factors. Organisationally, he stated that with growth in organisational stress and complexity, there is a corresponding increase in organisational factors as: discrimination in pay/salary structure; strike rules and regulation; ineffective coronation; peer pleasure; goals conflicts/ambiguity; more of centralised and formal organisational structures; Less promotional opportunity; lack of employees participation in decision making; and excessive control of employees. Individually, he buttressed that there are various expectations which the family members, peer group, superior and subordinates have from employees. And failure to understand such expectation or to convey such expectation leads to role ambiguity/role conflicts; which in turn cause stress.

The study showed that the main causes of work stress among the library personnel were: users' attitude, too much workload, lack of recognition of good performance, lack of equipment to work with, among others. This supports Albrecht, Carr, Kelly and Keaton (2011) who submitted that when there is a mismatch between the demands of the job and the resources and capabilities of the individual worker to meet those demands work related stress is likely to occur. Work stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker (Chan, Huang and Tsai 2009:443). Lemu, (2007) defined work stress as negative changes or uncomfortable condition that occurs in library personnel as a result of pressure from work. It exists in almost every working and living environment.

Conclusion and recommendations

The study was carried out to investigate the effects of work stress and information anxiety of library personnel in academic libraries in South-west, Nigeria. It was established from the study that work stress and information anxiety of library personnel were significantly related.

Seminars, workshops and conferences should be organised for library personnel and/or sponsored by academic library management. This will keep the library personnel abreast of the modern trends and development in academic libraries and thus encourage them to embrace such development to reduce their level of information anxiety. Break time, well-furnished environment, adequate working equipment' tools, job rescheduling among others will go a long way in helping to alleviate stress in the work environment. The study contributes to literature due to the fact that the project will be useful for other researchers in similar study. Likewise the study provides fresh data for policy makers on ways to reduce work stress.

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