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Measuring the Effects of Library Anxiety & Different Forms of Stress on Academic Performance of University Students

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Abstract

Library anxiety plays a critical role in academic performance of the students. Anxiety is the feeling of disturbance while doing some important work. Everybody feels anxious in a daily life routine. Anxiety affects thinking and behavior. Previous research showed that there was a negative correlation among study anxiety and educational performance of the students. Students cannot achieve their goals if they are having library anxiety. No study had been done to identify the study anxiety sources in the universities of Pakistan so there was a need to report this crucial situation. The major objective of the current study was to identify different forms of anxiety and their effects on academic performance of public and private sector university students of Pakistan. In this survey, 416 students from public and private universities of Lahore, Pakistan were included. Survey Method was utilized to meet the set objectives of the study. Data was collected by using questionnaire. Findings of the study show that the mean of library anxiety remained the maximum so it is ranked 1. The mean of presentation anxiety ranked 2, exam anxiety ranked 3, and subject anxiety ranked 4 which remained minimum. Findings of

this research are indeed of great value for the authorities and policy makers to formulate policies to reduce anxiety so that students might perform well in academics.

1. Introduction

Anxiety is dangerous for their academic because it affects their memory and attention. Huberty, (2009) explored that with the passage of time academic anxiety becomes more dangerous. Such students whom academic performance isn't well they feel more anxiety related to their academic responsibilities. Students also feel library anxiety while using libraries for their academic purpose. It's a general opinion that Information sources of library, user education, human resources of library, user knowledge and atmosphere of library are the sources which creates library anxiety among students. Zhong, (2007) explored that libraries support learning, teaching and research activities of its parent organizations so they have a great influence on academics. Libraries affect whole academic performance and learning processes. Libraries provide access to the required information through resources. Zollar (1990) stated the students who have high anxiety need more attention and solutions to cope with their situation. Students cannot concentrate on their studies because of anxiety sources. Those who feel anxious during classroom and feel hesitation while asking for any kind of help cannot improve their studies. Exam anxiety and other anxiety sources disturb student's concentration in study.

Trait anxiety is a common attribute of someone's character. People who face trait anxiety have a responsive and arrogance behavior. They are able to recognize the threatening and tense circumstances. Those who grow their trait-anxiety, can worry in tough condition and less dangerous situations. They respond to huge threatening and alarming situation. In some circumstances these people present state-anxiety particularly in everyday life. State anxiety is the second type of anxiety. It is an unpleasant feeling which interrupts someone's emotional mental state. An individual who faces state anxiety becomes nervous and anxious to challenge a specific event. When they become anxious their emotional mental state raises (Spielberger *et al.*, 2005). People who experience state anxiety cannot react positively in a certain situation. Furthermore, state anxiety can even harm someone's ability to involve in daily life skills. Situation specific anxiety is the third type of anxiety which is associated to the overall direction of anxiety. In this kind of anxiety people are not able to be expert in speaking a second language. Anxiety can also be facilitative and debilitative. When stress becomes a motivator, it is called

a facilitating anxiety and when it spreads negativity it becomes debilitating anxiety. According to Alpert, (1960) debilitating anxiety put a bad effect during exam preparation and performance of the students. Students who face such kind of anxiety feel anxious before having text or exam. They prepare and revise till the last minute before starting the exam or they arrive late for the test. Facilitating-anxiety motivates students for new learning tasks and helps them reducing the negative anxiety Scovel, 1978). Debilitating and facilitating anxiety are associated to the self-esteem of the students who are learning language and they want to achieve well results. They compare their selves constantly with others and respond persuasively to the assessment (Bailey, 1983). Dorney, (2005) stated that anxiety does not always stop the accomplishments but it sometimes increases and grows it. Sometimes anxiety plays a healthy role for getting people positive results and make them alert before time like feeling worry before a test or a job interview encourage students to prepare themselves for the circumstances. But for mostly people anxiety is not a healthy thing and they experience some anxiety disorder. Anxiety usually affects the performance of students during the exams. University students have to deal with anxiety in study process because they have a fear of failure. Nelson & Harwood, (2011) researched that student who face learning disabilities usually surface from more anxiety than normal students.

Keeping in view the significance of the area of anxiety from the students of Pakistani perspective, this study has been conducted. This will identify impact of library anxiety on students' learning and different forms of other anxiety and reveal their effects on academic performance of university students. Findings of this research are indeed of great value for the authorities and policy makers to formulate policies to reduce anxiety so that students might perform well in academics.

2. Research Questions

Following research questions were set:

(i) What is the impact of library anxiety on the academic performance of university students?

(ii) What are the effects of different forms of anxiety upon student's academic output?

3. Review of Relevant Literature

"Library anxiety" (LibA) normally defines the negative feelings of college students while using library for academic purpose. Many studies have discovered library anxiety in the university students. Line, (1963) observed that according to library staff students have some issues while using library "*there is a general impression that students use library far less than they ought to*". Students feel library anxiety when they are unable to get relevant information from the information sources of library or they can't use the technologies of the library like Online Public Access Catalog (OPAC) and databases. As a result they face library anxiety while using library. In Michigan state university library students identified that their library use wasn't relevant to their assignments, moreover the location of the library wasn't inappropriate. At many universities students find library a complex thing and face such kind of issues while using the library for their coursework (Link, 1985). Mellon, (1986) first time explored that the reason of library anxiety is the lack of knowledge about the literature and lack of knowledge and in result students can't perform actively. According to her research students feel their selves less literate than other students. Some students face problems while utilizing library sources and get anxious (Jiao and Onwuegbuzie, 1997). According to Jiao & Onwuegbuzie, (1999) many librarians stated that from years the frequency of library anxiety occurred in college students. Adding some more, (Jiao & Onwuegbuzie, 1997) explored that students with library anxiety usually use the library at a very minimum level. Jiao & Ownuegbuzie, (2004) investigated that students should improve their skills for the use of print and non-print material. Library anxiety is basically academic anxiety. Now a day's library is in a developing phase and students are getting facilitated through technology (Grimes and Charters, 2000).

Many studies have recognized that there is a substantial relationship in library use and student's characteristic. Jiao and Onwuegbuzie, (1997) students very often struggle to meet new challenges in the rapid changing environment of technological libraries which becomes a barrier for effective use of library. He concluded that older students use libraries more frequently than do younger students, males use the library more the females. Mellon, (1986) library Anxiety is an uneasy sensation while using a library. This happens because students don't know about the size of the library, deficiency of information about the location of resources, how to start searching and then what to do with the retrieved results. Bostick (1992 researched that students face many hurdles but the main hurdle in student's education life is library anxiety. He prepared a scale for library anxiety and identified five modules of Library Anxiety: hurdles with library team, disturbing barriers, relaxation while using the library,

information of the library, and mechanical barriers. However, in the study of Jiao *et al*., (1996) a positive relationship was found between higher library anxiety and a lower frequency of visiting the library. Vitasari, (2011) conducted a pre- post treatment study to overcome nervousness in the engineering students for refining their educational performance. Six sessions have taken for the treatment in this study. This included inhalation retraining, study coping and relaxation abilities. After this practice anxiety was suggestively reduced but the difference was insignificant for GPA. Stress Sweeper device was used to measure anxiety level. The applicants improved their educational performance and reduced their anxiety after in post treatment study, so this practice considered as a good approach for those who face anxiety during studies. Students with low self-ability have more anxiety.

Owens *et al*., (2012) researched that anxiety and high anxiety are interconnected with each other which lead to lower educational performance. Educational anxiety also affects the working memory. Researchers tested the relationship between working memory, anxiety and academic anxiety. 12 to 13 years 2 groups of students filled the questionnaires in which they have been asked about their anxiety. And results showed a negative relation in depression, anxiety and working memory. High nervousness leads to poor working memory and factor worry. In many countries low contribution and accomplishment of mathematics is a big problem of concern. People have feelings of anxiety about the capability of doing mathematics which called mathematics anxiety. These kinds of people feel themselves unable of doing activities which involve mathematics. People who get panic while doing math have math phobia. It is proven that math anxiety is affecting math achievements. Because of disturbing working memory and overburdening children and adults who face math anxiety have problems in their learning and outcomes. Studies suggest that with the age math anxiety get worst (Ma and Kishor, 1997). Onwuegbuzie, (1997) stated that Statistics anxiety is known as a demotivation and restriction of students. Blalock, (1987) researched that anxiety effects the performance of students in the subject statistics and cause insufficiency in the activities related to statistics. Onwuegbuzie, (2003) investigated that in social sciences 80% graduate students face statistical anxiety. Similarly Cruise *et al*., (1985) explained anxiety as *"a feeling of anxiety when taking a statistics course or doing statistical analysis; that is gathering, processing, and interpreting data"*. Exam anxiety (EA) is the feelings of fear before taking the exam. In higher institutions Exam anxiety is linked with students during their exams while preparing for exams. Exam anxiety has a strong link with low academic marks of students. When students face such anxiety, their motivation gets low and they get fewer grades in exams (Segool *et al*., 2013).

Andrews, (2004) explained that exam anxiety put a negative effect on student's educational achievement in schools. Learners feel high anxious while taking exam which is a physiological situation. Salend, (2012) stated that Anxiety generates major hurdles in student's educational performance.

Sometimes students feel anxiety in the class room as they face many problems like angry behavior, learning disorder or upset stomach. Anxiety is connected with giving presentation in universities in front of a group of classmates. Students usually feel frighten while public speaking. Brenda, (2007) researched that giving a presentation is top source of anxiety for students and people. Meanwhile Elliot (2005) informed that in result of a survey 35% students had public communication anxiety which affects their performance. So that presentation practice should be compulsory in student's academic course. Murugesan, (2005) recommended that one should practice giving presentation to cope up with presentation anxiety (PA). There are different kinds of anxiety which students face during classroom. According to Ken Schuster anxiety "*tends to lock up the brain*," and anxious students suffer in their school life. Children usually struggle with following presentation anxieties. Social anxiety (SocA) is the situation of anxiety while communicating with others, being valued by others in a negative way, which leads to avoidance and people get terrified of how pothers will judge them (Richards, 2017). They have issues with class fellows, roommates and incompatible hostel environment. SocA negatively put the impact on individual's attitude in an affective and cognitive way. Social life put a great impact on students' academic life. Some people suffer from social anxiety those always have a concern about their appearance to others and in result they stop doing things they actually wanted to and have fear of embarrassment. Youngsters usually hide their social anxiety and they feel ashamed admitting their anxiousness. Sometimes their mentors and parents also don't notice that thing. Some studies have shown that peers also don't like nervous students and those students feel more anxious as comparing to their other class fellows. Teenagers who have close friendship with their peers get emotional support and importance during important functions and they have fewer issues. Social anxiety takes someone to social avoidance and disconnects them from their peers. Some further factors like family creates anxiety in students whose parents have anxiety disorders usually kids face anxiety disorders when they have to spend times away from their home like parents' divorce or past bad experiences (Strauss, Frame, & Forehand, 1987).

McClue *et al*., (2011) showed a work about the association among achievement, acknowledgments and inspiration in learners. This study also discovered students' acknowledgements for failure and success in the school. There are two types of acknowledgments that scholars relate with student's anxiety and that are Effort-based and ability. In this study Scholars used the scores of the students. They evaluated the impact of different causes for their bad and good presentation on tests. Test anxiety is a sensitive feeling of disturbance and distress in the students all around the world. Swan, (1996) conducted some work to determine in what way test anxiety disturbs student's behavior disorders and learning disabilities. In this study all of the learners had learning disabilities; 61 students had behavior disorders, and 39 had attention deficit disorder. Scholars dignified the connection among self-concept, anxiety, internal dialogue, Stanford Achievement Test and study behaviors. Horwitz *et al*., (1986) investigated that test anxiety is a form of presentation anxiety, Students usually have a fear of failure and in result they perform bad in test. Learners consider foreign language learning and oral invention as a threat while experiencing text anxiety but not an opportunity for improving their communication and speaking skills. As a result a negative relation was found among study habits and anxiety and a positive connection was found among internal dialogue scores and test anxiety. Students who had higher levels of anxiety, thought about unrelated subjects during a test. Results showed that there is a negative correlation among study habits and anxiety. For instance, the level of anxiety reduced, student's levels of academic achievement improved. Those who had lower self-concepts face higher levels of anxiety. Scholars establish that students face learning disabilities and test anxiety is a significant problem for them. Not only Students with learning disabilities but gifted students also suffer from academic anxiety. Students divided into 2 groups. Through College Ability Test researcher measured the student's educational capacity. Researcher measured anxiety by MMPI scale and emotional troubles measured by some other scales. Though, Welsh's Anxiety Index results showed the major modification in high and low succeeding students through hypothesis. Student's group who has less capacity showed greater level of anxiety than the students who have high capacity (Robinson, 1966). Another researcher DordiNejad *et al*., (2011) examines the correlation among educational performance and test anxiety of medical students of Iranian university. A reliable and valid questionnaire was directed to 150 students. Correlation spearman methods showed that there is a negative influence of test anxiety on the academic performance of students. Earlier, during, and later conducting the test, Contributors' physiological and emotional experience was also discussed. At the end the conclusion exposed that students are more anxious who were studying in lower degrees but those were not that

much anxious those have experienced the test taking process before. Fletcher & Speirs, (2012) stated that achievement, perfectionism and motivation can have impact on gifted students. Perfectionist students also face academic anxiety because sometimes they expect from others or themselves. Perfectionism is not only for gifted students. The research explores that either perfectionism is supportive or hurtful students respond to things differently. Students have self-prescribed perfectionism and have high expectations for them. It can be beneficial to students because they are not tough on themselves. Students face Socially-prescribed perfectionism when others forced their high expectations on them. It is usually more harmful for them. Students can face more anxiety if they will start satisfying other's expectation. In this research scholars didn't discover the link among anxiety and perfectionism. Nelson and Harwood, (2010) had done a study in which he associated a research for defining a link between learning incapacities and anxiety in the students. The means, standard deviations and effect sizes were calculated. The outcomes of the effect size were used to describe if students with learning incapacities are experiencing more anxiety than the normal students. The more will be the anxiety level the stronger will be the connection among anxiety and learning incapacities. Negative effect sizes represent that there is no connection among learning incapacities and anxiety. Also those students who have learning incapacities face more anxiety in the educational field. Ahmed, (2011) conducted a non-experimental research in which he had the students of students and the questionnaire was about math self-ability and anxiety. The results showed that there is a relation between lower anxiety and high self-ability. Investigators were defining if high anxiety cause low self-ability or vice versa. Well, after comparing the data results revealed that low self-ability is a source of anxiety.

4. Research Methodology

Quantitative research method followed by survey research design has been used in the study. The population of the research was the students of the public and private universities of Lahore, Pakistan. A non-probability sampling technique; convenient sampling technique, was used for data collection. Using the online sample size calculator with 95% confidence level and 5% confidence interval, sample of 416 were collected through structured questionnaire. The adoptive questionnaire is used for data collection from the respondents. All independent and dependent variables were incorporated in this questionnaire those were helpful in answering the set research questions. Collected data were analyzed through SPSS Software. Total 37 items were included so the rank of each variable is concluded. And then frequency analysis and charts were made.

5. Data Analysis, Interpretation, and Findings

5.1 Demographic Profiles of Respondents

The total numbers of the respondents of the research survey were 416. The respondents were from public and private universities of the Lahore. There were 216 (51.9%) males and 200 (48.1%) females in the sample size. The maximum respondents were from GCU 72(17.3%), and from UVAS there were 48(11.5%). while there were 21(5.0%) participants from NIC and 25(6.0%) from PU remained minimum.

Most of the students feel anxiety in English 25(6.0%), Economics 20(4.8%) and Statistics 20(4.8%) who remained maximum. Students feel anxiety in Analog and digital communication, artificial intelligence, basic mechanical engineering, biotechnology, business logic, business research methods, business statistics, business math, communication skills, company law, differential equation, digital logic, design, discrete, E. commerce, electromagnetic theory, electronics, entrepreneurship, environmental financial markets, functional English, fundamentals of accounting, geography, histology, humanistic, international law, introduction of robotics, Islamic studies, ITC, law, machine, magnetism, marketing, mass communication, media laws, microbiology, micropaleontology, numerical computing, paleontology, Persian, physical chemistry, political science, principal of management, program fundamental calculus and statistics, qualitative techniques, remote sensing, research methodology, SMD, Software engineering, SPMM, statistics and programing fundamental, theory, writing and communication 1(0.2%) which remained low.

The maximum respondents for the program were BBA 69(16.6%), BSC 64(15.4%) and MBBS 60(14.4%). On the other hand dentistry, MCS and nutritional science 1(0.2%) remained low.

5.2 Library Anxiety

For library anxiety item (I felt nervous when I did not know how to properly utilize the library services, operate electronic resources and software (OPAC, Databases) maximum respondents 128(30.8) sometimes felt anxiety, the item (I felt stressed up when the library staff were not helpful to me), maximum respondents 107(25.7) never and 105(25.2) rarely felt anxiety. The item (I felt anxious when tried to find references in the library) maximum

respondents 106(25.6) sometimes felt anxiety. For the item (I felt anxious when tried to find references in the library) 40(9.6) minimum respondents always felt anxious.

For (I felt uncomfortable while using the library for study) 127(30.5) never felt anxious. The item (I felt that the library was not an important part of my study) maximum respondents 123(29.6) never felt anxiety. For (I felt nervous when the instructions on how to use the library are unhelpful) 35(8.4) minimum respondents always felt anxiety.
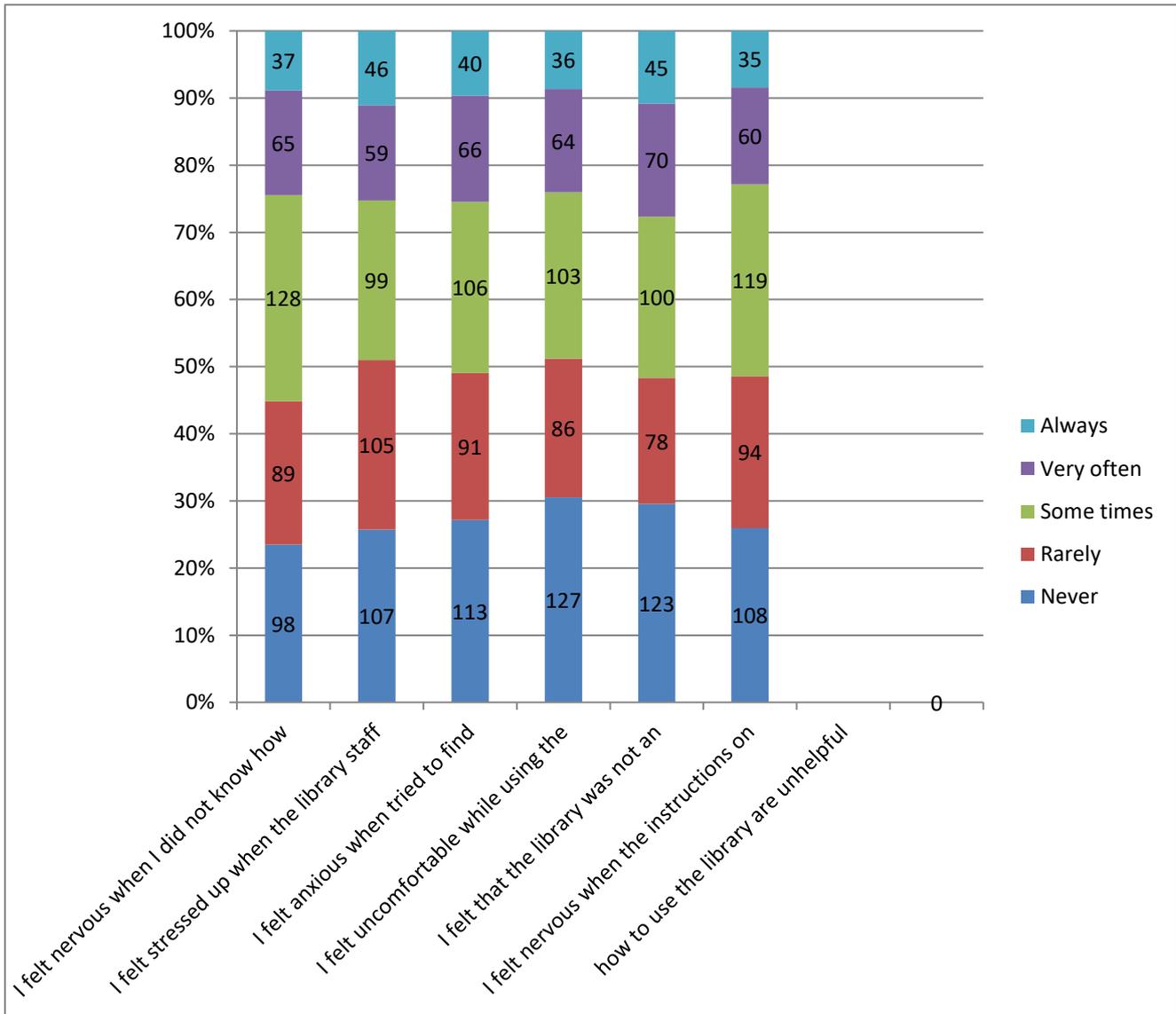

Figure 1: Frequency Analysis of the Library Anxiety

5.3 Exam Anxiety

As far as Exam Anxiety is concerned, the respondents for the item (I felt tensed during my exam preparation) 34(8.2) said they never felt anxiety, which remained low. 62(14.9) were

those who rarely felt anxiety 132(31.7) were those who sometimes felt anxiety, majority of students sometimes felt anxiety which remained high. 81(19.5) respondents very often felt anxiety and 107(25.7) respondents always felt anxiety.

For the item (I felt anxious that I could not understand the exam questions) 56(13.5) respondents never, 108 (26.0) respondents rarely, 137(32.9) respondents sometimes, 78(18.8) very often and 37(8.9) always felt anxiety. Similarly for the Item (I felt distracted during the exam) most of the respondents 121(29.1) rarely a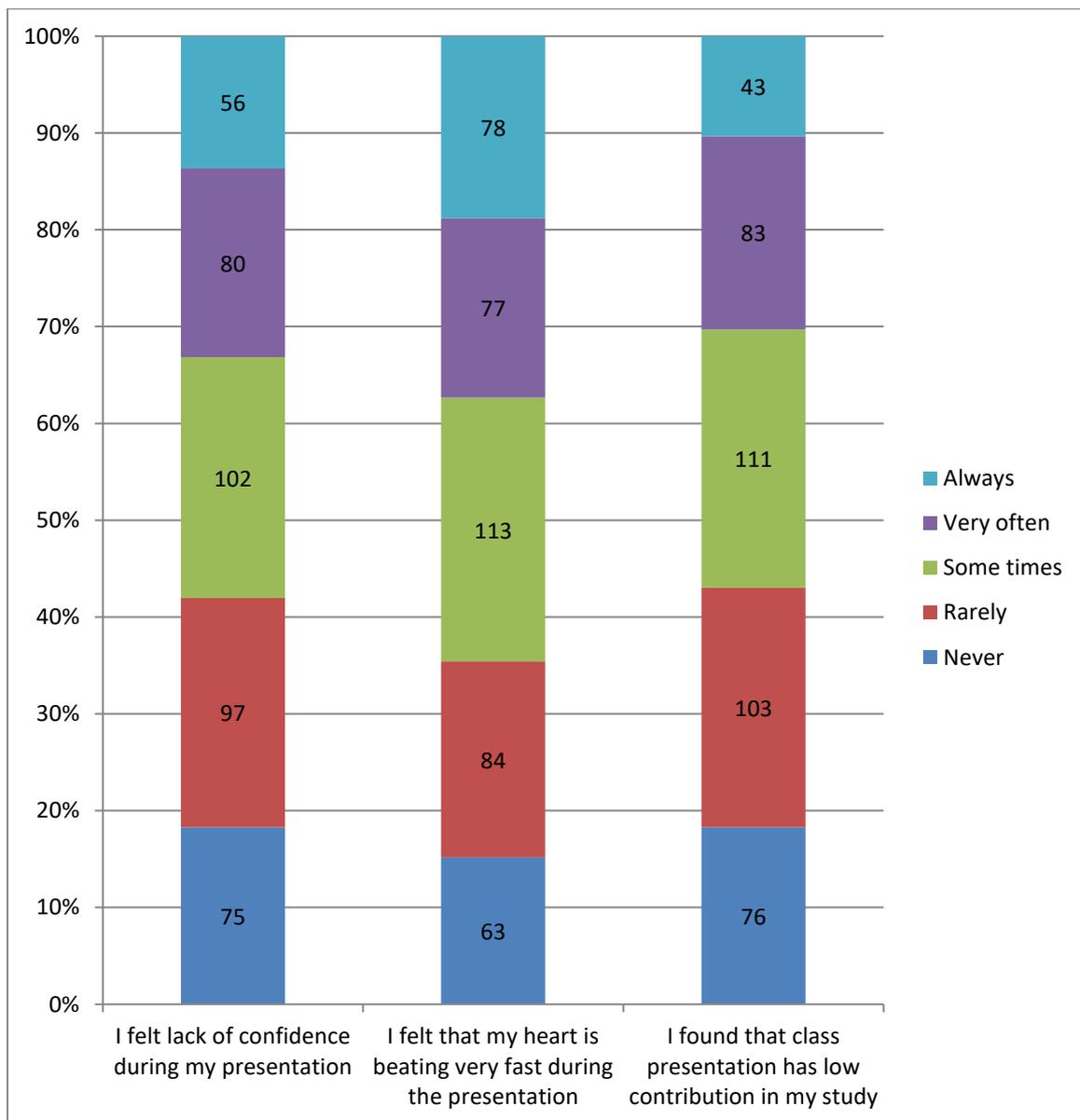nd 128(30.8) sometimes felt anxiety. For the item (I felt nervous during exams due to the lack of preparation) 105(25.2) rarely and 131(31.5) sometimes felt anxious and 38(9.1) respondents always felt anxious which remained low. For the item (I felt upset after taking an exam) 115(27.6) respondents sometimes and 51(12.3) always felt anxious. For the item (I felt my heart beating very fast during an important exam) 105(25.2) sometimes and 106(25.5) respondents always felt anxiety. For the item (I felt anxious when sitting in a surprise test) 54(13.0) never and 112(26.9) sometimes felt anxious.
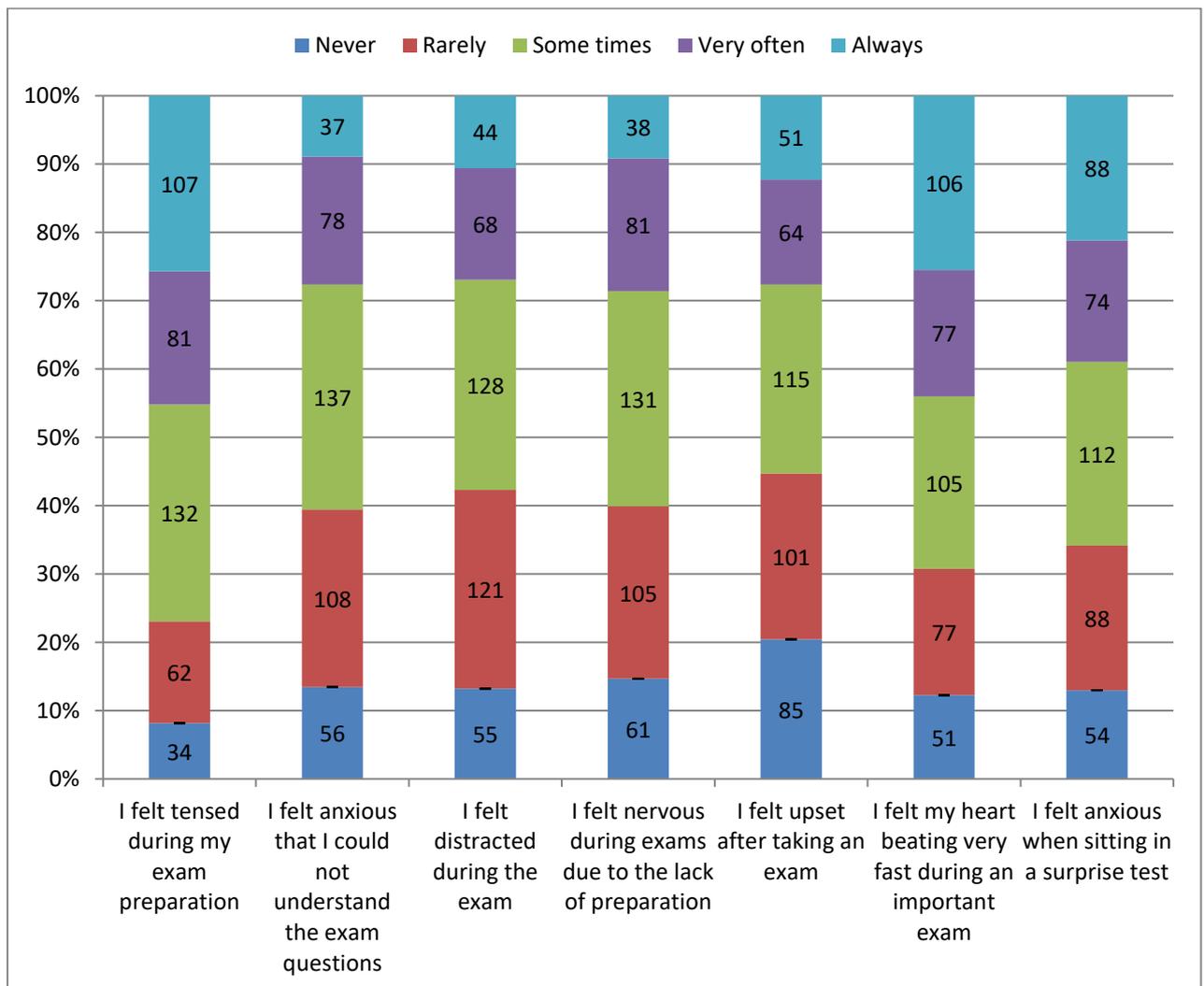
5.4 Presentation Anxiety

For presentation anxiety in the item (I felt lack of confidence during my presentation) 102(24.5) mostly respondents sometimes felt anxious and rare respondents 56(13.5) always felt anxious. For the item (I felt that my heart is beating very fast during the presentation) mostly respondents 113(27.2) sometimes felt anxious and for the item (I found that class presentation has low contribution in my study) 103(24.8) respondents rarely and 111(26.7) sometimes felt anxiety.

Figure 3: Frequency Analysis of the Presentation Anxiety

5.5 Social Anxiety

For social anxiety the maximum respondents for the item (I faced problems with my class fellows) 92(22.1) rarely and 95(22.8) sometimes felt anxiety on the only hand only 39(9.4) respondents always felt anxiety. For the item (I felt home sick during study in campus) 126(30.3) respondents never 103(24.8) sometimes felt anxiety and only 40(9.6) respondents always felt anxiety. For the item (I found that the campus environment was not conducive to study) 117(28.1) respondents never and 108(26.0) sometimes felt anxious which is maximum. For the item (I faced discrimination during my studies) 110(26.4) respondents never and 125(30.0) respondents sometime felt anxious.
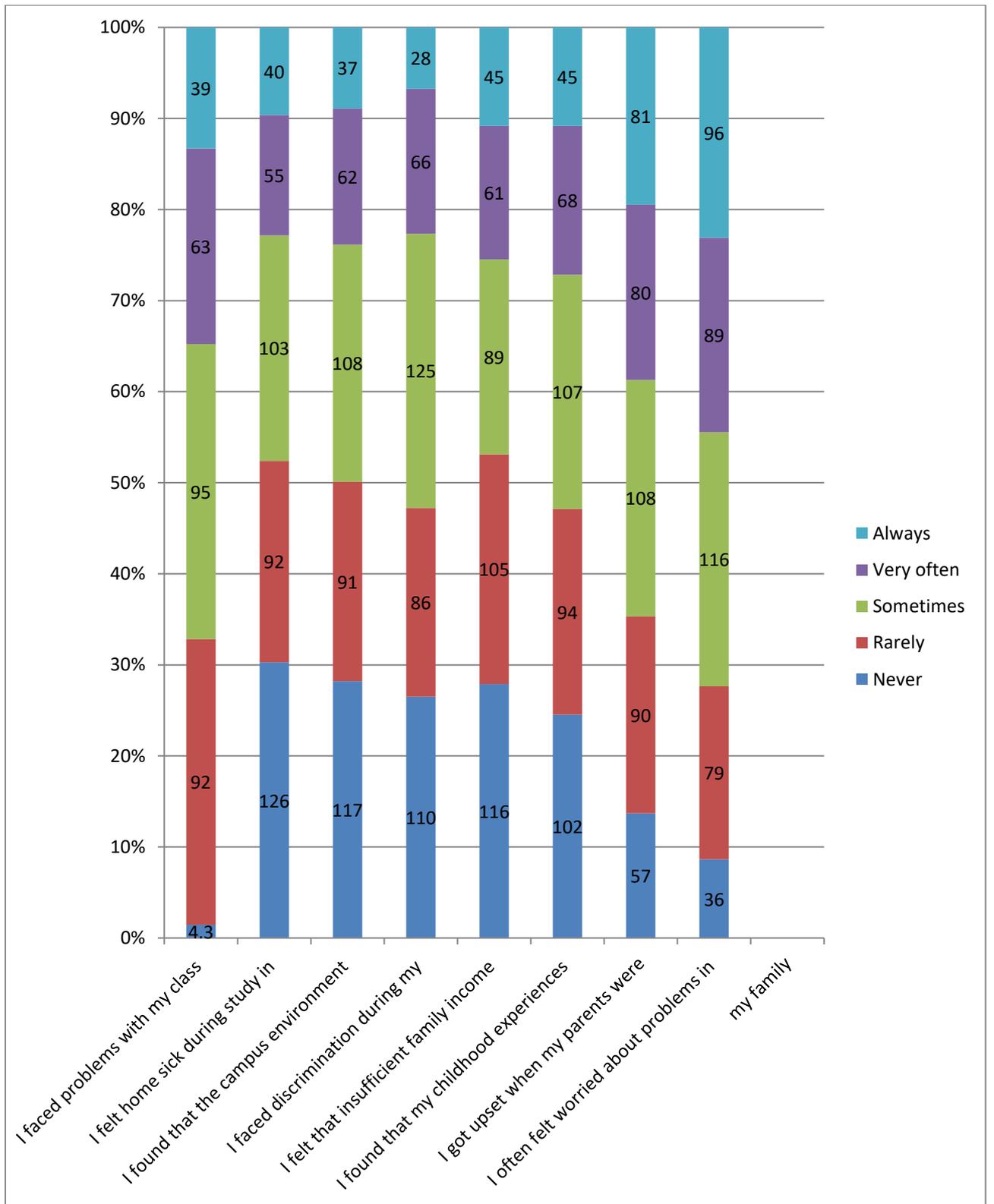
Figure 4: Frequency Analysis of the Social Anxiety

5.6 Descriptive Measures of the Construct

The mean and standard deviation of the final constructs are also calculated. The mean of library anxiety remained the maximum so it is ranked 1. Similarly, the mean of presentation anxiety ranked 2, exam anxiety ranked 3, and subject anxiety ranked 3 which remained minimum.

Table 1: Variable mean and standard deviation of the constructs

Variables	Mean	Standard deviation	Rank
Library Anxiety	3.4802	1.26481	1
Subject Anxiety	3.3786	.98512	4
Presentation Anxiety	3.2572	1.07712	2
Exam Anxiety	3.1881	1.11463	3

6. Conclusion

Library Anxiety is the feeling of disturbance while doing some important work. Everybody feels anxious in a daily life routine. Anxiety affects our thinking and behavior. Previous research showed that there is a negative correlation among study anxiety and educational performance of the students. Various researches have proven that it put a harmful effect on student's studies. Attribution theory says that students should handle the consequences of educational tasks otherwise they will not get success (Lim, 2007). Therefore, study anxiety must be explored for university students. Scholars found some anxiety sources like language anxiety, mathematic anxiety, library anxiety, family anxiety, exam anxiety, presentation anxiety and social anxiety. Campus environment increases anxiety level in the university students. Though, study anxiety has been accepted by educators and learners. But no current studies identified the study anxiety sources and their impact among university students in Pakistan.

In this research students got the opportunity to show their approaches, attitudes and their ideas about the effects of anxiety on their achievement. A quantitative research approach has been used for this purpose and questionnaires were distributed among students to know about their anxiety level, feelings and emotional state. Questionnaire consists of 49 questions and it

was given to 416 students. The data has been analyzed through using Statistical Package for Social Sciences (SPSS). Bensoussan, (2012) researched that if teachers would be willing to help students for improving their test performance then students can positively reduce their anxiety level. Students, teachers, and parents should work collaboratively for reducing anxiety. Mindfulness Meditation, metacognition, coping, and teacher involvement for anxiety reduction strategies can be useful for this purpose. For future research there can be conduct some treatments to cope up and reduce anxiety level for improving students' overall performance.

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