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2022

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Madia, Roselyn Marquez and Lasig, Camia Abergos, "The Anxiety of Freshmen Students in Library Use at Central Luzon State University, Philippines" (2022). *Library Philosophy and Practice (e-journal)*. 7216. <https://digitalcommons.unl.edu/libphilprac/7216>

**The Anxiety of Freshmen Students in Library Use at Central Luzon State University,
Philippines**

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Abstract

The purpose of this study was to assess the level of library anxiety among freshmen students at Central Luzon State University (CLSU) in the Philippines in order to develop an appropriate library program to help alleviate their anxieties and increase library usage, thereby contributing to student academic success. The survey questionnaire was used to gather the necessary information. It was adapted and modified from the psychometric instrument by Bostick Library Anxiety Scale (LAS) to measure the library anxiety level of 342 respondents using the systematic sampling design technique. Cronbach's alpha was calculated on the 57 statements. The test has strong reliability and validity, with a score of 0.921. In the statistical analysis, frequency, percent, mean, standard deviation, descriptive statistics, T-test, and (One-Way) ANOVA were utilized. The findings revealed that all factors, such as knowledge about the library, library regulations and policies, barriers with staff, affective barriers, information retrieval, comfort in using the library, and resource barriers, revealed mild levels of anxiety in the respondents. When library users are grouped based on their profile, such as age, sex, and frequency of library visits, they all exhibit the same level of anxiety. However, when it comes to information retrieval factors, males and females have significantly different mean scores. This suggests that men are more anxious than women. The factor "comfort of use of the library" also showed a significant difference in the frequency of library visits implying that freshmen students with higher levels of library anxiety visit the library and use library services less frequently. The study, therefore, suggested that librarians should be aware of the characteristics of anxious students and provide more anxiety-reduction strategies.

Keywords: Library anxiety, frequency of library visit, sex differences, library use

Introduction

Academic libraries play an important role in students' educational success in any higher education institution. This is a place where students can find a comfortable place to work on their assignments and research while also assuming that the necessary library materials are available. Library spaces have evolved from quiet reading rooms to study areas with a variety of activities that may or may not include the use of library materials. Since the availability of the internet affects the decreasing usage of academic libraries, as reported in various studies, this innovation of library facilities and services continues to apply in order to attract an increase in usage of physical libraries. Despite this library management effort, students may be hesitant to visit the library and take advantage of the innovative services due to "library anxiety." There are students who might not be enthusiastic about using the library facilities due to their inadequate knowledge and skills to use the available resources at their university libraries. Such feelings of not being competent enough to use the library resources certainly weaken their self-confidence and create feelings of anxiety when they go to the library (Noori, Tareen & Mashwani, 2017).

The library recognizes its responsibility not only to provide resources for their customers' research needs but to understand and limit barriers that are affecting the academic activities of students. The efficient use of libraries can be an important factor in determining the educational quality of universities. Therefore, investigation and identification of factors affecting library anxiety has become increasingly necessary. In this study, the researcher was motivated to investigate the occurrence, particularly among freshmen students, and try to determine the level of students' library anxiety on the identified factors in the library in conducting their library research activities using the modified psychometric instrument,

Chinese-Library Anxiety Scale. The study's findings will be used to develop an appropriate library program to help mitigate the anxieties of its clientele in order to increase library usage and contribute to student academic success.

Statement of the Problem

The Central Luzon State University (CLSU), one of the most renowned and prestigious state institutions of higher learning in the Philippines, is located in the Science City of Muñoz, Nueva Ecija. CLSU stands out as the only comprehensive state university in the Philippines with the highest number of curricular programs accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) with Level IV accreditation. The university is further declared a Cultural Property of the Philippines with the code PH-03-0027 due to its high historical, cultural, academic, and agricultural importance to the nation. It currently offers 32 undergraduate programs, 37 graduate programs, 2 diploma programs, 13 certificate programs, and 13 short-term courses to nearly 13,000 students (<https://clsu.edu.ph/>).

The University Library and Information Services is an important appendage to the academic programs of the university since it provides support for the learning and research needs of the academic community. However, based on the data gathered in Academic Year 2018-2019, there was a decrease in the number of freshmen students entering the University Library. This study looks into CLSU students' library anxiety in order to help academic libraries better understand user behavior that may influence their decision to use available services or not, and thus develop appropriate actions to address students concern in using the library facilities and services.

Objectives of the Study

1. To determine the level of library anxiety of students on various library anxiety factors.
2. To know if there is significant difference of library anxiety level based on the profile of the freshmen students.

Research Questions

1. What is the extent of library anxiety in terms of the factors:
 - 1.1. knowledge about the library;
 - 1.2. library regulations & policies;
 - 1.3. barriers with staff;
 - 1.4. affective Barriers;
 - 1.5. information retrieval;
 - 1.6. comfort use of the library; and
 - 1.7. resources barriers.
2. Is there a significant difference in the student respondents' library anxiety level when they are grouped according to their profile such as :
 - 2.1. sex
 - 2.2. age
 - 2.3. frequency of library visit.

Literature Review

In various countries, several studies have been conducted to measure library anxiety among university students. As defined by Sue (2017), anxiety is frequently an anticipatory

emotion—a sense of unease about a dreaded event or situation that has not yet occurred. From an evolutionary perspective, anxiety may be adaptive, producing bodily reactions that prepare us for "fight or flight". Unfounded fear or anxiety that interferes with day-to-day functioning and produces clinically significant distress or life impairment is a sign of anxiety disorder. Anxiety was commonly referred to as "library anxiety" in academia, particularly in university libraries. According to Haithcock & Green (2011) as cited by Vallente (2017) p.19, library anxiety is a state-based anxiety, not a trait-based anxiety. It is time and situation-based; symptoms appear only when students are contemplating a visit to the library or when they are in the library. Library anxiety, according to Jiao and Onwuegbuzie, as cited by Ahmed and Aziz (2016), is an unpleasant and uncomfortable emotion characterized by worry, confusion, tension, and helplessness that occurs when a student is in a library setting.

Carlile (2007), in his study stated that library anxiety is an emotion that has cognitive, affective and behavioral ramifications, although no causal relationships have been identified, it has been linked to counter-productive behaviors such as unwillingness to attend library tours and information literacy classes; poor study habits; inability to approach library-related tasks in a logical and effective manner; search avoidance, lack of persistence and focus in searching for information or resources; reduced effectiveness of library instruction and information literacy; library avoidance; and reluctance to ask librarians for help.

According to Noori, Tareen, and Mashwani (2017), UITM students have a moderate level of anxiety. The study found that students have moderate to normal anxiety in terms of six library barriers. Fraser and Bartlett (2018) studied and compared African Nova Scotian students' undergraduate experiences with their academic libraries with those of their Caucasian peers. The survey found that there were no racial differences and low levels of library anxiety for both groups. Although their initial responses to academic libraries were completely different, both groups experienced the highest levels of library anxiety when

interacting with employees. Negative experiences with staff reflected racial stereotyping by library staff, which caused additional feelings of discomfort.

Bostick's Library Anxiety Scale (LAS) was used by Ahmed and Aziz (2016) to determine the level of anxiety among university students in Bangladesh and to uncover the underlying elements that lead to this occurrence. The studies indicated that Dhaka University students have library anxiety. The factor loadings suggest that students are generally anxious with regard to staff, comfort level inside the library, and library resources. Library utilization entails the effective use of the vital services provided by the library. A library that is not being utilized is as good as dead, as it cannot justify its existence (Onanuga, Ilori, & Ogunwande 2017). The functionality of library services may be realized if students used them correctly. As a result, services have no value to them unless they are used. According to the findings of the aforementioned studies, university students experienced various levels of library anxiety.

Research Methodology

The study made use of the descriptive research method; this type of research seeks to describe systematically, factually, accurately and objectively a situation, problem or phenomenon. The researcher used a survey questionnaire to collect data on the presence of library anxiety among freshmen students at Central Luzon State University. A systematic sampling technique was used. A total of 3,060 freshmen students are enrolled in the 2018–2019 academic year. Out of the total population, 342 were taken for the population samples. The main data collection tool for this study was adapted from a study conducted by Vallente (2017), which was a modified library anxiety scale (M-LAS) questionnaire by Bostick Library Anxiety Scale (LAS) psychometric instrument, consisting of two sections, in a random sampling procedure in which every ninth item is chosen to provide a sample size of n from a population of size N . Part 1 sought demographic information from student respondents, such as age, sex, and frequency of

library visits, whereas Part 2 focused on the psychometric instrument which used a five-point Likert-type response tool to assess respondents' library anxiety based on the following factors: knowledge of the library; library regulations and policies; barriers with staff; affective barriers; information retrieval; library comfort of use; and resource barriers.

Range	Numerical Value	Verbal Interpretation
3.77 – 5.00	5	Strongly Agree (Severe anxiety)
3.36 – 3.76	4	Agree (Moderate anxiety)
2.53 – 3.35	3	Slightly Agree (Mild anxiety)
2.12 – 2.52	2	Disagree (Low anxiety)
1.00 – 2.11	1	Strongly Disagree (No Anxiety)

The questionnaire's face and content validity were determined through consultations with two experts in the field of library and information science and one psychometrician who are considered knowledgeable on the subject of the study. Their ideas and suggestions were incorporated into the questionnaire to improve it. The pilot testing was conducted to assess the questionnaire's reliability. Cronbach's alpha was calculated for each of the 57 statements. The earned reliability was 0.921. The results showed that the test had high reliability and validity. The data was analyzed and interpreted using the frequency and percentage approach based on the respondents' profile. The T-test and Analysis of Variance (ANOVA) were used to validate the presented results and determine whether the mean scores of variables were significantly different among the listed groups. The present study's hypothesis was tested at the 0.05 level of significance, with the assumption that there were no significant differences ($p = .05$) in the level of anxiety factors when they were grouped according to their profile. To present the

results of data computation, presentation, and analysis, the researcher used MS Excel (Data Analysis Toolpack) and SPSS Software.

Results and Discussions

Table 1. Profile of the Respondents

Characteristics		Frequency	Percent
Age	At most 18 years old	83	24.3
	19 years old	227	66.4
	At least 20 years old	32	9.4
Sex	Male	97	28.4
	Female	245	71.6
Frequency of Visit	Daily	57	16.7
	Twice a week	135	39.5
	Once a week	52	15.2
	Rarely	98	28.6

Table 1 shows that at least three-fourths of the respondents were under the age of 19. Female respondents outnumbered male respondents by up to 40%. Only about 20% of respondents went to the library on a daily basis, with the rest going no more than twice a week. This means that the library user respondents have not yet utilized the library to its full potential.

Research Question 1. The Extent of Library Anxiety on the following Factors :

1.1. Factor 1 : Knowledge about the Library

Table 2

Library Anxiety of the Respondents in Knowledge about the Library Factor

Knowledge about the Library	Mean Score	Verbal Interpretation
A lot of things connected with the library are complicated for me	2.58	Slightly Agree
I am not aware that the library offers various services for students	2.69	Slightly Agree
I know what to do next when the book I need is not on the shelf	3.19	Slightly Agree
The library training was insufficient	2.68	Slightly Agree
I don't know how to begin a search in the library	2.63	Slightly Agree

I get confused trying to find my way around the library (lack of signs and directions)	2.34	Disagree
MEAN	2.58	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

Table 2 reveals the respondents' library anxiety mean scores and the verbal interpretations of each item of factor knowledge about the library. The data revealed respondents' mild anxiety (3.19) for the item "I know what to do next when the book I need is not on the shelf" (Slightly agree). It reveals that, in spite of the fact that the study was conducted in the 2nd semester, the participants find it quite difficult to locate books in the library. However, the item was not included in the computation of the mean due to its composite question role in the instrument. "I am not aware that the library offers such services for students" (2.69), "The library training was insufficient" (2.68), and "I don't know how to begin a search in the library" (2.63), "A lot of things connected with the library are complicated for me" (2.58). Although library orientation is being conducted at the beginning of the first semester, the participants still need more library training and library services promotions. Respondents showed disagreements with the remaining item "I get confused trying to find my way around the library (lack of signs and directions)" and the mean for factor knowledge about the library was scaled at a mild level of anxiety (2.58). The respondents demonstrated a mild level of library anxiety, indicating that they are familiar with the library. This suggests that the university's effort to provide students with library system orientation appears to be effective. As a result, library users are somewhat knowledgeable about the library, and their level of knowledge may have contributed to their mild anxiety about the library.

1.2 Factor 2: Library Regulations & Policies

Table 3

Library Anxiety of Respondents in Library Regulations & Policies Factor

Library Regulations and Policies	Mean Score	Verbal Interpretation
The borrowing time limit is too short	2.98	Slightly Agree
The overdue fine is too expensive	2.91	Slightly Agree

There are too many library regulations and rules	2.88	Slightly Agree
The library's policies are too restrictive	2.80	Slightly Agree
The library opening hours are insufficient	2.94	Slightly Agree
I feel uncomfortable as eating snack and drinking beverages are not allowed inside the library	3.18	Slightly Agree
MEAN	2.95	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

Table 3 shows the mean scores and verbal interpretations of respondents' library anxiety for each item of factor library regulations and policies. According to the data, respondents indicated a mild level of anxiety (slightly agree) on all items, with a mean score of 2.95. Respondents express displeasure for not being allowed to bring snacks and drinks into the library (3.18), because the borrowing time limit is too short (2.98), the library's opening hours are insufficient (2.94), the overdue fine is too expensive (2.91), there are too many library regulations and rules (2.88), and the library's policies are too restrictive (2.80).

As a result, the regulations and policies should be revisited and modified so that they are not overly restrictive in order to reduce or eliminate anxiety about this factor.

1.3 Factor 3: Barriers with the Staff

Table 4
Library Anxiety of Respondents in Barriers with the Staff Factor

Barriers with Staff	Mean Score	Verbal Interpretation
The librarians are unapproachable	2.58	Slightly Agree
The reference librarians are unhelpful	2.47	Disagree
The library personnel are not interested from me	2.6	Slightly Agree
The librarians don't have time to help me because of their other task	2.58	Slightly Agree
I don't need help from the library personnel because I know everything inside the library	2.67	Slightly Agree
The library on-line reference assistant is very friendly	2.63	Slightly Agree
If I can't find a book on the shelf the library personnel is there to assist me	3.36	Agree
I can't get help in the library at the times I need it	2.70	Slightly Agree

The library lacks tech-savvy personnel	2.87	Slightly Agree
I feel like I am bothering the librarians if I ask a question	3.04	Slightly Agree
I can always ask a librarian if I don't find the information I need in the library	3.33	Slightly Agree
GENERAL WEIGHTED MEAN	2.80	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

According to table 4, respondents had positive interactions with library staff. They admitted to relying on library personnel to locate library resources: "If I can't find a book on the shelf, the library personnel are there to assist me" (3.36), and "I can always ask a librarian if I don't find the information I need in the library" (3.33), despite feeling "like I am bothering the librarians if I ask a question" to them (3.04). However, due to the composite question role in the instrument, the first three (3) items were not included in the computation of the weighted mean. The general weighted mean score indicates that, in terms of staff barriers, library users have experienced a mild level of anxiety, implying that library staff have a positive attitude toward students.

1.4 Factor 4: Affective Barriers

Table 5
Library Anxiety of Respondents in Affective Barriers Factor

Affective Barriers	Mean Score	Verbal Interpretation
I'm embarrassed that I don't know how to use the library	2.63	Slightly Agree
I am ashamed of my lack of knowledge about how to use the library	2.72	Slightly Agree
I feel intimidated when I walk into the library	2.80	Slightly Agree
I enjoy using the library to find information	3.49	Agree
I think that other students know the library better than me and this is embarrassing for me	2.77	Slightly Agree
The library is too big	2.74	Slightly Agree
I feel stressed, when I think about my research as it	2.85	Slightly Agree

relates to the library,		
I feel embarrassed when asking questions to the librarians	2.78	Slightly Agree
GENERAL WEIGHTED MEAN	2.75	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

Table 5 presents the respondents' library anxiety mean scores and verbal interpretation in each item of affective barriers factor.

As shown by the data, the respondents revealed that they "enjoy using the library to find information" (3.49), although this item was not included in the computation of the general weighted mean due to the composite question role in the instrument. The remaining items revealed their mild level of anxiety; "they feel stressed when they think about their research as it relates to the library" (2.85), "they feel intimidated when they walk into the library" (2.80), "they feel embarrassed when asking questions to the librarians" (2.78), "they think other students know the library better than them and this is embarrassing for them" (2.77), "the library is too big" (2.74), "they are ashamed of their lack of knowledge about how to use the library" (2.72), "they are embarrassed that they don't know how to use the library" (2.63).

In terms of affective barriers, the general weighted mean indicates that the respondents experienced only a mild level of anxiety. This level is still acceptable because users are not intimidated by the library itself, indicating that they are still interested in visiting the library.

1.5 Factor 5: Information Retrieval

Table 6

Library Anxiety of Respondents in Information Retrieval Factor

Table 8 Information Retrieval	Mean Score	Verbal Interpretation
I don't know how to use the library data bases	2.81	Slightly Agree
I am not effective in using electronic databases (full text and abstract) which are accessible on the library net	2.87	Slightly Agree
Asking the help of online librarian for my research is much easier than searching the library materials I need by myself	3.21	Slightly Agree
I don't understand the arrangement of library materials in the library	2.94	Slightly Agree

The library's Online Public Access Catalog (OPAC) is user friendly	2.85	Slightly Agree
I don't know what to do next when the book I need is not on the shelf	2.95	Slightly Agree
It is not easy to locate materials I need in the library	2.85	Slightly Agree
I feel overwhelmed when I use the library for research.	3.37	Agree
MEAN	3.00	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

Table 6 presents the respondents' library anxiety mean scores and verbal interpretation in every item information retrieval factors.

As the table shows, the respondents revealed a **moderate level of anxiety** in the item "I feel overwhelmed when I use the library for research" (3.37). It implies that they are overwhelmed because they rarely visit the library and they are not yet familiar with the different library services, the place, and the library personnel; or they don't know yet what type of material they are going to use or to whom they are going to ask for assistance inside the library. The item "Asking the help of an online librarian for my research is much easier than searching for the library materials I need by myself" (3.21). Item "I am not effective in using electronic databases (full text and abstract) which are accessible on the library net" (2.87). "I don't know what to do next when the book I need is not on the shelf"(2.95), "I don't understand the arrangement of library materials in the library" (2.94), and "It is not easy to locate materials I need in the library" (2.85). The item "the library's Online Public Access Catalog (OPAC) is user-friendly" (2.85) was a composite question that was not included in the mean computation, but respondents admitted to having a mild level of anxiety (slightly agree) about it. It suggests that library staff provide hands-on assistance in using OPAC.

Overall, the mean for factor information retrieval was scaled at a mild level of anxiety (3.0). It implies that they still require assistance from library personnel, and that librarians should pay attention to online queries to avoid disappointing online researchers. It also implies that they continue to require assistance from library staff in locating books on the shelves and using the library's OPAC and online electronic databases.

1.6 Factor 6: Comfort of Use of the Library Factor

Table 7

Library Anxiety of Respondents in Comfort Use of the Library

Comfort of Use of the Library	Mean Score	Verbal Interpretation
The library is well-lighted and the library's furniture are very comfortable to use	3.58	Agree
I find quiet area a comfortable place to stay	3.61	Agree
I don't feel comfortable using the library, because a lot of people inside are very noisy	2.75	Disagree
The library location is not accessible for me	2.50	Disagree
There is too much Public Display of Affection (PDA) in the library	2.60	Slightly Agree
There is enough space for a large study group in the library	3.30	Slightly Agree
I am more comfortable chatting with librarian on-line for help rather than going to the library	2.69	Slightly Agree
MEAN	2.63	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

As the table 7 shows, the respondents agree that "the library is well-lighted and the library's furniture is very comfortable to use" (3.58), "they find the quiet area a comfortable place to stay" (3.61), and slightly agree that "there is enough space for a large study group in the library" (3.30). However, these items were not included in the computation of the mean due to their role as composite questions in the instrument.

Likewise, the respondents show their disagreement in items: "I don't feel comfortable using the library, because a lot of people inside are very noisy" (2.75), "the library location is not accessible for me" (2.50); and show a mild level of anxiety (slightly agree) in items: "there is too much Public Display of Affection (PDA) in the library" (2.60), "I am more comfortable chatting with a librarian online for help rather than going to the library" (2.69).

Overall, the mean for factor library use comfort was scaled at a mild level of anxiety (2.63). This factor indicates that the students are a little uneasy, and they tend to avoid going to the library. Instead, they chose to communicate with the librarian online.

1.7 Factor 7: Resources Barriers

Table 8
Library Anxiety of Respondents in Resources Barriers Factor

Comfort of Use of the Library	Mean Score	Verbal Interpretation
I can't usually find things I need in the library	2.73	Slightly Agree
The electronic and eBooks databases, eJournals and other online resources of the library are often inaccessible	2.88	Slightly Agree
There are not enough resources for my course	2.84	Slightly Agree
The books I need are often checked out	2.91	Slightly Agree
I can usually access the electronic and eBooks databases and other library online resources , at home	2.94	Slightly Agree
If a book is checked out, it is difficult to get it back	2.89	Slightly Agree
It is not easy to locate materials I need in the library	2.89	Slightly Agree
Not enough public computers for students	3.32	Slightly Agree
The copy machines are usually out of order	3.32	Slightly Agree
Printing service in the library is inconvenient	2.90	Slightly Agree
The photocopier fee is expensive	2.98	Slightly Agree
MEAN	2.93	Mild Anxiety

Score equivalent: 1.00-2.11 (No anxiety); 2.12-2.52 (low anxiety); 2.53-3.35 (Mild anxiety); 3.36-3.76 (moderate anxiety) 3.77-5.00 (Severe anxiety).

Table 8 shows that the respondents revealed mild anxiety across all items. Item "It is not easy to locate materials I need in the library" (2.89) was the composite question in this factor. Nonetheless, respondents revealed a low level of anxiety (slightly agree).

The mean for the resource barriers factor was scaled at a mild level of anxiety (2.93). It implies that, despite admitting to having mild anxiety, they still required assistance in locating the resources they required in the library and accessing electronic journals in the databases. There is still a need to acquire course-related materials, more public computers for student use, and more printers for convenience and faster service.

2. Research Question 2. Significant Difference in the Respondents library anxiety level when they are grouped according to their profile.

2.1. Age Profile

Table 9
Analysis of Variance (One-Way) Test for Library Anxiety Factors as to Age

LIBRARY ANXIETY FACTORS	Age Group	Sum of Squares	df	Mean Square	F	Sig.	Decision	Remarks
Knowledge of the Library	Between Groups	1.451	3	.484	1.137	.334	Accept Ho	Not Significant
	Within Groups	143.710	338	.425				
	Total	145.160	341					
Regulations & Policies	Between Groups	2.858	3	.953	2.071	.104	Accept Ho	Not Significant
	Within Groups	155.486	338	.460				
	Total	158.344	341					
Barriers with the Staff	Between Groups	.638	3	.213	.850	.468	Accept Ho	Not Significant
	Within Groups	84.628	338	.250				
	Total	85.266	341					
Affective Barriers	Between Groups	1.367	3	.456	1.160	.325	Accept Ho	Not Significant
	Within Groups	132.780	338	.393				
	Total	134.147	341					
Information Retrieval	Between Groups	.804	3	.268	.879	.452	Accept Ho	Not Significant
	Within Groups	103.052	338	.305				
	Total	103.857	341					
Comfort of Use of the Library	Between Groups	.838	3	.279	1.123	.340	Accept Ho	Not Significant
	Within Groups	84.037	338	.249				
	Total	84.875	341					
Resources Barriers	Between Groups	.934	3	.311	1.045	.373	Accept Ho	Not Significant
	Within Groups	100.786	338	.298				
	Total	101.720	341					

Table 9 shows the results of an ANOVA (One-Way) that determines whether or not there is a significant difference in age groups of respondents.

When it comes to their library anxiety factors, all of the resulting p values are greater than the alpha value set at the .05 level of significance. This indicates that no significant difference exists between the mean scores of the various library anxiety factors, allowing the

null hypothesis to be accepted. As a result, even when grouped by age, library users exhibit a similar level of anxiety.

2.2. Respondents' Sex Profile

Table 10
Independent Samples Test for Library Anxiety Factors as to Sex

LIBRARY ANXIETY FACTOR	Sex	Mean	SD	<i>t</i>	<i>p</i>	Decision	Remarks
Knowledge of the library	Male	2.69	0.63	.068	0.946	Accept Ho	Not Significant
	Female	2.68	0.66				
Regulations & policies	Male	2.97	0.75	0.308	0.759	Accept Ho	Not Significant
	Female	2.94	0.66				
Barriers with staff	Male	2.95	0.52	1.935	0.054	Accept Ho	Not Significant
	Female	2.83	0.49				
Affective barriers	Male	2.93	0.63	1.352	0.177	Accept Ho	Not Significant
	Female	2.83	0.63				
Information retrieval	Male	3.14	0.58	2.015	0.045	Reject Ho	Significant
	Female	3.01	0.54				
Comfort use of library	Male	3.07	0.50	1.654	0.099	Accept Ho	Not Significant
	Female	2.97	0.50				
Resources barriers	Male	2.99	0.60	0.529	0.597	Accept Ho	Not Significant
	Female	2.95	0.53				

Table 10 shows the difference in the level of library anxiety. The t-test result revealed that males and females have similar levels of library anxiety, but the mean difference was not significant. The findings support the null hypothesis, indicating that respondents' levels of anxiety do not differ based on sex. However, when it comes to information retrieval factors, there is a significant difference between the mean scores of males and females. This is due to the fact that the p-value (0.045) is less than the alpha value of 0.05. This indicates that males have a higher level of anxiety (3.14) than females (3.01).

Supporting the results gathered by Jan, Anwar and Warraich (2016) studied library anxiety, library use, and academic performance of undergraduate students in Pakistan. Gender-related statistics revealed that male respondents with a mean score of 2.97 (SD=0.39) scored higher than female respondents (M = 2.85, SD = 0.45). The difference in mean scores between genders is significant, indicating that male students were more anxious than female students.

2.3 Respondents' Library Visits Profile

Table 11
Analysis of Variance (One-Way) for Library Anxiety Factors as to Respondents' Frequency of Library Visits

LIBRARY ANXIETY FACTORS	Library Visits Group	Sum of Squares	df	Mean Square	F	p	Decision	Remarks
Knowledge of the Library	Between Groups	2.098	3	.699	1.653	.177	Accept Ho	Not Significant
	Within Groups	143.062	338	.423				
	Total	145.160	341					
Regulations & Policies	Between Groups	.548	3	.183	.391	.759	Accept Ho	Not Significant
	Within Groups	157.796	338	.467				
	Total	158.344	341					
Barriers with the Staff	Between Groups	.125	3	.042	.166	.919	Accept Ho	Not Significant
	Within Groups	85.140	338	.252				
	Total	85.266	341					
Affective Barriers	Between Groups	2.126	3	.709	1.814	.144	Accept Ho	Not Significant
	Within Groups	132.021	338	.391				
	Total	134.147	341					
Information Retrieval	Between Groups	1.386	3	.462	1.523	.208	Accept Ho	Not Significant
	Within Groups	102.471	338	.303				

	Total	103.857	341					
Comfort of Use of the Library	Between Groups	2.106	3	.702	2.867	.037	Reject Ho	Significant
	Within Groups	82.769	338	.245				
	Total	84.875	341					
Resources Barriers	Between Groups	.883	3	.294	.986	.399	Accept Ho	Not Significant
	Within Groups	100.837	338	.298				
	Total	101.720	341					

Table 11 shows that when respondents were grouped according to library visit, their level of library anxiety remained similar, with the exception of the factor "Comfort of use of the library." This means that respondents experienced mild anxiety regardless of whether they visited the library daily, twice a week, once a week, or rarely for the other seven factors. However, a significant difference was observed for the factor "Comfort of using the library," indicating that freshmen students with higher levels of library anxiety visit the library and use library services less frequently. This finding is consistent with the findings of Doris, Provata, and Vraimaki's research (2015).

Summary, Conclusion and Recommendations

This research found that first-year students at Central Luzon State University experience library anxiety. All factors revealed mild levels of anxiety in the respondents, including knowledge about the library, library regulations and policies, barriers with staff, affective barriers, information retrieval, comfort in using the library, and resource barriers. When library users are grouped based on their profile, such as age, sex, and frequency of library visits, they all exhibit the same level of anxiety. However, when it comes to information retrieval factors, males and females have significantly different mean scores. This suggests that men are more anxious than women. The factor "comfort of use of the library" also showed a significant difference in the frequency of library visits implying that freshmen students with higher levels of library anxiety visit the library and use library services less frequently. Based on these findings, librarians should be aware of the characteristics of anxious students and increase the availability of anxiety-reduction interventions. Because the

library is very important to students but some obstacles, such as anxiety, prevent them from using it efficiently, the library management at Central Luzon State University must devise a promotional strategy program and innovate services and facilities. The efficient use of the library's essential services indicates a high level of library utilization. If students use library services correctly, the functionality of library services as a support for student learning can be achieved.

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