

Investigating the Library and Electronic Sources Anxiety among the Post Graduate Students at Kerman University of Medical Sciences

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Abstract

Introduction: The importance of the optimal use of libraries in promoting education and research in universities proposes the study of factors such as library anxiety as a necessity for identifying and discussing the library anxiety factors. The purpose of this research was to determine the factors affecting library anxiety and electronic resources anxiety from the viewpoint of postgraduate students of Kerman University of Medical Sciences. **Method:** The research method was descriptive-analytical; and applied. The used instrument for collecting data was a questionnaire. The statistical population consisted of postgraduate students of Kerman University of Medical Sciences. The sample size was 291 people and the sampling method was random stratification. The validity of the questionnaire was confirmed by library and information experts. Using Cronbach's alpha, its reliability was 0.92. To analyze the findings, the descriptive statistics (frequency distribution, percentage, mean and standard deviation), SPSS software and, in the inferential level, the χ^2 test were used. **Results:** The results of this research showed that the library anxiety as well as the anxiety of electronic resources of the postgraduate students of Kerman University of Medical Sciences was moderate. In the study of students' library anxiety in terms of gender, a significant difference among male and female students in the component of comfort feeling was observed. Students' library anxiety in terms of educational level revealed a significant difference among the components of comfort feeling and library knowledge of students in terms of their educational levels. Students' library anxiety in terms of age exerted a significant difference between the components of comfort feeling and library knowledge of students in terms of their ages. The students' library anxiety according to their college revealed a significant difference between the components of comfort feeling, library knowledge and emotional component in terms of college. **Conclusion:** The results showed that the effect of all factors affecting library anxiety (comfort feeling, library knowledge, factors related to staff, mechanical factors and emotional factors) was less than the moderate level. Students' Library and electronic resources anxiety showed a significant difference in terms of gender, age, and their studied college.

Keywords: Library anxiety, Electronic resources anxiety, Students, Kerman University of Medical Sciences.

Introduction

In spite of the need for the frequent referrals to resources in libraries and electronic resources, the students studying at universities often prefer to use personal resources rather than referring to the libraries. This is not a special case for a country or a group of students, so that among the students of different disciplines such a performance is evident so that various reasons are mentioned for it. Some scholars call this phenomenon a library anxiety (Jerabeck, Meyer and Kordinas, 2001; Azami et al, 2018).

While academic libraries are a safe place for some students for the research, they seem to be the source of anxiety for others, which prevents them from using its resources and services. This initial anxiety attributing to the use of libraries can be an origin for different anxieties of the students, and ultimately lead to the inappropriate use of academic libraries (Ashrafi et al., 2014; Konstantinos-Anastasios, 2015).

The use of libraries by clients to identify, retrieve and access the information is very important. Meeting the information needs of users in the shortest time and in the best way has become a pivot of the activity of libraries. The use of libraries is possible if the user and the client are in a position to easily focus their minds and do their research; if the libraries do not provide this opportunity to users, then the result would be nothing except the confusion and waste of time (Azami et al., 2016).

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Presence in the scientific and educational environments has always been associated with many levels of anxiety for many students, known as academic anxieties. One of the most important anxieties in academic settings include computer anxiety, internet anxiety, library anxiety, information anxiety, research anxiety, math anxiety, and test anxiety. In the meantime, the library anxiety is considered as the most important and most common one in the scientific environments (Bostick, 1992; Pakbaz et al., 2015).

Library anxiety is an unpleasant feeling and an exciting state that is experienced in the library's environment and has behavioral, psychological, emotional and cognitive effects (Jiao and Anogusy, 2001). It refers to an unpleasant feeling or situation experienced by students when using the library or intending to use it. According to Mellon, the feelings of anxiety are related to the relative size of the library, the lack of knowledge about the location of materials, equipment and resources of the library, initiation of a library research or its promotion and continuation (Mellon, 1986).

A university library is a safe place for the research and study for some students, but for others it creates anxiety that can negatively affect their successful use of the library. This initial anxiety attributed to the library use can lead to more anxieties for students and it may cause inappropriate use of the library (Konstantinos-Anastasios, 2015). For the users with a high level of library anxiety, using a library is a negative experience. These people often show high anxiety symptoms in the library. For example, when seeking to find books or periodicals, they may ignore the maps and standards or make mistakes in the instructions. These people even refuse to ask for help, and instead they usually stop doing the research (Keefer, 1993).

Given the definitions that were proposed for library anxiety, this unpleasant feeling can have an adverse effect on the proper use of the library as a psychological factor (Azami, Akbari and Rezaei, 2015). The importance of optimal use of libraries in promoting the education of universities is a necessity for examining the factors such as library anxiety and electronic resources anxiety. Also, considering that anxiety can affect the overall academic performance of the individuals in future, studying the anxiety and its causes among students is necessary. This research aimed to investigate the factors affecting library anxiety and electronic resources anxiety from the viewpoint of postgraduate students of Kerman University of Medical Sciences. Therefore, the factors affecting library anxiety and electronic resources were investigated and some considerations were presented to take actions for removing them.

Methodology

The present research was a descriptive analytic and applied research. The statistical population of our research included the postgraduate students of Kerman University of Medical Sciences in the academic year 2012-13 who were consisted of 1259 people. To determine the sample size, the Krejcy and Morgan tables were used, and the sample size was 291 people. Sampling method was a randomized stratification consisting of 7 faculties of dentistry, medicine, management, health, nursing, pharmacy, and paramedical sciences. Out of each faculty, 42 male and female students were selected equally.

The used instrument in this research was a questionnaire. The questionnaire of this research was based on Khadivi's one (2007), derived from the Bastik library anxiety inventory (1992) and its adaptation to the environment of Iranian academic libraries. The researchers have done this research based on the need for adjustments. Validity of the questionnaire was verified by the library and information experts. Through using Cronbach's alpha, its reliability was 0.921. The questionnaire included the questions of library and electronic resources anxiety. This questionnaire was based on the 5-option Likert spectrum. To analyze the findings, the descriptive statistics including frequency distribution, percentage, mean and standard deviation, as well as inferential X^2 test and SPSS software were used.

Findings

1. What is the state of students' library anxiety?

Table 1: The results of library anxiety in students through one-sample t-test

Variables	T	Level of significance
comfort feeling	-14.57	0.000
Staff	-8.59	0.000
Library knowledge	-6.51	0.000
Mechanical	-9.29	0.000
Emotional	-3.42	0.000
General anxiety	-12.91	0.000

According to the results of Table 1, the significance level in library anxiety and all its components was less than $\alpha = 0.05$. Therefore, the library anxiety among students of Kerman University was lower than moderate (Table 1).

2. Is the students' library anxiety different in terms of gender?

Table 2: The results of library anxiety and its components in terms of gender through the independent t-test

Components of anxiety		Mean	F	T	df	Level of significance
Comfort feeling	Man	24/24	.045	2/022	288/58	0/04
	Woman	25/63				
Staff	Man	20/94	1/56	0/77	288/19	0/43
	Woman	21/45				
Library knowledge	Man	13/84	1/03	1/49	287/91	0/13
	Woman	13/15				
Mechanical	Man	15/57	1/48	0/28	287/51	0/77
	Woman	15/71				
Emotional	Man	25/95	3/11	0/25	282/10	0/79
	Woman	25/78				
General anxiety	Man	100/55	0/93	0/59	287/10	0/55
	Woman	101/73				

According to the results of Table 2, the significance level in the comfort feeling component (0.04) was smaller than $\alpha = 0.05$, so there was a significant difference in the component of comfort feeling among male and female students, but in other components and anxiety in general the significance level was higher than $\alpha = 0.05$; so there was no significant difference between male and female students in terms of these two components (Table 2).

3. Is the students' library anxiety different in terms of education level?

Table 3: The resultsof One-way ANOVA analysis of library anxiety in three educational levels of MSc, professional PhD and specialist PhD

Source of changes		Total squares	Degree of freedom	Mean squares	f-relation	Level of significance
Comfort feeling	Inter-group	393/13	2	196/068	5/78	0/003
	Inner-group	9767/871	288	33/916		
	Total	10160/007	290			
Staff	Inter-group	108/455	2	54/228	1/76	0/17
	Inner-group	8859/985	288	30/764		
	Total	8968/440	290			
Library knowledge	Inter-group	146/067	2	73/033	4/83	.009
	Inner-group	4354/675	288	15/120		
	Total	4500/742	290			
Mechanical	Inter-group	24/619	2	12/310	0/65	0/51
	Inner-group	5393/924	288	18/729		
	Total	5418/543	290			
Emotional	Inter-group	20/995	2	10/489	0/32	0/72
	Inner-group	9240/778	288	32/086		
	Total	9261/773	290			
General anxiety	Inter-group	1461/698	2	730/849	2/56	0/07
	Inner-group	82138/949	288	285/205		
	Total	83600/646	290			

According to the results obtained from Table 3, there was a significant difference between students of three academic levels of MSc, professional doctorate and specialist doctorate, because the level of significance (0.03) was smaller than $\alpha = 0.05$, but there was no significant difference between the other components of library anxiety and educational level (Table 3).

4. Is the students' library anxiety different in terms of their age?

Table 4: The study results of library anxiety in terms of Students' Age through One Way Variance Analysis (Anova)

Source of changes		Total squares	Degree of freedom	Mean squares	f-relation	Level of significance
Comfort feeling	Inter-group	342/546	3	114/182	3/338	0/020
	Inner-group	9817/461	287	34/207		
	Total	10160/007	290			
Staff	Inter-group	47/815	3	15/938	0/51	0/67
	Inner-group	8920/625	287	31/082		
	Total	8968/440	290			
Library knowledge	Inter-group	212/475	3	70/825	4/74	0/003
	Inner-group	4288/267	287	14/942		
	Total	4500/742	290			
Mechanical	Inter-group	78/778	3	26/259	1/41	0/24
	Inner-group	5339/765	287	18/605		
	Total	5418/543	290			
Emotional	Inter-group	81/068	3	27/023	0/84	0/47
	Inner-group	9180/706	287	31/989		
	Total	9261/773	290			
General anxiety	Inter-group	1711/310	3	570/437	1/99	0/114
	Inner-group	81889/336	287	285/329		
	Total	83600/646	290			

According to the results of Table 4, there was a significant difference between the two components of library anxiety, namely, the comfort feeling and library knowledge according to the age of the students. $\alpha = 0.05$; but there was no significant difference between the other components of library anxiety in terms of students' age (Table 4).

5. Is the students' library anxiety different in terms of their studied college?

Table 5: The study results of library anxiety in Students of different faculties through one-way analysis of variance

Source of changes		Total squares	Degree of freedom	Mean squares	f-relation	Level of significance
Comfort feeling	Inter-group	939/509	6	156/58	/82	0/000
	Inner-group	9220/498	284	32/46		
	Total	10160/007	290			
Staff	Inter-group	220/636	6	36/77	1/19	0/31
	Inner-group	8747/804	284	30/80		
	Total	8969/440	290			
Library knowledge	Inter-group	587/068	6	97/84	7/10	0/000
	Inner-group	9316/674	284	13/78		
	Total	4500/742	290			
Mechanical	Inter-group	90/741	6	15/12	0/80	0/56
	Inner-group	5327/802	284	18/760		
	Total	5418/543	290			
Emotional	Inter-group	416/731	6	69/455	2/23	0/04
	Inner-group	8845/042	284	31/145		

	Total	9261/773	290			
General anxiety	Inter-group	3252/954	6	542/159	1/91	0/078
	Inner-group	80347/692	284	282/914		
	Total	83600/646	290			

According to the results of Table 5, there was a significant difference between the components of comfort feeling, library knowledge and emotional component in terms of the college of study ($\alpha = 0.05$); but there was no significant difference in terms of college where students studied between the other components of anxiety and anxiety in general (Table 5).

Discussion and Conclusion

The results of this research showed that the library anxiety as well as the anxiety of electronic resources of postgraduate students of Kerman University of Medical Sciences was lower than moderate. This finding was in line with the research of Khadivi (2007). In a research that investigated the anxiety of using library resources and electronic resources in Isfahan University of Medical Sciences and its relation with some demographic factors, it was revealed that the amount of library anxiety of the male and female students of Isfahan University of Medical Sciences was below the standard. Also, the findings showed that the electronic resources anxiety among the students of Isfahan University of Medical Sciences, including boys and girls, were below the standard.

Findings of the research were not consistent with the research of Mech, Charles and Brock (1995); they compared the library anxiety and the general psychological characteristics of anxiety phenomenon in a sample of 153 students in the United States. The results revealed that there was no difference between these students in terms of general psychological characteristics, but there were obvious differences in the levels of library anxiety among those students. The findings indicated high levels of anxiety in newly arrived students. According to the findings, these students had low self-confidence in relation to their ability to use the library, thus evaluated their library skills much lower than the students of older years.

The results of these studies revealed the high levels of library anxiety and subsequently related symptoms such as misinterpretation of search instructions, lack of request for help, and the abandonment of the search for information sources. Studying the relationship between study special habits and library anxiety, Jiao and Anbogusy (2001) found that probably those students who chose inappropriate learning behaviors would experience higher levels of anxiety.

In the study of students' library anxiety in terms of gender, there was a significant difference in the component of comfort feeling among the male and female students. This finding was in line with the research of Khadivi (2007). In a research that examined the anxiety of using library resources and electronic resources in Isfahan University of Medical Sciences and its relationship with some demographic factors, he showed that there was not any significant relationship between the amount of library anxiety and Electronic sources anxiety on the one hand and gender on the other. This finding was incompatible with the finding of Hariri and Nemati (2009). In a research they conducted on the library anxiety among students of Faculty of Rehabilitation Sciences of University of Medical Sciences, the findings indicated that the library anxiety of the students of Faculty of Rehabilitation Sciences was of significant difference in terms of gender. Asgharpour mehrbani and Sajedi (2013) also studied the library anxiety of students at the Faculty of Literature and Humanities of the University of Qom. The findings showed that the mean of library anxiety among female students was about 95 and among male students is 85. The mean of library anxiety among female students was higher than that of male students. In a research that investigated library anxiety among students of Faculty of Education and Psychology of Shiraz University, ErfanManesh, Mohammadi and Didgah (2013) showed, through the independent t-test, that the male students generally had higher levels of anxiety than women.

Students' library anxiety varied according to the educational level. The findings showed that there was a significant difference between the comfort feeling and library knowledge of the students on the one hand and the educational level on the other. This finding was in line with the research of Khadivi (2004). In a research in which the anxiety of using library resources and electronic resources in Isfahan University of Medical Sciences and its relation with some demographic factors was examined, the findings showed that in terms of students' academic year, the highest level of library anxiety among students of medical sciences belonged to the first and second year students and the highest level of electronic resources anxiety belonged to the students of the first year of study and there was a statistically significant relationship. Findings of the study were not consistent with the findings of Hariri and Nemati Lagamjani (2009). In a research in which they evaluated the library anxiety among students at the Faculty of Rehabilitation Sciences of the University of Medical Sciences, its findings showed that the library anxiety of MSc students was higher than BSc students, but this difference was not significant; the non-significance of difference in the levels of library anxiety in MSc and BSc students could also confirm the interpretation that the ability of students to use the library even at postgraduate level was not significantly higher than BSc Students; the Students did not probably receive any education on the library skills.

Students' library anxiety was different in terms of their age. The findings showed that there was a significant difference between the comfort feeling and library knowledge of students on the one hand and the age on the other. This finding was in line with the research of Khadivi (2007). In a study conducted on the anxiety of using library resources and electronic resources in Isfahan University of Medical Sciences and its relation with some demographic factors, its findings showed that in terms of students' age, the highest amount of library anxiety was related to the ages between 18 and 20. The electronic resources anxiety was the highest in the age group of 18-20. The results of this research were not in line with the findings of the research of Rafiee Moghadam and Jafari Mofdat Taheri (2012), conducted on the library anxiety of the students of Islamic Azad University of North Tehran branch. The findings showed that the mean anxiety in all three age groups Of 18-20, 20-22 and over 22 was almost identical, so the students with different age groups had the same average anxiety.

Students' library anxiety varied according to colleges of study. The findings showed that there was a significant difference between the components of feeling of comfort, library knowledge and emotional component in terms of the college of study. This finding was in line with the findings of Rafiee Moghaddam and Jafari Mofrad Taheri (2012). In their article, entitled "Study of library Anxiety among Students of Islamic Azad University, North Tehran Branch in the Years 2010-11", they dealt with determining the library anxiety in different faculties of Islamic Azad University, North Tehran Branch. Studies showed that the greatest amount of anxiety was in the faculty of engineering and chemistry and the least anxiety in the faculty of humanities, naval sciences. In a research that evaluated and compared the students' library anxiety in the Faculty of Education and Psychology, Jokar and Taherian (2008) showed that the mean of library anxiety was significantly higher in librarianship students than other fields.

According to the results of the research, it is suggested that training courses be developed for the staff of libraries to acquire communication skills and professional ethics, in order to contact the clients in the best way and to meet their needs while reducing their anxiety. Libraries are also required to make arrangements to familiarize students with the phenomenon of library anxiety and make them aware of the importance of its role in the optimal use of the library and its services. For this purpose, it is possible to use methods such as holding lectures, workshops and distributing brochures and placing educational materials on the library's website.

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