LIBRARY ANXIETY OF TEACHER TRAINEES

By

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ABSTRACT

This study investigates the library anxiety in Teacher Trainees and found it to be a prevalent phenomenon in students. The five dimensions of library anxiety, namely, barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers have been identified. The sample of the study constituted 58 teacher trainees of B.Ed. college of Rohtak District in Haryana. The sample was selected by stratified random sampling techniques. The data collected was analyzed by using the statistical techniques of t-test and percentage. The result of study shows that 28% of Teacher Trainees had low library anxiety, 57% of teacher trainees had average library anxiety, and 15.4% of teacher trainees had high library anxiety. It was further found that library anxiety was more in teacher trainees from rural background than teacher trainees from urban background.

Keywords: Library, Anxiety, Teacher Trainees, Affective Barriers, Mechanical Barriers.

INTRODUCTION

A library plays a very important role in promoting the progress of knowledge while being an important cornerstones of a healthy community. Virtually all college students are required to use the library extensively in order to succeed academically. Unfortunately, many students are extremely apprehensive when using the library. Constance A. Mellon has defined library anxiety as an uncomfortable feeling or emotional disposition experienced in a library setting that has cognitive, affective, physiological, and behavioral ramification (Doris et al., 2017). It is characterized by negative emotions, including tension, fear, feelings of uncertainty, and helplessness (Mellon, 1986).

Sharon L. Bostick (1992) has identified five dimensions of library anxiety, namely, barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. 'Barriers with staff' refers to the perception of students that library staff are unapproachable. 'Affective barriers' refers to students feeling of inadequacy about using the library. These feelings are heightened by the assumption that they alone possess incompetent library skills. 'Comfort with the library'

refers to how safe and nonthreatening the library is perceived by students. Thus the students who are not comfortable in the library tend to be anxious. 'Knowledge of the library' refers to how familiar students feel they are with the library. Lack of familiarity leads to frustration, anxiety, and avoidance behaviors. Finally, 'mechanical barriers' refers to feelings that emerge as a result of student reliance on mechanical library equipment, including computer printers, copy machines, and change machines. Students who have difficulty operating one or more pieces of the library equipment tend to experience anxiety (Onwuegbuzie et al., 2004; Jiao and Onwuegbuzie, 1997).

Common signs and symptoms of library anxiety include the following:

- Fear and uneasiness with the physical space of the library, often are related to how big the library is.
- Fear of approaching a librarian or library worker to ask for help.
- Fear that you are alone in not knowing how to use the library.
- Feeling paralyzed when trying to start library research. (Library Anxiety - How to Beat It: Library Anxiety

Overview, 2018; College Success: Get to Know Your Library, 2017).

Here are some tips that can help to cope with library anxiety so that one can make friends with the library, or at the very least, be able to get in, get out with what you need, and get on with one's life.

Recognize that what you feel is common and that you are not alone in feeling overwhelmed by the libraries

Sometimes being able to put a name to a problem really helps in dealing with it. If you know library anxiety is affecting your work, you can take steps to deal with it.

Ask a librarian or library employee for help

It can be hard to ask for help. Many of us have grown up with strong impressions of the value of independence and self-reliance, and may feel like we should be able to figure out libraries all by ourselves. And sometimes librarians may look a bit intimidating behind the reference desk. But librarians are here to help you, and, even though it may be hard to believe if you are stressed out, librarians like helping you and want to see you succeed.

Ask your instructor for help

If you are really struggling or feeling paralyzed when you try to do your library research, let your instructor know. They may have some ideas of places to start and may be able to talk with you about ways to make your research easier.

Try to plan ahead

It is very, very easy to procrastinate when feeling library anxiety. Unfortunately, procrastinating only makes it worse. As deadlines approach and the amount of time you have to work with shrinks, chances are good your anxiety levels will go up, not down. So, try to nip this cycle in the bud by getting into the library and asking for help early on.

Take deep breaths and work on focusing

When we are under stress, even fairly simple navigational tasks can become difficult. You are more likely to be able to find what you need if you slow down, look around, and read carefully. And, again, you can ask for help if you feel lost or panicked (Feeling Anxious About The Library? We Are Here To Help, 2016; Library Anxiety-How to Beat it: Library Anxiety overview, 2018).

Library anxiety is a real and prevalent problem for many college students. Very basically, library anxiety is a fear of both the library space, which can be seen as overwhelming and confusing, and of the process of using the library to find materials. Thus, the purpose of this study was to investigate library anxiety in teacher trainees.

1. Rationale of the Study

Library anxiety is the fear, confusion or feeling of inadequacy in using the library. It is further found that it has been associated with many factors including students demographic characteristics, such as academic standing, race, gender, age, and behavioral traits associated with perfectionism, self-perception, study habits, and academic-related achievements. Some students who want to be better informed ask the library staff for more information when they encounter problems. However, other students are less interested in obtaining more information because they are afraid of asking questions. Therefore, the purpose of this study was to identify the significant difference in library anxiety of teacher trainees from rural and urban backgrounds and of arts and science streams.

2. Objectives

The objectives of the study are as follows:

- To compare the library anxiety of teacher trainees of Arts/Commerce and Science Streams.
- To compare the library anxiety of teacher trainees of rural and urban backgrounds.

3. Hypothesis

The following null hypotheses have been tested.

- There exists no significant in teacher trainees of Arts/Commerce and Science Streams towards library anxiety.
- There exists no significant in teacher trainees from rural and urban backgrounds towards library anxiety.

4. Methodology

Keeping in view the available resources and the feasibility of the study, 65 teacher trainees were selected as sample from a B.Ed. college of Rohtak District. 34 students were from Arts stream (14 –rural; 20-urban) and 31 students were from science stream (12-rural; 19-urban). Simple random sampling technique was used for the present study. Self

made questionnaire on Library Anxiety was used for collection of data. Descriptive analysis (Mean and Standard Deviation), t-test, and percentages were the statistical techniques used for the study to interpret the quantified data.

5. Analysis and Interpretation

As per the nature and objectives of the study are concerned, results of data on the comparison between the Arts and Science stream students on library anxiety are as under:

H_o1: "There exists no significant in teacher trainees of Arts/Commerce and Science Streams towards library anxiety".

Table 1 shows that t-value of 0.53 is not significant at 0.05 level of significance. This shows that there is no significant difference (Mean: 179.176; 177.355) and Standard Deviation (SD: 16.97, 9.87) scores in library anxiety of teacher trainees irrespective of their streams. Thus H_o1 "There exists no significant in teacher trainees of Arts/Commerce and Science Streams towards library anxiety" is Accepted.

H_o2: "There exists no significant in teacher trainees from rural and urban backgrounds towards library anxiety".

Table 2 shows that t-value of 0.731 is not significant at 0.05 level of significance. This shows that there is no significant difference (Mean: 179.81; 177.307) and Standard Deviation scores (SD16.26, 7.778) in library anxiety of teacher trainees irrespective of their backgrounds. Thus H_o2

"There exists no significant in teacher trainees from rural and urban backgrounds towards library anxiety" is Accepted.

6. Findings

The data analysis showed that 50% of the teacher trainees, irrespective of stream and background showed average scores of library anxiety (Figure 1). The findings regarding the difference between the mean scores of library anxiety of teacher trainees by stream and background was found not significant at 0.05 level of significance. Therefore, there is no significant difference in library anxiety of teacher trainees who are from Arts and Science stream or belonging to rural and urban backgrounds. Thus, the streams or backgrounds show no influence in library anxiety.

Conclusion

The results of this study showed that the there was negligible impact of stream and backgrounds on the library anxiety of teacher trainees. There is lacuna in the curriculum framed of B.Ed. classes for teacher trainees, that it does not encourage a student to visit the library. The researchers believe that if cooperative learning groups are formed, and students in groups are assigned projects and assignments tasks, which involve extensive use of the library then such students working in groups can become aware to the library search process. Thus the importance of effective use of libraries in order to achieve the educational and research goals of an institution makes the study of library anxiety a necessity. It is also found necessary to acquaint students at high school level itself with academic libraries before entering college in order to reduce their
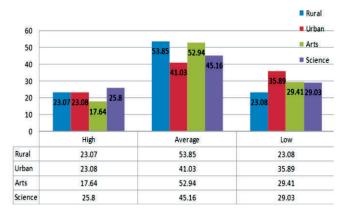
Stream	Library Anxiety			t-value	p-value	Level of Significance
	N	Mean	SD			
Arts	34	179.176	16.97	0.53	0.598	NS
Science	31	177.355	9.87			

NS : Not Significant at 0.05 level of significance

Table 1. Difference in Means of Library Anxiety of Teacher Trainees by Streams

Backgrounds	Library Anxiety			t-value	p-value	Level of Significance
	N	Mean	SD			
Rural	36	179.81	16.26	0.731	0.4675	NS
Urban	29	177.307	7.778			

NS : Not Significant at 0.05 level of significance

Table 2. Difference in Means of Library Anxiety of Teacher Trainees by Backgrounds

	High	Average	Low
Rural	23.07	53.85	23.08
Urban	23.08	41.03	35.89
Arts	17.64	52.94	29.41
Science	25.8	45.16	29.03

Figure 1. Percentage of Library Anxiety of Teacher Trainees by Streams and Backgrounds

library anxiety. Workshops, and training to academic library staff and librarians in work ethics are also useful in reducing barriers with staff and students and reducing library anxiety.

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