Kastamonu Üniversitesi Bilgi ve Belge Yönetimi Bölümü Öğrencilerinin Kütüphane Kaygısı

Library Anxiety Among the Students of the Department of Information and Records Management, Kastamonu University

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Öz

Kütüphane kaygısı öğrencilerin başarısı üzerinde olumsuz etkiler oluşturan, hatta kütüphane kullanımından kaçınılmasına yol açan yaygın bir durumdur. Bu çalışmanın temel amacı, Kastamonu Üniversitesi Fen Edebiyat Fakültesi Bilgi ve Belge Yönetimi Bölümü lisans öğrencilerinin kütüphane kaygısı olup olmadığını saptamak, varsa bu kaygının düzeyini değerlendirmektir. Ayrıca öğrencilerin kütüphane kaygısının "sürekli kaygı" (trait anxiety) ile ilgisi olup olmadığı da araştırılmaktadır. Kastamonu Üniversitesi Fen Edebiyat Fakültesi Bilgi ve Belge Yönetimi Bölümü 2006 yılında kurulmuş ve 2014 yılında da öğrenci kabul etmeye başlamıştır. Şu anda (2015) mevcut toplam öğrenci sayısı (45 birinci sınıf ve 33 ikinci sınıf öğrencisi ile) 78'e ulaşmıştır. Çalışmada önce örneklem olarak alınan 57 lisans öğrencisine Zung Kendi Kendini Değerlendirme Ölçeği (Zung Self Rating Scale) uygulanmış ve öğrencilerin durumluluk (state anxiety) ile sürekli kaygıları (trait anxiety) arasında bir ilişki olup olmadığı araştırılmıştır. Daha sonra Bostick'in Kütüphane Kaygısı Ölçeği (Bostick's Library Anxiety Scale) aracılığı ile bu öğrencilerin kütüphane kaygısı ölçülmüştür. Araştırma/anket sonuçları söz konusu öğrencilerin aşağı yukarı % 77'sinin kütüphane kaygısı duyduğunu ortaya koymuştur. Ayrıca, öğrencilerin kütüphane kaygısının ortalama 40,8 düzeyinde olduğu saptanan sürekli kaygıları ile bağlantısı olmadığı da görülmüştür.

Abstract

It is already known that library anxiety is a common issue which causes many negative effects on students' success and can even lead to library use avoidance. The main aim of this study is to examine if the undergraduate students of Information and Records Management in Kastamonu University have experienced library anxiety and to determine the level of experienced anxiety. It is also examined whether library anxiety they feel, was related to trait anxiety of those undergraduate students. The department of Information and Records Management in the Faculty of Science and Letters, in Kastamonu University was established in 2006 and began to admit students in 2014, and the current student population of the department (2015) has risen to 78. First, it was measured if there is a relationship between two variables; trait and state anxiety of 57 undergraduate students by Zung Self Rating Scale for depression. Then library anxiety was measured using the Bostick's Library Anxiety Scale. The survey's findings showed that about 77 percent of the students experienced library anxiety. Besides it was also found that the students' library anxiety is independent from their trait anxiety which its level is 40,8.

1. Introduction

According to Williams and Williams (2011) motivation is probably the most important factor that educators can target in order to improve learning and is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act; and the expenditure of effort to accomplish results. However, anxiety can affect motivation, concentration and achievement negatively, causing physical distress and can prevent students from being successful (Eysenck, Derakshan, Santos, & Calvo, 2007, p. 337).

The word "anxiety" comes from the Greek word '"anxsietas" meaning "care, thought, anxious care or thought, trouble, or disquietude. According to Freud (2015, p. 139) anxiety is "an intense emotional response caused by the preconscious recognition that a repressed conflict is about to emerge into consciousness". According to the American Psychiatric Association (APA) (2005), anxiety disorders which affect more than 25 million Americans are the most common of emotional disorders. It is believed that a mild level of anxiety increases success by forcing individuals to be more cautious; however severe anxiety situation affects achievement negatively (Yılmaz & Ocakçı, 2010, p. 16). It is well-known that everyone experiences symptoms of anxiety, but they are generally occasional and short-time, and do not cause vital problems. But when the cognitive, physical and behavioral symptoms of anxiety are persistent and also severe, and it causes distress in a person's life to the point that it negatively affects his or her abilities to study, to work, to socialize or to manage daily tasks, it is considered to be beyond normal range (Rector, Bourdeau, Kitchen, & Joseph-Massiah, 2008, pp. 5-6).

General anxiety comprises two distinct but interrelated components, namely state anxiety and trait anxiety (Onwuegbuzie, Jiao & Bolstick, 2004, p. 26). While trait anxiety points out long term traits creating anxiety, state anxiety is anxiety which is specific to a situation. Anxiety as a personality trait is an individual's average or normal level of anxiety, unrelated to the impact of situational variables. Library anxiety is considered to be among the most prevalent forms of academic-related anxiety, presumably because most students are compelled to use the library at some point in their programs of study (Onwuegbuzie et al., 2004, p. 29).

The concept of library anxiety was first coined by Constance A. Mellon (1986) who used the term "library anxiety" to describe the negative and uncomfortable feelings experienced by many university students when using, or contemplating using, the academic library. She conducted a qualitative study which included 6,000 students at a Southern university in the United States and it was found that 75 to 85 percent of students in each class described their initial response to the library in terms of fear or anxiety. The study had revealed that causes for this anxiety could be categorized in four groups: 1) the size of the library 2) a lack of knowledge about where everything was located, 3) a lack of knowledge about how to begin the research process, and 4) a lack of knowledge about what to do (Mellon, 1986, pp. 160-62). Especially, students believe that they do not possess the required skills to complete a research assignment can cause library anxiety. These anxious feelings can have a damaging effect on students' learning and even a long term harmful effect on a students' academic careers. Most often they daunted by the size and complexity of the library. The library resources do not seem to be as friendly and intuitive as the search engines that students are familiar with (Walsh, 2011, p. 92).

SeyyedHosseini, Khosravi and BasirianJahromi (2014, p. 1) pointed that library anxiety among library users is a challenging topic in LIS field and they thought that it can be related with individuals' feelings, emotions, sentiments; e.g. emotional intelligence. Priestner and Borg (2016, pp. 117-118) stressed self advocacy; giving exact information and fair and honest communication with users as significant factors reducing library anxiety. People with strong self advocacy skills have better outcomes academically, socially and economically.

A measure of library anxiety which has been used extensively is Bostick's Library Anxiety Scale. Sharon Bostick identified five different antecedents of library anxiety, namely barriers with staff (perceptions that librarians and staff are unapproachable or preoccupied); affective barriers (stemming from a belief that the student holds inadequate skills); comfort with the library (concerning the general safety and welcoming nature of the library space); knowledge of the library (familiarity with the layout and policies); and mechanical barriers (ability to use and the operational condition of various mechanical equipment). She aimed to determine levels of anxiety in students with this tool named Library Anxiety Scale (LAS). Thus far, the Library Anxiety Scale has been considered as the most widely used instrument to measure library anxiety (Walsh, 2011, p. 92; Lawless, 2011, p. 17).

Despite the fact that the above descriptions are mostly related to anxiety feelings among American students using a huge, multifunctional and well equipped academic library, the tool Bostick invented is worth to be adapted by other countries such as Turkey, provided that regional and cultural differences are properly taken into account. As Erol Yılmaz

(2011, p. 371) mentioned, there are not enough studies related to the subject of library anxiety in Turkish librarianship literature. Yılmaz emphasizes (2011, p. 373) that so many criteria such as qualitative and quantitative characteristics of collections, personnel approach, working days and hours, ergonomic conditions could cause library anxiety. He thinks that one of the most important responsibilities of libraries is to make measures to relieve their users psychologically or emotionally. According to Börü (2000, p. ii) schools and all related organizations should provide both parents and students with psychological counseling and guidance to reduce these problems (Börü, 2000, p. 44). Yılmaz, Dursun, Güzeler and Pektaş (2014, p. 25) think that state and trait anxiety of university students are the issues which should be considered highly because they could negatively affect success of students. The roots of anxiety should be searched carefully and solved properly.

The hypotheses and the scope of the study:

The hypotheses of the paper are that the undergraduate students in the department of Information and Records Management in the Faculty of Science and Letters in Kastamonu University, feel library anxiety due to many factors such as lack of library knowledge, lack of support from library staff, lack of library comfort, etc., and that there is no relationship between the students' level of trait and the state anxiety. Within the scope of the study, library anxiety is examined particularly after anxiety and its related concepts are described in general sense, the results of the survey are analyzed in the light of what they suggest about the current state and at the end of the study suggestions are offered depending on the results of this research.

2. Methodology

As a research method, two successive surveys were conducted with the aforementioned students whose are between 18 and 21. The sample consists of total 57 students; 15 female and 9 male students in the first grade and 18 female and 15 male students in the second grade. Bostick's Library Anxiety Scale was used to evaluate library anxiety, based on her five dimensions of this anxiety, among the students after scoring with Zung Self Rating Scale to measure if there is a relationship between two variables (trait and state anxiety of them). Both of the questionnaire studies were conducted to the students to evaluate library anxiety levels of them and to evaluate whether the students experiencing anxiety also have trait anxiety and to examine how the level of trait anxiety affects the state anxiety as well. The Zung Self Rating Scale which consists of 20 items and the Bostick's Library Anxiety Scale which consists of 5 subscales with total 25 items were conducted manually on paper. Total number of study sample was 57, who were conducted, out of 78 students (including the first and second grade due to the fact that the department has been active for two years. The population of first grade students is 45 while the population of second grade students is 33). The survey forms were manually handed out to the students and they were briefly explained the nature of the study which included real or potential problems they face in the library when they go to the library and their feelings towards the library staff such as library collection, and library services when they are inside the library and/or when they use library and information sources remotely. First 20 statements were taken from Zung Self-Rating Anxiety Scale (SAS) as a rating instrument for anxiety disorders which was developed by William W.K. Zung. Every statement scored between 1-4 (A little of the time, some of the time, good part of the time and most of the time). While a person is answering the given questions, he or she was wanted to point out how much every statement is being applied to himself or herself. The following 25 statements scored between 1-5 (strongly disagreement, disagreement, neutrality, agreement, and strongly agreement). First 20 statements were included to evaluate trait anxiety while the following 25 statements were included to evaluate library anxiety.

The five subscales of the LAS (Library Anxiety Scale) and 25 statements which were categorized under these subscales are as follow: barriers with staff; affective barriers; comfort with the library; knowledge of the library; and mechanical barriers Results of the study are presented in the following sequence:

1. The data showing the rate of trait anxiety are represented in a general table.
2. The data showing the rate of library anxiety of the students in 5 different subscales.
3. General evaluations and suggestions.

The results from each individual scale showed that all participants had high library anxiety and their anxiety was not related with trait anxiety which scored significantly low in the scales. These results are consistent with the hypotheses of this study. There is not any significant correlation among the factors like sex of the students or status of being first grade or second grade students.

In scoring the SDS, a value of 1, 2, 3 and 4 is assigned to a response depending upon whether the item is worded positively or negatively. So, the scoring is as follow:

- None or a little of the time= 1
- Some of the time= 2
- Good part of the time= 3
- Most or all of the time= 4

However, when some items are reverse scored, the scoring is as follow:

- Most or all of the time= 1
- Good part of the time = 2
- Some of the time= 3
- None or a little of the time = 4

Scores are then calculated and individuals are given the following results:

- 20-44 Normal Range
- 45-59 Mild to Moderate Anxiety Levels
- 60-74 Marked to Severe Anxiety Levels
- 75-80 Extreme Anxiety Levels (Zung, 1965).

3. Findings

Trait Anxiety of the Students

Based on the scores of the students of the department of Information and Records Management in Kastamonu University, their current level of trait anxiety is low (40,8) and well within the normal range. Among the factors like sex of the students and status of being first or second grade students in this analysis, the results did not suggest any significant correlation among them. The chart below provides brief information on the trait anxiety of the students.

Table 1: Trait Anxiety of the Students

Gender	First Grade		Second Grade		Total General	
Female	Score	606	Score	747	Score	1353
	Level	40,4	Level	41,5	Level	40.95
Male	Score	368	Score	609	Score	977
	Level	40,8	Level	40,6	Level	40,7
Total	Score	974	Score	1356	Score	2330
	Level	40,6	Level	41.05	Level	40,8

Library Anxiety of the Students

In this section, above mentioned five subscales of the LAS have been analyzed to evaluate the library anxiety of the first grade and second grade female and male students respectively.

Barrier with Staff

First grade female students:

The results showed that the average rate of agreement (the total rate of those who chose 'agree' is 37 % and 'strongly agree' is 23 % from the options) about the statements referring to barriers with staff is 60 %. The average rate of those who are 'neutral' is 18 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 8 %, and 'disagree' is 9 % from the options) about the statements referring to barriers with staff is 17 %. The average rate of missing value is 5 %. So, 60 % of the first grade female students' perceptions are that academic library staffs do not perform their duties properly and are not approachable, either.

Second grade female students:

The results showed that the average rate of agreement (the total rate of those who chose 'agree' is 34 % and 'strongly agree' is 24 % from the options) about the statements referring to barriers with staff is 58 %. The average rate of those who are 'neutral' is 22 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 6 % and 'disagree' is 11 % from the options) about the statements referring to barriers with staff is 17 %. The average rate of missing value is 3 %. Based on the Likert scoring, the percentage of perceptions of the second grade female students

about library staff indicate quite similar percentage with the one of the first grade female students; it is 58 %.

First grade male students:

According to the results the average rate of agreement (the total rate of those who chose 'agree' is 36 % and 'strongly agree' is 23 % from the options) about the statements referring to barriers with staff is 59 %. The average rate of those who are 'neutral' is 15 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 14 % and 'disagree' is 11 % from the options) about the statements referring to barriers with staff is 25 %. The average rate of missing value is 1 %. As a result, 59 % of the first grade male students' perceptions about librarians and other personnel who work in the library are likely to be a barrier causing library anxiety.

Second grade male students:

The results showed that the average rate of agreement (the total rate of those who chose 'agree' is 39 % and 'strongly agree' is 18 % from the options) about the statements referring to barriers with staff is 57 %. The average rate of those who are 'neutral' is 12 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 10 % and 'disagree' is 12 % from the options) about the statements referring to barriers with staff is 22 %. The average rate of missing value is 9 %. In a similar way, the percentage of perceptions of the second grade female students about library staff indicate very similar percentage with the one of the first grade female students; it is 57 %. The chart below provides an overview of how library anxiety affects the students' levels of library anxiety associated with barrier with staff.

Table 2: Barrier with Staff

		Agreement	Neutral	Disagreement	Missing
First Grade	Female	60 %	18 %	17 %	5 %
	Male	59 %	15 %	25 %	1 %
Second Grade	Female	58 %	22 %	17 %	3 %
	Male	57 %	12 %	22 %	9 %
Total		59 %	17 %	20 %	3 %

As a conclusion, among the factors like sex of the students and status of being first or second grade students in this analysis, the results did not suggest any remarkable correlation among them.

Affective Barriers

First grade female students:

Because the university has not large and complex library buildings, the first grade female students are not anxious about finding their way in the libraries (29% of them "strongly disagree" while 52% of them "disagree" about the statement, so the total average is 81 %). However, the average anxiety level of the students about other statements pointing out affective barriers is considerably high, it is 78 % (the total rate of those who chose 'agree' is 48 %, and 'strongly agree' is 30% from the options). The average rate of those who chose 'neutral' is 7%, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5% and 'disagree' is 7 % from the options) about the related statements is 12 %. The average rate of missing value is 3 %.

Second grade female students:

The analysis pointed that the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 29 %, and 'disagree' is 54 % from the options) about the statement that "I get confused and anxious when I try to find my way around the library" is 83 %. It is again due to the fact that the university libraries have not too large and complex buildings. Nevertheless, the second grade female students, like the firts grade female students, were found to be experienced extremely high levels of library anxiety associated with affective barriers because the analysis showed that the average rate of agreement (the total rate of those who chose 'agree' is 46 % and 'strongly agree' is 35 % from the options) about the related statements is 81 %. The average rate of those who chose 'neutral' is 5 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5 %, and 'disagree' is 9 % from the options) about the statements referring to affective barriers is 14%. The average rate of missing value is 0 %. Based on these results it can be concluded that both; the first and second grade female students have experienced library anxiety stemming from affective barriers at a similar rates (78 % to 81 %).

First grade male students:

When the survey participants from the first grade male students were asked about the statement that "I get confused and anxious when I try to find my way around the library", most of them were found not to be anxious in this context, again, because of the small and simple library building constructions which can be reached and visited easily. The analysis showed that the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 24 %, and 'disagree' is 52 % from the options) about the aforementioned statement" is 76 %. However, the first grade male students were found to have difficulties due to affective barriers, just like the other students. According to the responses to the related survey statements, the average rate of agreement (the total rate of those who chose 'agree' is 43 % and 'strongly agree' is 37 % from the options) about the related statements is 80 %. The average rate of those who chose 'neutral' is 2 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 8 %, and 'disagree' is 9 % from the options) about the statements referring to affective barriers is 17 %. The average rate of missing value is 1 %.

Second grade male students:

The analysis pointed that the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 22 % and 'disagree' is 55 % from the options) about the statement referring to finding the way around the library is % 77. What is remarkable again is that while the second grade male students have not anxiety about finding their way around the library, like the first grade male students, they seem anxious due to affective barriers. Their responses to the related survey statements indicated that, the average rate of agreement (the total rate of those who chose 'agree' is 47 % and 'strongly agree' is 38 % from the options) is 85 %. The average rate of those who chose 'neutral' is 3 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 3 %, and 'disagree' is 8 % from the options) about the statements referring to affective barriers is 11 %. The average rate of missing value is 1 %. So, it can be said that, similar rates were observed among the four groups; the first and second grade female (78% to 81 %) and male students (80 % to 85 %) who have experienced anxiety associated with affective barriers. On the contrary, the percentages indicating the level of anxiety about finding the way around the library are considerably low for all of the groups; the first and second grade female (81% to 83 %) and male students (76% to 77 %) who disagreed about the related statement. The chart below provides an overview of how library anxiety affects the students' levels of library anxiety associated with affective barriers.

Table 3: Affective Barriers

		Agreement	Neutral	Disagreement	Missing
First Grade	Female	78 %	7 %	12 %	3 %
	Male	80 %	2 %	17 %	1 %
Second Grade	Female	81 %	5 %	14 %	0 %
	Male	85 %	3 %	11 %	1 %
Total		81 %	4 %	14 %	1 %

Comfort with the Library

First grade female students:

The average anxiety level of the first grade female students about comfort with the library is considerably high again, because it is 87 % (the total rate of those who chose 'stongly agree' is 31 %, and agree' is 56 % from the options). The average rate of those who chose 'neutral' is 1 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5 % and 'disagree' is 7 % from the options) about the related statements is 12 %. The average rate of missing value is 0%.

Second grade female students:

Apparently, the average anxiety level of the second grade female students in the related context is high too because it is 84 % (the total rate of those who chose 'stongly agree' is 27 %, and agree' is 57 % from the options). The average rate of those who chose 'neutral' is 5 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5 % and 'disagree' is 4 % from the options) about the related statements is 9 %. The average rate of missing value is 2 %. As a result, participants from the both group; the first and second female students showed similar rates of anxiety change.

First grade male students:

The survey results showed that the average anxiety level of the first grade male students within the context of comfort with the library is remarkable high again because the ratio is 81 % (the total rate of those who chose 'stongly agree' is 30 %, and agree' is 51 % from the options). The average rate of those who chose 'neutral' is 7 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5 % and 'disagree' is 5 % from the options) about the related statements is 10 %. The average rate of missing value is 2 %.

Second grade male students:

According to the survey results, the average anxiety level of the second grade male students within the context of comfort with the library is considerable high too due to the fact that the ratio is 87 % (the total rate of those who chose 'stongly agree' is 29 %, and agree' is 58 % from the options). The average rate of those who chose 'neutral' is 3 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 6 % and 'disagree' is 4 % from the options) about the related statements is 10 %. The average rate of missing value is 0 %. Once again, there was no significant difference between the factors namely, status of being first and second grade female or male students. As a result, it is clear that, again similar rates were observed among the four groups; the first and second grade female (87 % to 84 %) and male students (81 % to 87 %) who have experienced anxiety associated with comfort with library. The chart below provides an overview of how library anxiety affects the students' levels of library anxiety associated with mechanical barriers.

Table 4:Comfort with the Library

		Agreement	Neutral	Disagreement	Missing
First Grade	Female	87 %	1 %	12 %	0 %
	Male	81 %	7 %	10 %	2 %
Second Grade	Female	84 %	5 %	9 %	2 %
	Male	87 %	3 %	10 %	0 %
Total		85 %	4 %	10 %	1 %

Knowledge of the Library

First grade female students:

The average anxiety level of the first grade female students associated with the subscale of knowledge of the library could be considered high too because it is 67 %. The total rate of those who chose 'strongly disagree' is 28 %, and 'disagree' is 39 % from the options. The average rate of those who chose 'neutral' is 15 %, the average rate of agreement (the total rate of those who chose 'strongly agree' is 7 % and 'agree' is 11 % from the options) about the related statements is 18 %. Finally, the average rate of missing value is 0 %.

Second grade female students:

The average anxiety level of the second grade female students in this context could be considered high again because it is 71 %. The total rate of those who chose 'strongly disagree' is 30 %, and 'disagree' is 41 % from the options. The average rate of those who chose 'neutral' is 10 %, the average rate of agreement (the total rate of those who chose 'strongly agree' is 8 % and 'agree' is 10 % from the options) about the related statements is 18 %. Finally, the average rate of missing value is 1 %.

First grade male students:

The results showed that the average level of anxiety caused by the lack of knowledge of library usage of the first grade male students could be considered high again because it is 68 %. The total rate of those who chose 'strongly disagree' is 29 %, and 'disagree' is 39 % from the options. The average rate of those who chose 'neutral' is 2 %, the average rate of agreement (the total rate of those who chose 'strongly agree' is 14 % and 'agree' is 16 % from the options) about the related statements is 30 %. Finally, the average rate of missing value is 0 %.

Second grade male students:

Similarly, the results indicated that the average level of related anxiety of the second grade male students should be considered high too because it is 75 %. The total rate of those who chose 'strongly disagree' is 32 %, and 'disagree' is 43 % from the options. The average rate of those who chose 'neutral' is 5 %, the average rate of agreement (the total rate of those who chose 'strongly agree' is 8 % and 'agree' is 12 % from the options) about the related statements is 20 %. Finally, the average rate of missing value is 0 %. Conclusively, it is evident that similar levels of related anxiety have been experienced by the members of four groups; the first and second grade female (67 % to 71 %) and male students (68 % to 75%). The chart below provides an overview of how library anxiety affects the students' levels of library anxiety

associated with knowledge of the library.

Table 5: Knowledge of the Library

		Agreement	Neutral	Disagreement	Missing
First Grade	Female	18 %	15 %	67 %	0 %
	Male	30 %	2 %	68 %	0 %
Second Grade	Female	18 %	10 %	71 %	1 %
	Male	20 %	5 %	75 %	0 %
Total		22 %	8 %	70 %	1 %

Mechanical Barriers with the Library

First grade female students:

The average anxiety level of the first grade female students' mechanical barriers with the library has the highest rate among the other kinds of library anxiety. Because the average rate of agreement (the total rate of those who chose 'agree' is 54 % and 'strongly agree' is 35 % from the options) is 89 %. The average rate of those who chose 'neutral' is 2 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 3 % and 'disagree' is 5% from the options) about the related statements is 8 %. Additionally, the average rate of missing value is 1 %.

Second grade female students:

Similar results were obtained with the second grade female students, so they also have the highest rate among the other kinds of library anxiety. The average rate of agreement (the total rate of those who chose 'agree' is 61 % and 'strongly agree' is 30 % from the options) is 91 %. The average rate of those who chose 'neutral' is 1 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 3% and 'disagree' is 5 % from the options) about the related statements is 8 %. Additionally, the average rate of missing value is 0 %.

First grade male students:

The similar results appeared with first grade male students because the average rate of agreement (the total rate of those who chose 'agree' is 59 % and 'strongly agree' is 28 % from the options) is 87 %. The average rate of those who chose 'neutral' is 2 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 4 % and 'disagree' is 5 % from the options) about the related statements is 9 %. Additionally, the average rate of missing value is 2 %.

Second grade male students:

The results suggested that second grade male students have also experienced library anxiety stemming from mechanical barriers in a high level. The average rate of agreement (the total rate of those who chose 'agree' is 57 % and 'strongly agree' is 29 % from the options) is 86 %. The average rate of those who chose 'neutral' is 0 %, the average rate of disagreement (the total rate of those who chose 'strongly disagree' is 5 % and 'disagree' is 9 % from the options) about the related statements is 14 %. Additionally, the average rate of missing value is 0 %. The outcomes showed similar results for both grades and sexes; they all have difficulties in this respect. So, the first and second grade female (89 % to 91 %) and male students (87 % to 86%) have experienced library anxiety caused by mechanical barriers, in the highest level among other kinds of anxieties. The chart below provides an overview of how library anxiety affects the students' levels of library anxiety associated with mechanical barriers.

Table 6: Mechanical Barriers with the Library

		Agreement	Neutral	Disagreement	Missing
First Grade	Female	89 %	2 %	8 %	1 %
	Male	87 %	2 %	9 %	2 %
Second Grade	Female	91 %	1 %	8 %	0 %
	Male	86 %	0 %	14 %	0 %
Total		88 %	1 %	10 %	1 %

4. Conclusion and Recommendations

The results have showed that while the Zung Self Rating Scale scores for the students of the Faculty of Arts and Sciences, in Kastamonu University appear to be in a range that could be considered pretty "normal" (it is 40,8), high

scores on the Library Anxiety Scale (LAS) represent high levels of library anxiety. The results have indicated that 77 % of students' experience extremely high levels of library anxiety. So according to the results, library anxiety is experienced independent from trait anxiety. There is not a significant difference in all factors like sex of the students or status of being first or second grade students. Specifically, while the students showed the highest level of anxiety in the category of mechanical barriers (88 %), they tended to have lowest level of library anxiety associated with barriers with staff (59 %) and to knowledge of the library (70 %) respectively. Their anxiety levels in other categories show consistency with each other (the average rate referring to comfort with the library is 85 % and, to affective barriers is 81 %).
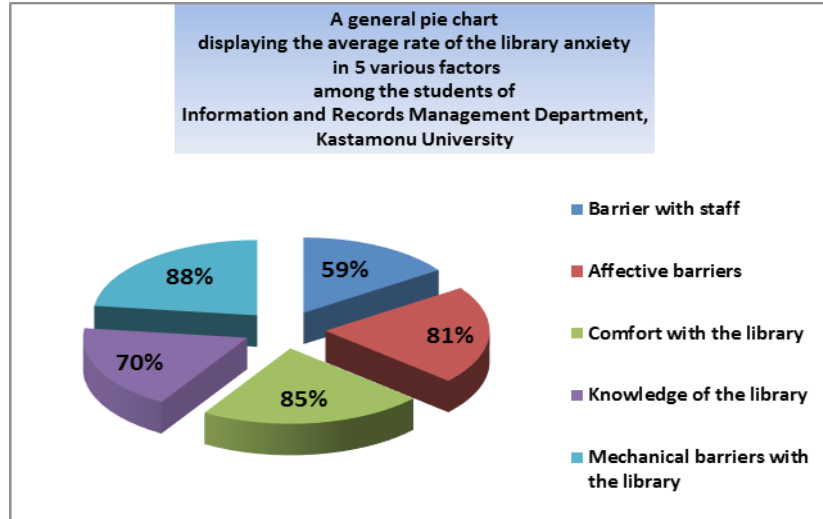

Figure 1: General Pie Chart

It is thought that the reason of the high rate of library anxiety of the students might arise from the fact that the libraries in Kastamonu University have just been developing and facing many problems such as inadequate budget, staff, technology, and infrastructure facilities. It is suggested that for university libraries in Kastamonu to provide adequate training programs for students to make them aware of library and information services and technology and also their benefits for them. However, the first thing should be done is to look for ways to improve library services and to take measures to solve the problems in this context.

Results of the study are presented in the following sequence:

1. The data showing the rate of trait anxiety are represented in a general table.
2. The data showing the rate of library anxiety of the students in 5 different subscales.
3. General evaluations and suggestions.

The results from each individual scale showed that all participants had high library anxiety scores and their anxiety was not related with trait anxiety which scored significantly low in the scales. These result are consistent with the hypotheses of this study. There is not any significant correlation among the factors like sex of the students or status of being first grade or second grade students.

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