

Exploring the *Library Anxiety of Final Year Students when Conducting Information Searches Through Library Academic Databases*

Dinda Febrianti Manik¹, Athanasia Octaviani Puspita Dewi¹, Heriyanto^{1*}

¹Faculty of Humanities, Diponegoro University, Semarang 50275, Indonesia
heriyanto@live.undip.ac.id

Abstract. Final-year students face the issue of limited access to e-journal services. Final year students, who require e-journal access services to complete their final projects, may exhibit symptoms of library anxiety due to limited access to these services. This study formulates the problem as the anxiety final-year students experience when accessing e-journal services. This study aims to elucidate the experience of library anxiety among final-year students during their use of academic databases at the library. This study employs a qualitative research method, utilizing a case study approach. We collected data through interviews and observation. We used thematic analysis as the analysis technique. The study's results identified four themes: 1) accessibility; 2) academic community; 3) low self-efficacy; and 4) coping strategy.

Keywords: library anxiety; academic databases; e-journal services; academic library; undergraduate students

1 Introduction

Information seeking is done to help a person solve problems, get the latest information, expand their knowledge, validate information, and to clarify the information needed [1]. One example of the application of information seeking behavior is carried out by students. Students as *agents of change* are required to be good at searching for information. Because, students need information to be able to complete tasks in lecture life. Especially for final year students who are required to complete a final project or thesis as one of the requirements for graduation in college. Usually, to be able to get this information, students will use sources through the internet and libraries.

In higher education, students can utilize libraries at the university, faculty, and department levels. However, many students still hesitate to visit the library because they lack knowledge about how to use it conventionally or have had negative experiences in the past. We can refer to this phenomenon as library anxiety [6]. [3] explains that students, when faced with the need for information in the library for research, often experience intense anxiety and struggle to solve existing problems logically and effectively. Furthermore, [2] corroborate this theory, suggesting that students may experience fear when they enter the library for research purposes or to gather information for their final project or thesis. The University Library provides e-journal services for its students. Initial observations of final-year

students at the university revealed that they suffer from library anxiety. 1) final-year students visit 1) Final-year students visit the library but do not use the e-journal service; 2) they are aware that the library subscribes to the e-journal service but prefer to use Google Scholar or other non-subscribed e-journals; or 3) they are completely unaware of the library's e-journal service. Library anxiety as a lack of confidence in conducting research, inexperience in using academic libraries, and inability to see the library's relevance to one's field of interest or career path.

Limited access to subscribed e-journals is the University Library's problem. Students can only use the e-journal access service freely when connected to the university wifi network. However, there is a limited opportunity for students to access e-journal services outside the university environment without using university wifi, but access to articles is restricted. Students still have to use the university network first and then enter the username and password provided by the library. Access limitations can make it difficult for students to access e-journal services, indicating the birth of library anxiety felt by final-year students. [7] asserts that the mechanical barriers students experience with the library's equipment and technology are a contributing factor to their anxiety. This can result in less optimal achievement of the goals of final-year students in utilizing e-journal access services. Therefore, we can use this research to identify the causes of library anxiety that final year students encounter when accessing e-journal services, and to describe the strategies they employ to mitigate this anxiety.

2 Methods

In essence, research is a systematic process or activity that applies scientific methods to solve problems. This research employs qualitative research methods, incorporating a case study approach. Case studies are research in which there is in-depth exploration of the programs, events, processes, and activities of one or more people [8]. [9] states that the data collection method is a strategic step used in a study to obtain data. The study employs observation and interviews as data collection methods. Purposive sampling, a data collection technique in this study, allows the researcher to use a target individual whose characteristics align with the research [9]. The data analysis method involves organizing data into a category pattern and basic description unit. This study employs thematic data analysis to pinpoint themes related to the problem formulation [4]. A study requires a data validation test to maintain the quality standards of the research. [5] mentioned that the validation test has four stages, namely credibility, transferability, dependability, and confirmability.

3 Result and Discussions

The study's results revealed four themes: accessibility, academic community, low self-efficacy, and coping strategy. The study identifies four themes: factors that trigger library anxiety and strategies to mitigate this anxiety, which final-year students at the University library encounter when searching for information through e-journal access services. The theme of accessibility highlights the various stages of the e-

journal access service that present challenges for final-year students. The accessibility stage in the e-journal access service starts with the connection to the university wifi because to access the e-journal service, you must be within the campus environment that is networked with the university wi-fi. The university wi-fi, which is the first stage, has poor connection access, and students feel limited access because they cannot access e-journal services from outside the campus. This aligns with [10] theory of the physical component of information needs, which posits that the physical component involves the process of obtaining desired documents, but encounters challenges in the access process, such as restricted access.

The academic community's further research reveals that final year students experience library anxiety when using e-journal services, primarily due to their ignorance of the library's e-journal access services and their lack of awareness of their own need for such services. This aligns with the initial stage of [11] information search flow, where an individual recognizes the need for information in specific situations and subsequently aligns these situations with prior experiences related to information seeking. When final year students do not have knowledge about e-journal access services, the supervisor advises final year students to access e-journal services to find the references needed. The supervisor's guidance for final-year students is mandatory, as the lecturer merely provides suggestions rather than imparting knowledge.

For fear of intimidation, final-year students who rarely use the library and then encounter difficulties accessing e-journal services opt not to seek help from librarians. Students who lack the confidence to access e-journal services and eventually experience overthinking believe that librarians cannot assist them in solving their problems. According to [12] research findings, in the Croatian library, there is a low level of library anxiety due to the barriers between students and librarians. This is because students do not have negative experiences with librarians and are not prejudiced against them, as they believe that librarians can assist them in finding solutions to their problems..

The theme of low self-efficacy is the primary cause of library anxiety among final-year students, as they lack the confidence to utilize e-journal services. This is due to the lack of basic knowledge that final year students possess, making it challenging for them to access e-journal services. Final-year students, who have lost motivation and delayed learning about e-journal access services, are more susceptible to library anxiety. This is because they perceive themselves as unable to utilize e-journal services, experience a division in their focus, and become distracted by challenges and obstacles encountered when accessing e-journal services. Previous research by [13] confirms that students' feelings of inadequacy lead to library anxiety. We can conclude that library anxiety can severely undermine the motivation and confidence of final-year students when they are searching for articles for their final project.

The last theme is coping strategy, which is part of the strategies and solutions carried out by final-year students to reduce library anxiety when accessing e-journal services. The right strategy for final-year students to reduce anxiety is to use e-journal access services more often and learn by looking for tutorials to access e-journal services. Other strategies employed by final-year students include substituting more convenient sources and prioritizing the university's e-journal access service

when seeking references for their final assignments, thereby reducing library anxiety. [14] previous research supports the notion that two factors contribute to library anxiety: external factors stemming from the scarcity of information in relevant libraries, which prompt students to seek research references from other websites, and internal factors stemming from students' perception of their own limitations in information search.

4 Conclusion

The research and discussion results reveal the library anxiety final-year students experience when accessing e-journal services at the University Library. Initially, final-year students experienced library anxiety due to accessibility limitations that prevented them from finding references for their final project. However, the study's results identified numerous other factors, such as accessibility, the academic community, and low self-efficacy, that can contribute to final-year students experiencing library anxiety when accessing e-journal services. The study's findings identify low self-efficacy as the primary factor contributing to final year students' library anxiety when accessing e-journal services. This factor reflects the students' lack of confidence in their ability and knowledge to use e-journal services. Various factors contribute to the occurrence of library anxiety. Final-year students have their own strategies to reduce library anxiety when accessing e-journal services. The final theme describes the various strategies used by final year students to reduce library anxiety when accessing e-journal services. These strategies include using e-journal access services in the library more frequently and replacing other sources to find references for final assignments.

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