

Assessment of Library Anxiety among Law Students in Babcock University, Ilisan Remo, Ogun State, Nigeria

Allison, Goodluck Okwudiri (Ph.D) and Itsekor, Victoria O.

Laz Otti Memorial Library, Babcock University, Ilisan Remo, Ogun State, Nigeria

Allisonogoodluck45@gmail.com; +2348061377578

Center For Learning Resources, Covenant University, Otta, Ogun State, Nigeria

Victoria.itsekor@covenantuniversity.edu.ng 07035161596

Abstract: *Library as a powerhouse of information in the university helps law students in research and learning, but library anxiety is observed in the lives of many students instead. The study investigated the library anxiety among law students in Babcock University. Structured questionnaire to collect data and survey research design were used for the study. Findings revealed that psychological barriers, inability to stay longer in the library, lacking desire to read inside and feeling no need of library because of personal textbooks added to library anxiety of law students. The study discovered that adequate library services were rendered at law library. The study finally revealed that positive approach of teachers and librarians were remedies attributed to library anxiety in law library of Babcock University. The study therefore concluded that university management and librarians should motivate and appeal to the negative emotions of the law students to eradicate their library anxieties.*

Keywords: Assessment, Babcock University, Library anxiety, Law librarians, Law students

Introduction

Law profession is renowned and highly celebrated or respected. It requires diligence, hard work, sleepless nights, perseverance and determination to excel in the profession as it demands extensive reading while studying. The library has the role to support students information needs especially to law students who need to read extensively to be knowledgeable by providing them with relevant resources and effective services. Library, being the heart of the university, a center for collection of information materials/resources, and a powerhouse where information is stored, stands out to aid all information users (law students) in their research and learning. Achieving this is tasking and some students who may lack the required skills may develop some fears and anxiety in library usage. Careful observation and studies have shown that many law students hardly patronize the library probably as a result of their access to internet. However, this lacuna in the library patronage of law students predicts some level of anxiety of the library usage. Library anxiety is the term that first emerged in the literature in 1986 through the studies of Constance Mellon - a professor of library science in North Carolina. In a library setting, a student may experience library anxiety, which Mellon defined as a "situation-specific negative sensation or emotional disposition that occurs when a student is in a library setting" (Moghimi & Rickelman, 2021 p. 4).

Students may likely be put off doing their academic work in the library as they notice any related negative sensation linking to anxiety from any physical features in the library. Anxiety at the library can have a variety of long-lasting effects on how students engage with the resources, and extreme anxiety can result in failure. The brain records stressful events and draws lessons from them in order to defend itself. Strong emotions, such as those brought on by dangerous situations, stimulate brain activity and result in the formation of more detailed memories. Students are more likely to concentrate on unpleasant library experiences than pleasant ones because the brain is wired to perceive pain and despair longer than feelings of joy. A student whose first experience in the library is not cordial may likely experience library anxiety and may possibly distaste visiting library subsequently. Nieves-Whitmore (2021) argued that students spend less time in library so as not to have another negative experience if they have got one before.

Sajjad, Mumtaz, and Nosheen (2020) opined library anxiety as phobia (academic phobia) which has grave impact on students performance in the classroom. Reitz (2014) affirmed that new library users seeking for information in the library may feel dread, irritated and perplexed for lack of experience. Also, students' negative attitudes of the library size, scope, usability, search abilities etc are manifested by their fear over it (Bostick, 1992; Kuhlthau, 1991; Mellon, 1986). According to Oriogu (2018), law library is a pivotal arm of any legal education that supports and facilitates the training of law students and provides faculty members for research and teaching. In view of the expectations of law students during and after school, law libraries are usually equipped with standardized legal information resources in prints and non-prints. That a law student becomes a renowned person in the profession, he or she must have the mastering of these law resources like lexis Nexis, reputable electronic databases, Compulaw, Hein-Online, Law pavilion, and other open access resources subscribed by the institution.

This study is aimed at assessing the level of library anxiety existing among the law students of Babcock University, Ilisan Remo, Ogun State, Nigeria; while the discoveries of the study will the institution ameliorate the issues that prompts library anxiety and as well convince law and other students of the need to patronize the library.

Brief History of Babcock University School of Law and Security Studies

Babcock University is one of the pioneer private universities in Nigeria established in 1999 owned by Seventh-Day Adventist Church. It started with three schools and the School of Law and Security Studies became the fourth School. This School has been a citadel of learning which has produced eloquent and credible lawyers both in Nigeria and globally. The law library has the reading capacity of over 150 seats with twenty four hours light and Internet facility. It also has 118 functional computers for students and faculty loaded with all law online resources and fully air-conditioned to equip students for the best.

Statement of the Problem

Well-equipped law library with professional staff renders deserved services to the students at all time to ease their challenges and to achieve their goals with the library usage. However, irrespective of all available working, reliable, chilled environment, free internet facility, and up dated information resources, it is regrettable to note that some law students of Babcock University finds it difficult to use the library as expected. The anxiety shown by some of these students include not been able to talk/chat with colleagues in the library, not being able to listen to much while reading, feeling of having personal resource, frequently feeling sleepy in the library and host of other reasons. This draws much concern to librarians, management, and lawyers which according to Oriogu (2018) amount to underutilization of libraries which invariably hinder academic progress. In view of the aforementioned, this study intends to assess the library anxiety among law students of Babcock University, Ilisan Remo, Ogun State, Nigeria.

Objectives of the Study

The main objective of this study is to assess the library anxiety among law students of Babcock University, Ilisan Remo, Ogun State, Nigeria; while the specific objectives are to:

- Determine the causes of library anxiety among law students of Babcock University, Ilisan Remo, Ogun State
- Ascertain the services rendered in the law library of Babcock University Ilisan Remo, Ogun State
- Determine remedies for library anxiety among law students of Babcock University, Ilisan Remo, Ogun State

Research Questions

- What are the causes of library anxiety among law library students at Babcock University, Ilisan Remo, Ogun State?
- What are the services rendered at the law library of Babcock University, Ilisan Remo, Ogun State?
- What things are to be done to dissuade library anxiety among law student of Babcock University, Ilisan Remo, Ogun State?

Literature Review

Jiao and Onwuegbuzie (1997) defined library anxiety as unpleasant and uncomfortable feeling that arises as students or library users step into the library environment and characterized by worry, bewilderment, stress, and powerlessness. Even before entering the library environment, pupils might have experienced these emotions. Typically, during their time in college, students will need to access and obtain information from the library for either learning or research purposes. But this concept becomes a problem for some students, this idea presents a challenge because they believe they lack the knowledge and expertise necessary to effectively use and navigate the services and resources that a library offers (Abusin & Zainab, 2010; Grimes & Charters 2000).

Studies have shown that fear, tension, helplessness, care-freeness, procrastination, self-defeating mindset, inability to ask for help, feeling of uncertainty and mindset of giving up search before its end constitute library anxiety among library users. Other factors include gender, race, age, and personality traits like perfectionism and procrastination as well as study habit of users (Onwuegbuzie, Jiao and Bostick, 2004; Onwuegbuzie & Jiao 2000; Jiao & Onwuegbuzie, 1997; Mellon, 1986; Jiao & Onwuegbuzie, 1999b; Keefer, 1993; Kulthau, 1991).

More so, Rehman, Soroya and Awan (2014) have opined that users of libraries in various professions have reported experiencing library anxiety as a barrier. When they encounter a library's structure or its weighty resources, the majority of library visitors experience varying degrees of library fear, tension, and anxiety. Ahmad, Ismail and Khan (2021) discovered in their study that the main causes of anxiety on library users include their poor library search ability, lack of ICT usage skill. And attitudes of library workers. It is regrettable that some law students who are meant to be ICT skilful, computer literates are victims of library anxiety. It calls for great concern.

Mahmood, Ahmad, Ur Rehman, and Ashiq (2021) admitted that academic library is the ideal setting where students could learn how to get and manage (use) information necessary for academic excellence. Academic library management therefore need to provide

the pertinent and helpful information tools capable of assisting users in their search. The quality and currency of the academic library collections will surely set pace for the success of both teachers, students and other users alike. The classroom work is more engaging and effective when desired collections are available to teachers and students supported by enriched technological tools for learning (Goud, 2013). weak library in terms of quality, content and service will arouse anxiety among enthusiastic users. A must for any successful academic institution is knowledgeable employees who have access to the most recent materials (Ashiq, Rehman, & Mujtaba, 2021; Saleem, & Ashiq, 2020). Ensuring that the research need of law students as well as the teachers and other researchers are met is the responsibility of the librarians in the law library as well as other libraries. Furthermore, Atanda and Uchendu (2017) see library services as librarians' provision and dissemination of information resource services to the users. Then librarians in order to reduce anxiety among users, need to develop more skills technologically and otherwise, mastering all needed requirements from clientele. This will enable them to render quality service to users and equally will be able to 'save the time of users' according to the fourth law of Ranganathan.

Outside these physical services creditably rendered by librarians, Nwosu and Asuzu (2021) affirm that academic librarians provide virtual/digital library services to consumers in an effort to meet their information demands, just as they did during the pandemic. This never negates the core usefulness of physical library. Summarily Schonfeld (2018) gave framework for library services as thus:

- i. Convening Campus Community: Academic library in order to eliminate library anxiety should make available spaces and provide programs to enrich its community and engaging the people in activities.
- ii. Invite the campus community: To encourage involvement, outreach, and inclusion, provide venues and organize programming for the community as a whole or for certain subpopulations.
- iii. Support Academic Success: This could be achieved by supporting the education of people, making learning easier, improving information literacy levels, increasing retention, and following their progress, graduation and the success in their latter life.
- iv. Facilitate Information Access: This means that information should be made easy for users. The discovery and use of information resources should be facilitated regardless of their ownership or format, and ensuring that the library provide general collections.
- v. Encouraging Research and Creation: It means that library management should deliver knowledge, guidance, equipment and service which aids research and creative endeavours.
- vi. Supporting Internal and External Users: Academic libraries should have enabling environment for accessibility of library services and products by on-campus, off-campus, remote, part time students, distance and on-line learners equally.
- vii. Preservation and Promotion of Distinctive Collections: Majority of the collection in academic library are expensive and useful. Librarians therefore need to preserve such resources and collections and need to create awareness of their existence in the library for patronage.
- viii. Create a study Area: A physical location for academic collaboration should be created by librarians, making it to be quite and conducive for studying, as well as providing technologically enhanced teaching and learning aids to users.
- ix. Display Academic Expertise: Encouragement of academic activities and inclusion of other associates for excellent research and being knowledgeable in respective fields, plus provision of open access for preprint materials should be manifested

All these and more are been rendered in law library of Babcock University, Ilisan Remo, Ogun State to ensure that the law students come out prudent lawyers of the generation.

The quest for remedy of library anxiety among students is based on the effective attention of the major concepts that lead to library anxiety. Shoham and Mizrahi (2001) noted that a number of publications had discussed various facets of worry and discontent with the library. Academic librarians and staff, according to Peter Hernon and Maureen Pastine (1977), do not fully comprehend how students view them. Further studies have revealed that library anxiety as major problem affecting diverse users in the libraries which has led them to a conclusion of seeing librarians as frequently the 'weakest link' in students' experiences with library anxiety. But with appropriate attitude, librarians are also the ones who make things right for the users. This is in line with Samuel Green's opinion who stated that "If readers find respect and confidence on librarians, vast opportunities will be offered which fosters love of study and ability to direct investigators to the best of information" (1879, p.31). in addition, he claimed that "one of the finest ways to broadcast and popularize library is the ability of librarians mixing freely with users and helping them in any manner" (p.31). Talking of further barriers associated with library anxiety Mellon's theory pin-pointed physical size of library, poor knowledge of where resources are located, poor knowledge of what to do, and lack of knowing how to begin a search as crucial instigators to library anxiety by users.

Presently, many students prefer to use personal internet facilities in their private apartments rather than using the libraries even when none of the existing challenges of libraries are known. In this circumstance, librarians and university management through seminars and individual counselling need to appeal to the law students of the hybrid need of library usage in order to be acquainted with more knowledge of defending their future clients. Some of the students consider library to be too quiet for them. In this respect, a section of the library could be created for interactive purposes to boost the curiosity of the library usage and thereby quench the library anxiety.

Therefore, according to Sherrer (1996) librarians need soft professional skills to stay relevant. These soft skills capable of reducing library anxiety among students include:

1. Interpersonal abilities: "In order to help users in their information-seeking endeavors, we must be able to transmit enthusiasm, willingness, empathy, respect, openness, and sincerity." (p. 14).
2. Personal traits or attributes: "Good librarians need to be friendly, persistent, creative, dependable, honest, and able to follow through on ideas or projects; they must possess organizational and time management abilities and be regularly able to prioritize." (p. 16).
3. Commitment to service: "Good service, however, is the outcome of personal devotion and idealism balanced with reason that works together to produce delighted users," (p. 16).

Methodology

This study adopted survey research design. Self-structured questionnaire was used as the instrument used to gather data for the study. A total of seventy six (76) questionnaires were randomly distributed among 300-500 law students who were in school at the time of the study. The returned and filled questionnaires were analyzed using descriptive statistics.

Analysis of the findings

Table 1 Distribution of the students' levels

Level	Frequency	Percentage
300	20	26%
400	24	32%
500	32	42%
TOTAL	76	100%

Table 1 result indicated that 500 level law students participated in the study with 42%, while 400 and 300 level had 32% and 26% respectively.

Table 2. Distribution Respondents Gender

Gender	Frequency	Percentage
Male	36	47%
Female	40	53%
Total	76	100%

The result of table 2 showed that female law students of Babcock University participated more in the study with 53%, while the male law students had 47%.

Table 3. Age of Respondents

Age	Frequency	Percentage
16-18	-	-
19 – 21	28	37%
22 – 24	38	50%
25 and Above	10	13%

Total	76	100%
--------------	-----------	-------------

From the result of table 3, 50% of the law students in the study are with the age of 22-24. 37% was for the age 19 -21; and 13% was for the age 25 and above. The age 16 – 18 were absent from the study basically for the fact that 100 -200 level students were not in school as at the time of the study.

Table 4. Causes of Library Anxiety Law Students in Babcock University

Causes of Library Anxiety	SA	A	D	SD
Psychological Barriers	-	-	-	-
Poor knowledge of the research writing process	44(58%)	16(21%)	10(13%)	6(8%)
Feeling searching for materials is difficult and frustrating	38(50%)	22(29%)	7(9%)	9(12%)
Subjects perceived as difficult or favourable	20(26%)	45(59%)	5(7%)	6(8%)
Low Self-Esteem	20(26%)	20(26%)	20(26%)	16(21%)
Poor comprehension of textbooks in the English language	6(8%)	10(13%)	5(7%)	55(72%)
Negative Perceptions towards Library Environment				
Library layout is bad	8(11%)	4(5%)	28(37%)	36(47%)
Arrangement and cleanness of library is not done well	5(7%)	11(14%)	40(53%)	20(26%)
Library regulations do not favour me	32(42%)	18(24%)	10(13%)	16(21%)
Disturbances: There are disturbances in the library	14(18%)	15(20%)	20(26%)	27(36%)
Crowding in the library: The library is always crowded against my desire	48(63%)	12(16%)	6(8%)	10(13%)
Poor lighting: The library is full of poor lighting	2(3%)	8(11%)	36(47%)	30(39%)
Mingling of sexes: Inside the library, both sexes easily mingle	33(43%)	31(41%)	6(8%)	6(8%)
Location of the library: The location of the library creates bias to use of library	4(5%)	2(3%)	30(39%)	40(53%)
Sitting places: There are no conducive sitting places in the library	1(1%)	8(11%)	30(39%)	37(49%)
Offensive smells: I perceive offensive smells from the library	5(7%)	6(8%)	10(13%)	55(72%)
Small size and area of the library: The library is not spacious enough for users	1(1%)	8(11%)	30(39%)	37(49%)
Lack of security: There is not security in the library	6(8%)	5(7%)	5(7%)	60(79%)
Poor ventilation: There is no ventilation in the library	5(7%)	5(7%)	46(61%)	20(26%)
Negative Perceptions towards Peers				
Mishandling of books	30(39%)	10(13%)	20(26%)	16(21%)
Hiding books	14(18%)	12(16%)	20(26%)	30(39%)
Factors Related to Library Anxiety				
Feel stressed when thinking of going to the library	39(51%)	14(18%)	15(20%)	8(11%)
Fear of the librarian	22(29%)	5(7%)	20(26%)	29(38%)
Feel annoyed, depressed upon entering the library	36(47%)	20(26%)	10(13%)	10(13%)
Feel shy of the librarian	21(28%)	14(18%)	16(21%)	25(33%)
Feel the desire to leave the library	37(49%)	8(11%)	15(20%)	16(21%)
Feeling bored in the library	40(53%)	20(26%)	6(8%)	10(13%)

Feel forced to use the library	39(51%)	16(21%)	11(14%)	10(13%)
Feel headache upon entering the library	28(39%)	9(12%)	10(13%)	29(38%)
Feel frustrated in the library	15(20%)	17(22%)	22(29%)	22(29%)
Inability to stay for long period in the library	33(43%)	25(33%)	8(11%)	10(13%)
Feel unfamiliar with the library environment	20(26%)	20(26%)	20(26%)	16(21%)
Lack of desire to read inside	29(38%)	30(39%)	10(13%)	7(9%)
Feel the need of company inside the library	25(33%)	27(36%)	12(16%)	12(16%)
Behavioral Attributes				
Feel no need of the library hence I have all my textbooks	36(47%)	10(13%)	15(20%)	15(20%)

Table 4 looked at the causes of library anxiety which is segmented into four faces: Psychological barriers; negative perceptions towards library environment; negative perceptions towards peers; and factors related to library anxiety.

For psychological barriers, 58% of the respondents in table 4 strongly agreed of their poor knowledge of research writing process; 50% strongly agreed to feeling that searching for materials is difficult and frustrating; and 59% agreed that their subjects are difficult or unavailable. Though 26% of the respondents disagreed to not having low self-esteem however, about 52% of them (strongly agreed 26% and agreed 26%) agreed to having low self-esteem being tantamount to library anxiety. 72% strongly disagreed to poor comprehension of textbooks in English language.

On the negative perceptions towards library environment, 47% of the respondents in table 4 strongly disagreed library layout been bad. 53% of them disagreed to arrangement and cleanness of the library not done well 42% of the students strongly agreed that library regulations do not favour them. For disturbance in the library, 36% of the respondents strongly disagreed experiencing disturbance in the library. The result in table 4 equally showed 63% of the respondents strongly agreeing the library been crowded. This could be possible as any student willing to use the library come to use the library for assignment, research and reading. Furthermore, 47% of respondents in table 4 disagreed to having poor lightening in the library. 43% of the strongly agreed both sexes mingling in the library. The library is not a gender based library and as such male and female students at will come to use the library. 53% strongly disagreed the location of the library been a bias to library usage. 49% of the students in this study according to table 4 result strongly disagreed there are no conducive sitting places in the library. Having offensive smells in the library, 72% strongly disagreed to that. Also, on the library not having spacious capacity and lack of security, the respondents with 49% and 79% respectively strongly disagreed to such view. On the point of ventilation, 61% disagreed to the library not having ventilation as the library is on full air-condition 24/7.

On negative perceptions towards peers, 39% strongly agreed students mishandling the library books while 39% also strongly disagreed to the books been hidden in the library.

Regarding library anxiety of law students in Babcock University, result in table 4 showed 51% strongly agreed feeling stressed when thinking of going to the library. On the fear of librarians, 38% strongly disagreed having fear of the librarians. The result also showed 47% of respondents feel annoyed, depressed upon entering the library; and 33% strongly disagreed to feeling shy of the librarians. According to the result, 49% feel the desire to leave the library and 53% feels bored in the library. More so, 39% of respondents feel headache in the library as 43% do not have the ability to stay long in the library. Table 4 result showed 47% of respondents strongly agreed that they feel no need of library hence they have their textbooks.

Table 5. Services Rendered in Law Library

Services in Library	SA	A	D	SD
Negative Perception towards Library Services.	-	-	-	-
Inadequate library provision of books and references	3(4%)	3(4%)	30(39%)	40(53%)
References lack relevance and currentness	2(3%)	4(5%)	32(42%)	38(50%)
Lack of loan services	-	-	-	76(100%)
Inadequate multiple copies of heavily used references	12(16%)	7(9%)	37(47%)	20(26%)

Poor provision of non-book materials.	4(5%)	5(7%)	30(39%)	37(47%)
Non availability of card or online library catalogue	-	-	36(47%)	40(53%)
Inadequate provision of photocopiers	1(1%)	2(3%)	23(30%)	50(66%)
Non-provision of printed instructive service.	5(7%)	5(7%)	25(33%)	41(54%)
Poor provision of printed signage	4(5%)	5(7%)	20(26%)	47(62%)

Result in table 5 showed negative perceptions towards library services as 53% strongly disagreed of inadequate library provision of books and references. 50% strongly disagreed to references lacking relevance and currentness. On the point of lack of loan services, 100% of respondents in table 5 strongly disagreed to the view. Furthermore, 47% according to table 5 disagreed to inadequate multiple copies of heavily used references. 47% strongly disagreed to poor provision of non-book materials in the library; as 53% strongly disagreed to non-availability of card or online library catalogue. The result in table 5 showed that 66% of the respondents strongly disagreed to inadequate provision of photocopiers; 54% strongly disagreed to non-provision of printed instructive services and 62% poor provision of printed signage respectively.

Table 6. Remedies to library anxiety

Remedies to Library Anxiety	SA	A	D	SD
The emotions of the students are always appealed to by lecturers and librarians	40(53%)	15(20%)	10(13%)	11(14%)
Conditions of the library environment are made up to date	50(66%)	14(18%)	6(8%)	6(8%)
Information materials in the library are relevant, current and available at all times	52(68%)	12(16%)	7(9%)	5(7%)
Librarians show more flexible relationship with students	38(50%)	29(38%)	5(7%)	4(5%)
Librarians abandons their office work to assist students in their search needs	30(39%)	30(39%)	6(8%)	10(13%)

On table 6 dealing on remedies to library anxiety, the results showed that 53% of the respondents strongly agreed that their emotions are always appealed to by librarians and lecturers on library usage. 66% strongly agreed that conditions of the library environment are made up to date. The results in table 6 as well showed that 68% of respondents strongly agreed that information materials in the library are current, relevant and available at all times. 50% according to the result in table 6 strongly agreed that librarians show more flexible relationship with students while 39% strongly agreed that librarians abandon their office work to assist students in their search needs.

Discussion of Findings

The findings of the study revealed that majority of the respondents are 500 level law students (42%). The study also showed that majority of the respondents were female (53%). 50% of the law students in the study were with the age of 22-24 according to the findings of the study. However, the study revealed that majority of the law students strongly agreed to have psychological barriers that lead them to library anxiety. Affirming to this result, Rehman, Soroya, and Awan (2014) discovered that library anxiety has been a barrier for library users in many fields. When they encounter a library's structure or its substantial resources, the majority of library visitors experience varying degrees of library fear, tension, and anxiety. The primary causes of this anxiety are related to poor library search abilities, poor ICT usage skills, lack of skills in the use of ICTs and problems with library workers (Ahmad, Ismail & Khan, 2021). The result of the study equally revealed that majority of the respondents strongly disagreed to negative perceptions of library environment luring to their library anxiety. On the factors related to library anxiety, majority of the respondents strongly agreed they experience such feelings which debar them from patronizing the library as expected.

The result here is in agreement with the findings of Onwuegbuzie, Jiao, and Bostick (2004) that behaviours and demonstration of anxiety is compared to the state of delay, tension, avoidance of library, fear, indecision, vulnerability and self-defeating thoughts; coupled with reluctance to ask questions for assistance, and easily giving up on their search. Furthermore, the result of the finding indicated that law students at Babcock University strongly disagreed to the negative perceptions towards library services. Finally, the respondents from the result of the findings strongly agreed to the entire remedies to library anxiety that is exhibited to them. These findings agreed with Uchendu (2017) study who stated that librarians assist their users in conducting research into specific

topics, and equally assist in them in selecting their source materials. Outside these physical services creditably rendered by librarians, Nwosu and Asuzu (2021) equally agreed with the result of the study by certifying that academic librarians equally render virtual/digital library services to meet the information needs of users like during the pandemic.

Conclusion and Recommendation

Library anxiety is one of the regrettable attitudes found among university students nowadays which deteriorate the level of learning amongst them. Law students who are termed/named “Learned”, during their undergraduate programmes must imbibe the spirit of using the library to learn, study and master the ingredients of being a vocal, and intelligent professional and renowned advocate. Therefore, the university management, librarians and lecturers should endeavour to checkmate every identified circumstance(s) capable of raising library anxiety among law students by motivating and appealing to the negative emotions of students in order to eradicate their library anxieties.

References

- Abusin, K. A. & Zainab, A. N. (2010). Exploring library anxiety among Sudanese university students. *Malaysian Journal of Library & Information Science*, 15(1): 55-81
- Ahmad, S., Ismail, M. & Khan, A. (2021). Prevalence Of Library Anxiety Among Undergraduate Medical Students. *Library Philosophy and Practice (e-journal)*. 4755. <https://digitalcommons.unl.edu/libphilprac/4755>
- Ashiq, M.; Rehman, S. U. & Mujtaba, G. (2021). Future challenges and emerging role of academic libraries in Pakistan: A phenomenology approach. *Inf. Dev.* 2021, 37, 158–173. [CrossRef]
- Atanda, L. A. & Uchendu, C. (2017). Reference Services Provision in the Libraries of Nigeria. *International Journal of Library and Information Studies* Vol.7(3) Jul-Sep, 2017 ISSN: 2231-4911
- Cleveland, “Library Anxiety,” 178; Jensen, Teaching with the Brain in Mind, 72.
- Gremmels, G. S. (2015). Constance Mellon’s “Library Anxiety”: An appreciation and a critique. *College & Research Libraries*, 76(3), 268-275. <https://doi.org/10.5860/crl.76.3.268>
- Grimes, P. W. & Charters, M. F. (2000). Library use and undergraduates economics student. *College Student Journal*, 34: 557-569.
- Jiao, Q. G. & Onwuegbuzie, A. J. (1997). Antecedents of library anxiety. *Library Quarterly* 67: 372-389.
- Lu, Y., & Adkins, D. (2012). Library anxiety among international graduate students. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-4. <https://doi.org/10.1002/meet.14504901319>
- Moghimi, C., & Rickelman, M. C. (2021). Assessing Information Literacy Skills and Library Anxiety of FirstYear Occupational Therapy Graduate Students. *Journal of Occupational Therapy Education*, 5 (1). <https://doi.org/10.26681/jote.2021.050104>
- Mahmood, K.; Ahmad, S.; Ur Rehman, S.; Ashiq, M. (2021). Evaluating Library Service Quality of College Libraries: The Perspective of a Developing Country. *Sustainability* 2021, 13, 2989. <https://doi.org/10.3390/su13052989>
- Nieves-Whitmore, K. (2021). The Relationship between Academic Library Design and Library Anxiety in Students. *Portals Libraries and the Academy*, Vol. 21, No. 3 (2021), pp. 485– 510. Copyright © 2021 by Johns Hopkins University Press, Baltimore, MD 21218
- Nwosu, J. C. & Asuzu, C. M. (2021). Library Services And Information Access In A Time Of Pandemic: How Are Academic Librarians In Nigeria Carrying Out Library Services? *Journal of applied Information Science and Technology* 14 (1)2021
- Oriogu, C. D. (2018). Assessment of reading habit among law students in Afe Babalola University Ado-Ekiti, Ekiti State, Nigeria. *NAJLS Journal of Law Librarianship and Information Technology (NJOLLIT)*, 1(1): 62-78
- Goud, H. G. (2013). Measuring service quality at RYM Engineering College Library Bellary of Karnataka State: A LibQUAL+TM approach. *Asian J. Inf. Sci. Technol.*, 3, 1–7.

Sajjad, U. J., Mumtaz, A. A. & Nosheen, F.W. (2020). The relationship between emotional intelligence, library anxiety, and academic achievement among the university students. *Journal of Librarianship and Information Science* 2020, 52(1), 237–248 sagepub.com/journals-permissions DOI: 10.1177/0961000618790629
journals.sagepub.com/home/lis

Saleem, Q. U. A., Ashiq, M. (2020). The facts of continuing professional development for LIS professionals in Pakistan: A literature review. *Bottom Line* 2020, 33, 263–271. [CrossRef]

Schonfeld, R. C. (2018). The Services Portfolio of an Academic Library: A Framework. <https://sr.ithaka.org/blog/the-services-portfolio-of-an-academic-library-a-framework/>

Peter, H. & Pastine, M. (1977). “Students’ Perceptions of Academic Librarians,” *College & Research Libraries* 38: 129–139.

Shoham, S. & Mizrachi, D. (2001). Library Anxiety among Undergraduates: A Study of Israeli B.Ed Students. *The Journal of Academic Librarianship*, Volume 27, Number 4, pages 305–319

Shelmerdine, A. J. (2018). Library Anxiety: Stories, Theories and Possible Solutions, *Journal of the Australian Library and Information Association*, 67:4, 343-352, DOI: 10.1080/24750158.2018.1534281

Sherrer, J. (1996). Thriving in changing times. *The Reference Librarian*, 25(54), 11–20.