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**An Examination of Library Anxiety at Cape Breton University**

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**Abstract**

**Objective** – Library anxiety as a phenomenon has been discussed for decades. While it is generally recognized, seeing its effects within a specific institution can often be difficult. This study examined the presence and degree of library anxiety among students at Cape Breton University in Canada.

**Methods** – A modified version of the Library Anxiety Scale (LAS) was provided to the students via an online survey. Invitations to take the survey were sent to students by email and via the Student Union’s social networking site.

**Results** – The average score on the LAS showed only mild anxiety levels among all the respondents. When categorizing the results by either program of study or program year, the results vary from no to mild anxiety. Little variation was seen between the sexes, with both males and females scoring close to the overall average of mild anxiety.

**Conclusions** – With no segments of the student body scoring in the moderate to severe levels, the overall LAS scores for Cape Breton University’s students appear to be in a range that could be considered “normal.”

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**Introduction**

Anxiety is defined as a “mood or state characterized by apprehension and somatic symptoms of tension in which an individual

anticipates impending danger, catastrophe, or misfortune” (VandenBos, 2007). Most librarians have been in and around libraries for so long that it can be difficult to grasp the concept of library anxiety. It is, however, very

real. While one would hope that patrons coming to our libraries do not experience a sense of danger or catastrophe, the sense of misfortune may well be common.

Casual discussions with some students at Cape Breton University (CBU), an undergraduate institution located in Sydney, Nova Scotia, Canada, provided anecdotal evidence of potentially high levels of library anxiety among the student body. These conversations covered many aspects of the library, from perceived lack of customer service to confusion regarding the layout of the library and the terminology used by staff. The possibility that these isolated conversations were representative of a large number of students was the impetus for a research project examining the level of library anxiety among students at CBU.

## **Literature Review**

### *History of Library Anxiety*

In 1986, Constance Mellon became the first to recognize library anxiety as a real phenomenon. She started out examining library instruction and its helpfulness; her investigation found that students held more fear about beginning their research than specific problems with conducting the research. Mellon found that:

[T]he library phobia that [students] described seemed to tie in loosely with the work being done on math and test anxiety. It thus seemed logical to describe students' fear in the library as library anxiety and to consider treating it within the anxiety framework (Mellon, 1986, p. 163).

Mellon discovered that students were overwhelmed by the size of the library, did not know where to begin their research, and did not know how to proceed once they began. She felt that library instruction should

be broadened to provide comfort and ease, rather than trying to teach the specifics of research too quickly.

While Mellon's theory of library anxiety seemed sound, there existed no scale by which to measure it. Bostick (1992) created just such a rubric when she created the Library Anxiety Scale (LAS). Bostick In the course of validating and testing the LAS, Bostick (1992) found that the causes of library anxiety could be summed up in five categories. These causal categories include: 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). By using the LAS to measure each of these categories, it may be possible to determine any library's anxiety inducing components (Bostick, 1992).

Two researchers have come to the fore studying library anxiety, often employing the LAS. Jiao and Onwuegbuzie have found that library anxiety can be related to personal characteristics such as age and nationality (Jiao, Onwuegbuzie, & Lichtenstein, 1996; Jiao, Onwuegbuzie, & Bostick, 2006); a desire for structure and perfection (Jiao & Onwuegbuzie, 1998); a poor sense of determination (Jiao & Onwuegbuzie, 1999c); and perceived low levels of academic self-competence (Jiao & Onwuegbuzie, 1999a). The research partners went on to discover a social context to library anxiety, finding that cooperative students often had the lowest levels of library anxiety (Jiao & Onwuegbuzie, 2002).

### *Causes of Library Anxiety*

Specific studies have been conducted in an attempt to identify the direct causes of perceived library anxiety. Research focusing on student interviews attempted to identify exact difficulties regarding library use

(Andrews, 1993). This work uncovered a number of problems specific to using the library itself, including those with “the catalogue, with locating books, the classification scheme and library layout” (Andrews, 1993). The results also indicated that feelings of inadequacy among the students interviewed led them to consult their peers as sources of assistance, rather than seek out the expert librarians readily available to assist them.

Excessive jargon in libraries, even when simply describing the physical library (e.g., aisles, rows, stacks) was termed “library noise” (Keefer, 1993). Students’ paths to success are so narrow and specific that a walk in the library itself can prove to be “noise” by distracting students with physical details (Keefer, 1993). Moreover, while librarians are able to reduce library anxiety levels through instruction, students’ worries about deadlines led them to become anxious about their research despite the instruction sessions (Keefer, 1993).

There have also been attempts to determine the reasons why students make use of the library in the first place. A study conducted by Jiao and Onwuegbuzie (2004) found the top three reasons were to obtain a book; to study for a test; and to use the computerized indexes and online resources. Students who came in for the computerized indexes and online resources exhibited the highest level of library anxiety. The continued expansion of electronic resources and services compounded this problem, further increasing the prevalence of library anxiety. They concluded that “negative computer attitudes may inhibit student’s interests in learning to use the library resources and thereby weaken academic performances while elevating library anxiety” (Jiao & Onwuegbuzie, 2004).

Some college and university students turn to public libraries rather than the libraries within their own institutions. A study consisting of student interviews found students reported convenience, ease of use and familiarity as well as subjective appeal among their reasons

for choosing the public library (Antell, 2004). The students felt that the smaller size of local public libraries created a more manageable atmosphere and that the staff were friendlier.

#### *Costs of Library Anxiety*

Concerning the real world effects upon students, Jiao and Onwuegbuzie (1997) found that:

Library-anxious students experience more interfering responses during various stages of the information search process and, as such, tend to focus less of their energy and attention on the task itself, thus impeding their learning process (Jiao & Onwuegbuzie, 1997, p. 373).

While the library strives to present itself as an ally of the students during the research and learning process, it can actually serve as an impediment to those students suffering from library anxiety. Even when students decide to go to the library, their attempts to minimize their exposure to what they perceive to be an unfriendly environment can often lead to failure to find the proper material. They may not stop to ask for assistance and may even simply give up and leaving the library without the resources they need to conduct their research (Keefer, 1993).

Jiao and Onwuegbuzie found that students with high levels of library anxiety tend to produce research proposals of lower quality (Jiao & Onwuegbuzie 1999b). The fact that that librarians were not consulted or sought out was identified as a reason for the low quality of the students’ work. Feelings of anxiety, lower quality work, and the tendency to give up and leave the library could even culminate in students, especially graduate students, failing to complete their programs. As many as 95% of students engage in procrastination of writing research papers and other academic tasks (Jiao & Onwuegbuzie, 2007). Jiao and Onwuegbuzie found that a relationship exists

between this procrastination and library anxiety, especially in the areas of affective barriers, comfort with the library and mechanical barriers. While they were unable to determine if library anxiety initially caused procrastination or the procrastination triggered library anxiety, they concluded that the two were linked in a feedback loop where each continued to exacerbate the other (2007).

#### *Measuring Library Anxiety*

Anwar, Al-Kandari and Al-Qallaf (2004) used a modified version of the LAS to determine library anxiety levels among students at Kuwait University. Upon collecting the results, the authors found that the numerical representation of library anxiety levels was not useful. To help categorize their results, they proposed the following levels of anxiety:

Table 1  
Proposed Categories for LAS Scores

No Anxiety	1.00 – 2.21*
Low Anxiety	2.22 – 2.65
Mild Anxiety	2.66 – 3.54
Moderate Anxiety	3.55 – 3.98
Severe Anxiety	3.99 – 5.00

\*The “No Anxiety” level was listed in the article as “0.00 – 2.21” but the lowest achievable score on the LAS is actually 1.00.

## **Methods**

#### *Purpose of Study*

The research question that drove this project was whether CBU students suffered high levels of library anxiety, as suggested by anecdotal evidence. The literature indicates that traditional academic library aspects such as the online catalogue, classification scheme, and excessive use of jargon increases students’ library anxiety. It is important to analyse library anxiety as studies have shown that high levels of anxiety among students can lead to procrastination, library avoidance, reduced quality of deliverables, and even increased drop-out rates.

#### *Participants*

An email was sent to all CBU students, inviting them to participate in an online survey. In addition, a link to the online survey was posted on the student union’s social networking page. With a student body of roughly 3,400, it was expected that roughly 10% (340) would respond, but only 162 took the modified Library Anxiety Scale (LAS). Still, this was enough to produce a 95% confidence level with only a 7.5% error level. The various schools of the university were well represented, with the School of Arts and Social Sciences (SASS) comprising 37.7% (61); School of Science and Technology (SST) 29.0% (47); School of Graduate and Professional Studies (G&P) 21.0% (34); and School of Business (Buss) 12.3% (20).

#### *Instruments and Procedures*

The LAS (Bostick, 1992), consists of 43 simple statements, with students responding by using a five-point Likert scale. The survey contains statements from five areas: barriers with staff; affective barriers; comfort with the library; knowledge of the library; and mechanical barriers. For each statement, a response of “1” denotes strong disagreement, whereas a response of “5” denotes strong agreement with the statement. The average of all the response numbers provides a generalized anxiety level for the respondent. The statements on the LAS are quite simple, for example: “I feel comfortable using the library.” A high score on any subscale represents high anxiety in this area. This instrument has been found to generate both reliable and valid scores (Bostick, 1992; Onwuegbuzie, Jiao, & Bostick, 2004).

Questions regarding demographics (e.g., gender, program of study, program year) were added to the standard forty-three questions. It was hoped that these demographic questions could be used to help target marketing of the library to particular programs and possibly to specific years within those programs. With

Table 2  
Average Scores on LAS by Program of Study

	SASS	Buss	SST	G&P	Average
Barriers with Staff	2.05	2.20	2.50	2.71	2.53
Affective Barriers	2.40	3.21	2.83	2.88	2.90
Comfort with the Library	2.00	2.88	2.83	2.73	2.48
Knowledge of the Library	1.70	2.19	2.35	2.55	2.25
Mechanical Barriers	2.58	2.32	2.73	2.49	2.57
Average	2.13	2.62	2.65	2.73	2.45
Number	61	20	47	34	162

Table 3  
Average Scores on LAS by Gender

	Female	Male
Barriers with Staff	2.47	2.22
Affective Barriers	2.85	2.63
Comfort with the Library	2.65	2.39
Knowledge of the Library	2.15	2.11
Mechanical Barriers	2.46	2.67
Average	2.57	2.38
Number	73	89

one question reading, "the librarians are unapproachable" and another reading, "the reference librarians are unapproachable", the former was changed to read, "the library staff are unapproachable" to eliminate such close duplication. Since no change machine is provided at the library, "the change machines are usually out of order" was replaced with "the microfilm machines are usually out of order." A "Comments" box was included at the end of the survey to allow respondents to provide feedback.

## Results

The results of the survey show low to moderate levels of anxiety overall. With possible final averages ranging from 1 to 5, actual scores by category were: barriers with staff (2.53); affective barriers (2.90); comfort with the library (2.48); knowledge of the library (2.25); and mechanical barriers (2.57).

The results of the respondents from SASS exhibited the lowest overall average score. They showed the lowest levels of anxiety concerning barriers with staff (2.05); affective barriers (2.40); comfort with the library (2.00); and knowledge of the library (1.70 - the lowest

barriers (2.32). Barriers with staff and knowledge of the library found business students closer to the average (2.20 and 2.19, respectively).

Students from SST showed the highest level of anxiety in the category of mechanical barriers (2.73). They were mid-range for the categories of knowledge of the library (2.35); barriers with staff (2.50); affective barriers (2.83); and comfort with the library (2.83).

G&P students had the highest overall LAS score (2.73). They were highest in the categories of barriers with staff (2.71) and knowledge of the library (2.55). They were slightly below the category average for affective barriers (2.88) and mechanical barriers (2.49). They were slightly above the averages for comfort with the library (2.73) and knowledge of the library (2.55).

Overall average LAS scores showed very little variation by gender (female = 2.57, male = 2.38). Female students exhibited a range from the lowest value of 2.15 (knowledge of the library) up to the highest of 2.85 (affective

Table 4  
Average Scores on LAS by Year in Program

	1	2	3	4	4+
Barriers with Staff	2.52	2.29	2.24	2.51	1.75
Affective Barriers	2.91	2.77	2.81	2.67	1.93
Comfort with the Library	2.60	2.51	2.58	2.64	1.68
Knowledge of the Library	2.56	2.04	1.93	2.19	1.35
Mechanical Barriers	2.49	2.90	2.32	2.57	2.21
Average	2.65	2.47	2.43	2.55	1.77
Number	42	48	30	29	13

barriers) for a difference of 0.70. Male students ranged from 2.11 (knowledge of the library) to 2.67 (mechanical barriers) for a difference of 0.56. The category with the largest separation between genders was comfort with the library where female respondents scored a high of 2.65 and male respondents a 2.39 for a difference of 0.6. Knowledge of the library, the lowest for both female and male respondents, showed a difference of only 0.04.

When arranging the responses according to the respondent's year in program, a clear pattern can be seen. While mechanical barriers saw higher scores among second year students (2.90) compared with first year students (2.49), all other categories saw drops in scores (average drop of 0.25). Barriers with staff, knowledge of the library and mechanical barriers were lower among third year students (2.24, 1.93, and 2.32) than they had been among second year students (2.29, 2.04 and 2.90). Fourth year students scored lower on affective barriers than third year students (2.67 vs. 2.81) but scored higher on all of the other categories (average increase of 0.21). Students beyond their fourth year scored the lowest in all five categories (average drop of 0.78).

### Discussion

The CBU Library provides many of the traditional sources of library anxiety. The use of library jargon to describe a confusing layout following a seemingly obscure classification scheme could understandably lead to higher values on the LAS. Anecdotal evidence at CBU indicated that the student body may feel relatively high levels of anxiety regarding the Library.

This survey found that the level of library anxiety among CBU students was lower than expected; it is closer to what could be called "normal." Making use of proposed library anxiety categories (Anwar, Al-Kandari and Al-Qallaf, 2004), it can be seen that, overall, students at CBU overall exhibit Low Anxiety (overall average was 2.45). Within these results, however, certain patterns were observed.

Students in SASS scored in the No Anxiety level for the categories of barriers with staff, comfort with the library and knowledge of the library and low anxiety with affective barriers and mechanical barriers. This contrasts with students from SST scoring Low Anxiety for barriers with staff and knowledge of the library and Mild Anxiety for affective barriers, comfort with the library, and mechanical barriers. Traditionally, arts students make use of libraries early and often throughout their degree (Head, 2008). Early year science students tend to rely on their lab instructors and basic Internet searches while upper year science students engage in traditional library research (Haines, Light, O'Malley, & Delwiche, 2010). Perhaps the difference in exposure level between the two schools can account for the reported difference in these categories.

While there was very little variation in anxiety levels observed between the sexes, a clear pattern was seen when arranging the results by year in program. In four of the five LAS categories, scores were seen to peak in early year students, drop down for mid range students before climbing to another peak in fourth year students. Those beyond their fourth year saw another drop in levels. Higher

anxiety in the first two years of university may be explained by the novelty and complexity of academic research. University level research is very different from that conducted at the high school level. The lower level of anxiety in the middle years likely represents a growing level of information literacy that would lead to more familiarity with the library's resources and less anxiety (Whitmire, 2007). Oddly, the consistent nature of the LAS scores in the affective barriers category seems to indicate that the students do not get an increased sense of confidence in their own abilities as they progress through their degrees. The assignment of major research projects in the final year of most programs could account for the spike in anxiety. Most students beyond their fourth year of study have either started a second degree or have slowed their progression through their first. For those in a second degree, they may have overcome the anxiety of major research projects, allowing them to proceed with confidence and comfort in the library. For those that have had a slower path to degree completion, their lower course loads may lend them more time to work on each assignment, which, in turn, could decrease the anxiety associated with library research.

Most G&P students identified as being in their first year of study. It is possible that they are new to CBU and, as such, were adapting to an environment that may have been quite different from what they had become accustomed, leading to relatively high levels of library anxiety. The few G&P students that identified as being in their fifth year exhibited low levels of library anxiety that were similar to the rest of the students beyond their fourth year of study. It is possible that these G&P students had completed their undergraduate degrees at CBU and, as such, have become very familiar with this particular library, leading to relatively low levels of library anxiety.

#### *Implications*

Students from SASS are required to use library resources at every step through their degree.

This consistent exposure to a potentially stressful environment seems to acclimatize them to the Library, as seen in their consistent low scores on the LAS. The findings of this research suggest that this model of consistent library usage should be adopted in other Schools as well. Library orientations in first year with little library research required until fourth year results in a punctuated equilibrium of information literacy learning for students in the SST. Were they to engage in a consistent regimen of library research projects throughout their program, science students would reap the same benefits of lower library anxiety demonstrated by arts students.

Students in G&P demonstrated relatively high degrees of library anxiety. Many of them have not studied at CBU prior to their current program and, as such, are not familiar with the Library. While some may already be information literate from their time at other institutions, others may not have learned how to do research or may have been away from the academic environment long enough to forget much of what they did learn. While more orientations and library instruction could help some of these students, many are enrolled as distance students and would not benefit from on-site sessions. For the benefit of all students in general, and these students in particular, the Library's Web presence must also be re-examined. Terminology should be simplified, navigation made easier, and online tutorials created to provide similar learning environments to the on-site sessions currently provided.

#### *Suggestions for Further Research*

While the LAS was useful in determining overall levels of anxiety among students, a shorter survey with more open-ended questions may provide more insight into the real causes of anxiety among the students. A "Comments" box was included at the end of this survey, but of the 162 respondents, only 4 chose to leave a comment. These comments (reproduced in full in Appendix B) seem to focus on the hours that the library is open,

printing and photocopying costs, and noise levels due to other students engaging in “loud conversations in the study areas.” Since none of these areas of concern were covered by the LAS, it is difficult to conclude whether these understandable concerns are universal among students, or limited to a small fraction. Perhaps future iterations of the LAS could include questions about hours, copying and printing costs, and noise levels. The view expressed by at least one survey respondent that the LAS is “remarkably repetitive” could be addressed by removing questions that are too similar to one another.

The invitations for the survey were sent only via email and a social networking Web site. The results of this survey may speak only to the students who are comfortable in an electronic environment. Repeating the survey in print form with copies handed directly to students in person could provide a fuller picture of the entire student body. If faculty cooperation can be obtained, print copies of the survey could also be distributed in classrooms.

An ethnographic student study observing their actual usage of the library may help provide a better understanding of the reported low levels of library anxiety. Examining student research and learning habits, as well as their study and work behaviours in the library’s physical space, could help inform issues of information literacy instruction and reallocation of space. Further research should also include a Web site usability study to ensure that the Library is providing the best possible service to its students regardless across all access points.

### Conclusion

Obscure classification schemes, confusing layouts, unfamiliar jargon and imposing online catalogue systems can all contribute to increased levels of library anxiety among university students. According to the literature, increased library anxiety can lead to procrastination, library avoidance, poor quality deliverables, and even increased

dropout rates. With this in mind, it is very important that academic libraries examine the level of anxiety felt by their student patrons. Discussions with individual students indicated the possibility of high levels of library anxiety at CBU, but a survey of the student body resulted in lower than expected levels.

While gender did not affect library anxiety levels, program differences followed previously observed trends. Arts students build confidence by completing research projects every year, while science students experience a spike in anxiety as they proceed through their programs and move from practical lab reports to research essays. Overall, students experienced relatively high anxiety levels in their first two years and lower levels in their third year, followed by increased levels again in their final year. The adjustment to the rigors of university research may explain the decrease seen among third year students, while more significant research assignments in the final year renewed student anxiety.

Even with the peaks and valleys of the LAS scores at CBU, the overall numbers were quite low. The low levels reported in this survey indicate that the CBU Library is not seen as a potential “source of misfortune” and does not contribute to delinquency among students. While the results of this survey will not lead to an immediate change in practice at the CBU Library, it will lead to further study based on the suggestions for further research.

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## Appendix A

### Modified Library Anxiety Survey Instrument

#### Demographic Questions

Sex: \_\_\_\_\_  
 Area of study: \_\_\_\_\_  
 Years in university: \_\_\_\_\_

Please mark the number which most closely matches your feelings about the statement.

The numbers range from:

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

1	I am embarrassed that I don't know how to use the library.	1	2	3	4	5
2	A lot of the university is confusing to me.	1	2	3	4	5
3	The library staff are unapproachable.	1	2	3	4	5
4	The reference librarians are unhelpful.	1	2	3	4	5
5	The librarians don't have time to help me because they're always too busy on the telephone.	1	2	3	4	5
6	I can't get help in the library at the times I need it.	1	2	3	4	5
7	Library clerks don't have time to help me.	1	2	3	4	5
8	The librarians don't have time to help me because they're always busy doing something else.	1	2	3	4	5
9	I am unsure how to begin my research.	1	2	3	4	5
10	I get confused trying to find my way around the library.	1	2	3	4	5
11	I don't know what to do next when the book I need is not on the shelf.	1	2	3	4	5
12	The reference librarians are unapproachable.	1	2	3	4	5
13	I enjoy learning new things about the library.	1	2	3	4	5
14	If I can't find a book on the shelf, the library staff will help me.	1	2	3	4	5
15	There is often no one available in the library to help me.	1	2	3	4	5
16	I feel comfortable using the library.	1	2	3	4	5
17	I feel like I am bothering the reference librarian if I ask a question.	1	2	3	4	5
18	I feel safe in the library.	1	2	3	4	5
19	I feel comfortable in the library.	1	2	3	4	5
20	The reference librarians are unfriendly.	1	2	3	4	5
21	I can always ask the librarian if I don't know how to use a piece of equipment in the library.	1	2	3	4	5
22	The library is a comfortable place to study.	1	2	3	4	5
23	The library never has the materials I need.	1	2	3	4	5
24	I can never find things in the library.	1	2	3	4	5
25	There is too much crime in the library.	1	2	3	4	5
26	The people who work at the circulation desk are helpful.	1	2	3	4	5
27	The library staff doesn't care about students.	1	2	3	4	5
28	The library is an important part of my school.	1	2	3	4	5
29	I want to learn how to do my own research.	1	2	3	4	5
30	The copy machines are usually out of order.	1	2	3	4	5
31	I don't understand the library's overdue fines.	1	2	3	4	5

32	Good instructions for using the library's computers are available.	1	2	3	4	5
33	Librarians don't have time to help me.	1	2	3	4	5
34	The library's rules are too restrictive.	1	2	3	4	5
35	I don't feel physically safe in the library.	1	2	3	4	5
36	The computer printers are often out of paper.	1	2	3	4	5
37	The directions for using the computers are not clear.	1	2	3	4	5
38	I don't know what resources are available in the library.	1	2	3	4	5
39	The library staff doesn't listen to students.	1	2	3	4	5
40	The microfilm machines are usually out of order.	1	2	3	4	5
41	The library is a safe place.	1	2	3	4	5
42	The library won't let me check out as many items as I need.	1	2	3	4	5
43	I can't find enough space in the library to study.	1	2	3	4	5

Comments:

## **Appendix B**

### **Full Text of Respondent Comments**

The following comments are reproduced here, verbatim, from the four surveys that contained entries in the "Comments" box.

- This survey was remarkably repetitive [sic]. There were multiple questions about safety and "useless" librarians. I realize this might be a potential issue, but I would also like to raise points as far as the physical environment of the library. It is not confusing to use for me because I understand it, however in comparison to other university libraries it is quite confusing and ineffectual. Library hours was another question which was not brought up. Being unable to go to the library on a Friday or Saturday evening has caused me much anxiety and many times resulted in me postponing work to Sunday night (often the night before an assignment is due) that could have easily been completed prior if the library had been open Friday or Saturday evening. Finally, printing and photocopying fees are another issue that has caused me anxiety. I have been known to adjust essay margins so that I can save on paper due to its outrageous printing cost. Again, in comparison to other university libraries, CBU has remarkably high printing and photocopying fees. These are just a few issues which have caused me anxiety that are not even breached in this anxiety survey.
- The one problem I have are the in considerate people who are on thier [sic] phones or have loud music playing and those who are carrying on loud conversations in the study areas.
- I understand the Library is going through some renovations at the moment; however, I believe a good idea would be to install more pc's upstairs where there is less traffic. Also, I do not like the idea of the printer charge being 15 cents per page either [sic]. I understand that the library has to ultimately buy printer paper and ink cartriges [sic]; however, we pay a lot [sic] of tuition to go to the university. Maybe the library should think about taking on a printer charge with tuition so when we go to print papers we do not have to worry about paying the circulation desk. The previous idea should see the students get 100 dollars in free printings or something along those lines.
- The library staff are top notch, what I don't like about the library is that it is not a warm, comfortable space to study.