



Exploring Library Anxiety Among the Undergraduate Students at Noakhali Science and Technology University

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Abstract

This study aims to explore library anxiety among undergraduate students at Noakhali Science and Technology University (NSTU). Library anxiety is a condition that arises from fear, uncertainty, and discomfort experienced by students when using the library. It also provides recommendations for overcoming the problems that hinder the development of library anxiety. Based on a quantitative research approach, a survey research design was used. Questionnaire was employed in the collection of data from 254 undergraduate students. The responses were coded, captured and analyzed using IBM's Statistical Package for the Social Sciences, version 25. The data through the questionnaire was collected from Out of 5005 populations of the study, data were collected from 254 undergraduate students at NSTU using a convenient sampling technique. The participants were randomly selected and participated voluntarily in the study. A structured questionnaire was used to collect data, and descriptive statistics and correlation analysis were employed to analyze the data. The findings of this study will contribute to the existing literature on library anxiety and help identify potential interventions to alleviate it among undergraduate students at NSTU. The study is expected to provide insights into the factors that contribute to library anxiety, including the role of library staff, library resources, and the learning environment. Ultimately, the study aims to provide practical recommendations to university administrators, librarians, and other stakeholders to create a supportive and welcoming learning environment for students at NSTU. In the perspective of Bangladesh, there is no reported study on library anxiety at Noakhali Science and Technology University library. The findings of this study will not only provide useful investigate regarding present status about NSTU library anxiety but also indicate the university authorities to promote and enrich services.

Keywords: Library Anxiety, undergraduate students, Noakhali Science and Technology University, Academic, NSTU Library

INTRODUCTION

The phrase "Library Anxiety" is typically used to characterize the unfavorable attitudes that many students have against utilizing the university library. Mellon (1986), in a qualitative study of college students' "feelings about utilizing the library," first recognized library anxiety. The precise components of Mellon's hypothesis of library anxiety, which is based on qualitative research, could not be measured

separately. A quantitative approach was required to fully understand the phenomena of library anxiety. According to Mellon's theory, students who are afraid of the library believe that they are the only ones who are unable to use the resources.

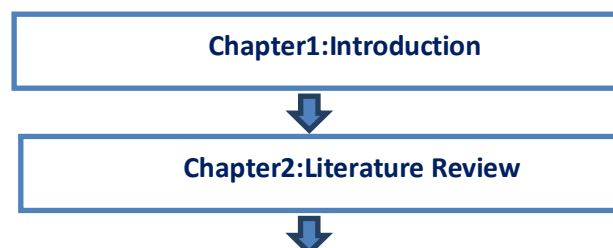
In 1992, Bostick outlined five aspects of anxiety: "barriers with staff," "affective obstacles," "comfort with the library," "knowledge of the library," and "mechanical barriers." These aspects of anxiety are all related to physical barriers. Student perceptions of librarians and other library employees as frightening and unapproachable are referred to as barriers with staff. The definition of library anxiety is "an uncomfortable feeling or emotional disposition, experienced in a library context, with implications for cognition, emotions, physiology, and behavior" (Onwuegbuzie, Jiao & Bostick, 2004, p. 25). Negative feelings that are felt in a library setting, such as tension, fear, helplessness, and negative self-defeating beliefs, are what make library anxiety distinct from other anxiety disorders (Onwuegbuzie et al., 2004). It has been referred to as an information barrier, which is a more general word for psychological hurdles that prevent users from accessing information (Swigon, 2006, 2010). The majority of students experience library anxiety, which is a widespread phenomenon (Mellon, 1986; Onwuegbuzie et al., 2004).

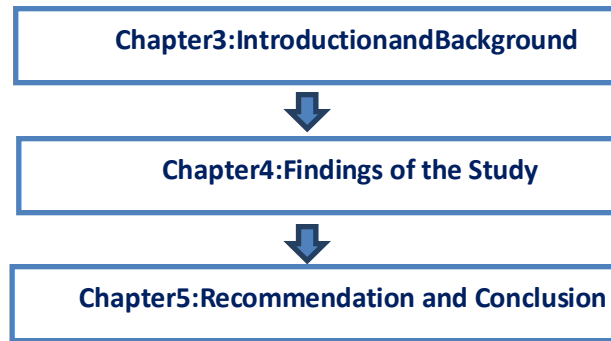
Anxiety related to libraries has been researched and studied. Numerous studies have looked at the issue of library anxiety to learn why students avoid libraries and how libraries could lower students' anxiety levels. "Library anxiety" is described as "an uneasy feeling or emotional disposition that students have when using the library or thinking about using it," in one description. The research of library anxiety and undergraduate students' behavior toward using the libraries has two major goals: to improve the quality of students' experiences while using the libraries and to attract more students. The most popular method for measuring library anxiety is to use a scale that evaluates students' views. This helps researchers understand why students avoid using libraries and how libraries could lessen student dread. It has been suggested that students who use or consider utilizing the library may experience library anxiety, a negative emotion or state of mind.

The research of library anxiety and undergraduate students' behavior toward using the libraries has two major goals: to improve the quality of students' experiences while using the libraries and to attract more students. The most typical technique to measure library anxiety is by using a scale that measures the students' attitudes. These research' findings show that college students steer clear of libraries because they feel uncomfortable asking librarians for assistance. In addition, research in a variety of cultural and educational contexts are required, according to Anwar et al. (2004), to study their relationship with the factors that lead to library anxiety and, if feasible, to construct several Library Anxiety Scales for different cultural groups.

It is crucial to recognize individuals who may be at risk and what kinds of library alternatives might provoke a negative reaction given the frequency of library anxiety among students utilizing the NSTU University Library. The main objective is to assess the library anxiety levels of NSTUL undergraduate and graduate students while accounting for variables like age, gender, undergraduate year of study, and others from 33 departments across a few colleges and institutions.

Organization of the study





LITERATURE REVIEW

The modern library has developed into a dynamic mix of technology and knowledge. The amount of knowledge available and the range of methods for accessing it have offered library users new perspectives to consider. There haven't been many studies that try to understand how customers interact with libraries psychologically. This situation has motivated some academics to focus on researching the incidence of library anxiety. According to the definition of anxiety in a library, it is "the feelings of fear that prevented them from starting to search or that prevented them from remaining in the library long enough to become proficient in search processes." It is a measurable anxiety disorder that improves with knowledge of and exposure to the causes of library anxiety.

Shehata and Elgallab (2019) carried out a study on an investigation of undergraduate library anxiety among students in Egypt and Saudi Arabia was conducted. The study also examined the factors that affect the anxiety of undergraduate students in academic libraries. The study found that a lack of teaching, information literacy skills, user education initiatives, and library instructions all contribute to students' anxiety levels. According to the study's findings, several undergraduate students felt embarrassed about their inability to utilize the library in a proper and professional manner. The main cause of this is frequently a lack of library orientation or instructions, which makes using the library difficult.

Abusin and Zainab (2017) discovered that A further research on Sudanese students found that the majority of them have anxiety when visiting the library. The survey also revealed five distinct perspectives on anxiety: Negative views of the surrounding environment at the library, negative perceptions of peers, negative perceptions of library staff, negative judgments of the services the library provides, and psychological barriers round out the list. In a 2014 study, Song et al. looked at the fear that Chinese students had when using the library. The study found that seven factors, including resources, retrieval, regulations, staff, staff expertise, comfort, and affection, had an impact on anxiety in libraries. Chinese students are reportedly more impacted by these issues than students from other countries are. Świgoń (2011) conducted a study published the Kuwait-LAS (K-LAS), the Hebrew-LAS (H-LAS), and the Bostick Library Anxiety Scale are all used to construct this scale. The newly developed scale, which comprised six main components, was designed to measure library anxiety among Polish students. The survey's finding that around 40% of kids feel anxious in libraries is intriguing.

Brown (2011) carried out examination of librarians how to prevent or minimize fear of the library. Reference librarians, for instance, may help patrons feel less worried, according to study, by guiding them in using the library efficiently, accessing internet resources, and discovering physical library objects (Hossen et al., 2026). The efficacy of librarians in lowering library anxiety, however, may be

constrained by psychological variables, such as trepidation about approaching librarians, feeling bewildered, and a fear of ignorance, according to study. (Black, 2016; Hardesty, 2016).

Jan, Anwar, and Warraich (2016) conducted a study There are several situations for library anxiety, according to literature reviews. For instance, research by looked at the phobia of libraries among Pakistani undergraduate students. The study discovered that factors like academic field and gender had an effect on anxiety levels. The study also showed that anxiety in libraries had an effect on students' performance. It was believed that Pakistani students' lack of library skills was the major source of their anxiety, something that could be fixed by prioritizing library training. Abusin, Zainab, and Noor Harun (2011) In their study on Eight library components were shown to be responsible for library anxiety among Sudanese university students. These included negative attitudes toward the academic library environment, the library staff, affective barriers, negative attitudes toward peers, negative attitudes toward library services, negative attitudes toward library regulations, negative attitudes forward into library collections.

Karim and Ansari (2017) A study were done to gauge undergraduate student anxiety levels in Malaysia. The study's major objective was to determine the factors that affect students' levels of library anxiety. The study found that gender, nationality, and library instructions have a moderating effect on undergraduate students' degree of library anxiety. The study discovered that substantial library instruction was needed to teach the students how to utilize the library appropriately. Hussain, A. (2018). This will help to minimize library anxiety as well as change students' negative perceptions of the library. Similar findings have been reported by Van (2003), Bown et al., and other writers (2004). Bargmann, too. (2007). In order to allay students' fears about the library and encourage them to use its resources and services more regularly, they advised that user instructions are crucial.

Noor Harun and Ansari (2011) investigated the Researchers investigated the effects of gender, nationality, and bibliographic education on library anxiety in Malaysia using a modified version of Bostick's LAS. The findings revealed statistically significant mean differences between Malaysian and non-Malaysian students in the "affective obstacles" category of library anxiety. Malaysian students reported higher degrees of anxiety connected to "affective barriers" in the library than their non-Malaysian counterparts.

Asghar and Bhatti's (2017) explored According to the study, there was no relationship between library anxiety and gender, academic discipline, or year of study. Students had library anxiety because there was a lack of peer encouragement to use the library and explore its resources. The survey found that the harsh and unwelcoming behavior of librarians and other library staff is the main reason why kids are afraid to utilize the library. One of the other reasons for library non-use was found to be the unavailability of contemporary library materials.

Noori, Tareen, and Mashwani (2017) discussed on a paper about There are several factors that contribute to students' concern about libraries. Some of these factors include uncertainty, confusion, helplessness, technical barriers, and out-of-date texts. The biggest causes of student library anxiety, according to the poll, are their lack of library knowledge, their difficulty to locate the resources they require, and their usage of online catalogs. According to Ahmed and Aziz's (2017) research, university students express library anxiety based on their technical skill.

Mellon (1986) revealed that students exhibited indications of arithmetic anxiety when they used the library to compose their first research paper. She researched the personal writings of 6000 students at a US institution for two years, using the data to develop a curriculum for library instruction. She claims that many students have such high levels of worry that they are unable to handle the problem in a rational and effective manner. The anxieties of students are caused by their perceptions that other students are adept at utilizing the library while they alone are not, that their lack of ability is somehow humiliating and

must be kept hidden, and that asking questions will expose their ineptitude. She found that when assigned library assignments, 75% to 85% of kids felt afraid.

Anxiety related to utilizing the library was influenced by the size of the library, ignorance of the locations of the items, and confusion about how to start and continue their investigation. Due of their uncertainty, students were unable to use the library effectively. In response to these feelings, some students, according to Mellon (1986), spent less time at the library and more money getting the essential documents photocopied. Because students were embarrassed to acknowledge they had poor research abilities, neither academic staff members nor librarians were aware of this anxiety. These feelings placed their academic performance in jeopardy and affected how well they handled tasks related to learning. (Mellon 1986). Some people's anxiety levels got in the way of their ability to work. She also learned that despite having difficulties, kids thought they should be able to use the library. Students at DUL may participate in library avoidance behaviors, which are described as not going to the library or going there later and wishing to leave right away, according to studies on library anxiety.

Lack of library skills and an unwillingness to seek out librarian assistance may make these habits worse. While Mellon's idea of library anxiety was reviewed qualitatively, it remained uncertain if a workable and trustworthy instrument could be developed to measure library anxiety quantitatively. Andrews (1993) conducted a study. There are several difficulties that are specific to utilizing a library, including difficulties with "the catalog, with finding volumes, the classification scheme, and library layout." This result also revealed that the students who were questioned felt insecure, which drove them to seek support from their peers rather than ask for assistance from savvy librarians.

Collins and Veal (2004) looked at the anxiety levels of off-campus adult learners. The participants completed Bostick's (1992) 43-item, multi-dimensional Library Anxiety Scale (Mohd Pauzi & Shahadat Hossen, 2025). The participants were 143 adult learners who attended classes 50 miles or more distant from the libraries at their home university. For each of the five subscales, the following internal reliability estimations were made: Barriers with staff scored 0.92, emotional barriers scored 0.85, library comfort scored 0.74, library knowledge scored 0.66, and mechanical obstacles scored 0.84.

Carlisle (2007) noted that it has. When examining the literature on library anxiety, "cognitive, affective, physiological, and behavioral repercussions." Library anxiety has been connected to counterproductive behaviors like refusal to participate in library tours and information literacy classes, poor study habits, inability to approach library-related tasks in a logical and effective manner, search avoidance, lack of persistence and focus in searching for information or resources, reduced effectiveness of library instruction and information literacy, and library anxiety, even though no causal links have been established. There isn't many research on library anxiety in developing countries, according to a review of the literature. The present study's objective is to look at this occurrence in Sudan, a developing country in Africa. It will help us understand the nature and components of the phenomenon in diverse cultural contexts and library settings more deeply.

Jerabek et al. (2001) used the LAS, Computer Anxiety Index, and Institute for Personality and Ability Testing (IPAT) Anxiety scale to examine 171 undergraduate students. In their conclusion, they recommended using the library anxiety scale as a multidimensional tool to assess both anxiety and attitudes in women, as opposed to males, for whom it appeared to be a measure of attitude. Noor and Ansari (2010) examined the Bostick's Library Anxiety Scale (LAS)'s psychometric properties in a Malaysian university library. For this reason, a 49-item modified version of the library anxiety scale was given to 367 students. A principal component exploratory factor analysis and an item to total score correlation research was conducted to demonstrate the validity of the measure. The researchers were narrowly focused, with the exception of their faith in the library technology submission.

Van Kampen (2003) The Bostick's Library Anxiety Scale (LAS) (MLAS) was used to design and verify the Multidimensional Library Anxiety Scale. An exploratory factor analysis was employed to search for any potential connections between the variables. The MLAS was found to have acceptable internal consistency across the board. Cleveland (2004) discovered qualities connected to library anxiety, and a lot more research was done after that. In their study, it is usual practice to administer the LAS together with one or more supplementary instruments intended to measure and assess demographic, psychological, or behavioral aspects. They found that the five obstacles associated with library anxiety are not significantly connected with it, and that it is unique from general anxiety phenomena. The most anxious students are typically those that value structure, are self-motivated, lack persistence, and learn best by interacting with others. Future learning preferences are linked to one or more library anxiety antecedents, such as noise, mobility, and visual acuity. Additionally, those who still have the want to conform to social norms and expectations may experience greater anxiety in libraries. Students with the lowest levels of perceived academic self-competence, intellectual ability, creativity, and social competence likely to have the highest levels of library anxiety associated to emotional barriers and familiarity with the library. In general, mechanical, emotional, and library-related hurdles are statistically significant, strongly associated, and related to academic laziness. Students are less likely to feel anxious when utilizing the library if they have solid study habits. It was found that there was a strong correlation between students' high levels of collaboration and low levels of anxiety.

Shoham and Mizrachi (2001) the action a few scales. In the new scale, seven factors were used in place of Bostick's five variables. These include the personnel, knowledge, language, physical and technological comfort, regulations or operating hours of the library, and resources. However, they do not state which assertions were dropped, what additions or other modifications were made to the original scale, or how these seven elements were determined. After taking Bostick's suggestions into account, Jiao and Onwuegbuzie have utilized the LAS in conjunction with other standardized measures in 10 studies thus far. Thanks to the literature that all of this research has generated, we now understand more about the relationship between library anxiety and other types of anxiety.

One of these studies coupled the LAS with the Composition Anxiety Rating Scale (CARS), the Statistical Anxiety Rating Scale (STARS), and 81 graduate students. He claimed that the majority of the LAS's components "are just marginally trustworthy." The researchers came to the conclusion that the Library Anxiety Scale should be used as a multidimensional instrument evaluating both anxiety and attitudes for women while it seems to be an attitude measure for males. They advocate for a replication of their study. Many studies that employ the LAS describe library anxiety using words like "high," "higher," "highest," "low," and "elevations in anxiety." stressed that owing to the subjective nature of the measure, it was difficult to offer a clear quantitative description of the level of library anxiety among students. They claimed that their subjects' subjects' average overall A score of 2.51 for library anxiety fell almost precisely in the middle of the scoring range. However, none of the writers provide a quantitative evaluation of what qualifies as a high or low degree of concern. Onwuegbuzie, Jiao, and Bostick (2004) and Onwuegbuzie and Jiao (2000) also found that library anxiety significantly enhanced academic procrastination, which precluded dissertation completion.

Onwuegbuzi (1997) did a literature study on students who commonly display high levels of anxiety as a result of their perceived incompetence in utilizing the mechanical equipment in the library and their lack of library expertise. These students typically struggle to develop an acceptable research proposal. These high levels of anxiety also appear to be linked to libraries' insufficient magazine subscriptions. The extent of interpersonal anxiety also appears to have a role in students' incapacity to employ RPW. Particularly, students who don't hesitate to contact a librarian for help frequently produce lower-quality research projects.

RESEARCH METHODOLOGY

The literature research in the preceding chapter revealed that several authors have provided concepts on information literacy. This was also extremely helpful in developing the study technique, organizing the questionnaire, and processing and evaluating the results. This chapter addresses the general layout of the research project as well as the procedures used to carry out the various study components. It serves as the theoretical basis for knowing which techniques may be used in a given situation. To identify insights and differences in perceptions of Library anxiety the Noakhali Science and Technology University (NSTU) students, the following Research Objectives, Research Site and Population of the Study, Instrument design, Sampling technique and sample size, Data collection, Data analysis were employed. A well-structured questionnaire was developed by consulting the relevant literature. We relied upon a survey method to reach a wide number of undergraduate students at Noakhali Science and Technology University (NSTU).

Research Objectives:

The following goals will guide the research's execution:

1. To explore the current status of library anxiety at NSTU.
2. To measure the library anxiety level among the students.
3. To determine the barriers regarding library anxiety tackled by students.
4. To examine statistically significant difference among NSTU students based on their gender.
5. To suggest that may help reducing NSTU library anxiety among students.

Research Site and Population of the Study:

The study was conducted at Noakhali Science and Technology University (NSTU), It has six faculties namely Faculty of Engineering & Technology, Faculty of Science, Faculty of social Science and humanities, Faculty of Business administration, Faculty of education sciences and the Faculty of Law and two institutes namely Institute of Information Sciences and Institute of Information Technology. The faculties consist of thirty-three degree offering departments. It has approximately 5505 students enrolled in the university covering both undergraduate and postgraduate levels. All the faculties were covered in order to collect data for the study in undergraduate students. The questionnaire was distributed during November 2022 to January 2023 and completed by the end of January 2023. Table I presents the research population and their faculty and Institutes (Hossen&Pauzi, 2025).

Table I: Research population (undergraduate students)

Faculty/Institute Name	Frequency	%
Faculty of Engineering and Technology	21	8.3
Faculty of Science	26	10.2
Faculty of Business Administration	15	5.9
Faculty of Social Science and Humanities	52	20.5
Faculty of Law	7	2.8
Faculty of Education Science	12	4.7
Institute of Information Sciences	108	42.5
Institute of Information Technology	13	5.1
Total	N=254	100.0%

Source: Noakhali Science and Technology University (2023)

Instrument design:

The questionnaire was administered as the only tool to collect data for the study. The questionnaire has three parts namely the demographic information section, cognition and perception about library anxiety

section and experiential section. The first section comprised of questions regarding their age, gender and level of studies. The second section Identify major problem you faced in NSTU library, to explore the library anxiety levels, barriers to the effective use of library information resources in NSTU, think about NSTU library services. The third section used Likert-type scales ranging from 1 (strongly disagree) to 5 (strongly agree). Both the open ended and close ended questions were used in the questionnaire. Before being administered, the content validity of the questionnaire was verified based on some experts' opinion. Recommendations from the experts regarding the structuring and wording of questions and whether the questionnaire items would be able to achieve the required responses were also obtained. The students were assured of privacy and confidentiality before giving their opinions to the questionnaire. They were asked to submit the questionnaire on a voluntary basis and anonymously. It took around 5-6 minutes to complete the questionnaire. The questionnaire was circulated online among the students using Various social media channels, including Facebook Messenger, WhatsApp, and Gmail, were used to deliver the questionnaire to the student. and a total of 254 responses were achieved. It is to be noted that survey instrument was administered in English language.

Sampling technique and sample size:

The data was gathered utilizing the random sample. An online sample size calculator thus, Raosoft sample size calculator was used with the formula $n = \frac{p(1-p)}{d^2}$, where n = sample size, Z = confidence level, p = estimated proportion and d = margin of error. Adopting this formula and using the confidence level of 95%, estimated proportion of the population as 50%, and tolerated margin of error of 5%, a sample size of 360 but response rate 254.

Data collection:

A set of questionnaires was used for data collection. Before data collection, the researchers obtained permission from higher authorities (the supervisor and course coordinator of department) at the respective departments of NSTU. The questionnaire was distributed during November 2022 to January 2023 and completed by the end of January 2023.

Data analysis:

The data analysis tool for the study was Statistical package for the Social Sciences (SPSS) program, version (25). After the data has been collected from Librarian and Library users, each and every questionnaire was thoroughly revised for finding any problem that would regard the questionnaire as invalid for further analysis. After that progressive analysis of the questionnaire began. The data were analyzed using descriptive statistics using frequency, percentage, valid percentage, cumulative percentage, mean and standard deviation, Reliability Statistics, Independent-Samples Mann-Whitney U Test. The data has been analyzed by using the statistical methods. After the data has been collected from undergraduate students, each and every questionnaire was thoroughly revised for finding any problem that would regard the questionnaire as invalid for further analysis. After that progressive analysis of the questionnaire began. The collected data were analyzed on the basis of the different types of variables and the objectives of the study.

The questionnaire was critically analyzed. The responses to the questions were coded, captured and analyzed using IBM's Statistical Package for the Social Sciences (SPSS), version 26. Descriptive statistics were applied to answer the research questions. Reliability analyses were conducted on both 6 items of the scale with the participant group of students ($n = 254$). Cronbach's alpha scores were computed to assess the reliability of the two formats of the scale. The Cronbach's α value was .860, which indicates an acceptable level of reliability. The study adopted a two-step approach, using exploratory factor analysis and confirmatory factor analysis, to further examine the validity of the Bangla version of the ILSE scale. To obtain descriptive measures, the authors performed frequency counts, percentages, means and standard deviations.

ANALYSIS AND FINDINGS

Data Analysis

The data analysis tool for the study was Statistical package for the Social Sciences (SPSS) program, version (25). After the data has been collected from Librarian and Library users, each and every questionnaire was thoroughly revised for finding any problem that would regard the questionnaire as invalid for further analysis. After that progressive analysis of the questionnaire began. The data were analyzed using descriptive statistics using frequency, percentage, valid percentage, cumulative percentage, mean and standard deviation, Reliability Statistics, Independent-Samples Mann-Whitney U Test.

Table 1: Demographic Information

Parameters	Frequency	%
Gender		
Male	166	65.4
Female	87	34.3
Age		
18-20	32	12.6
21-22	69	27.2
23-24	106	41.7
25-26	47	18.5
Faculty/Institute name		
Faculty of Engineering and Technology	21	8.3
Faculty of Science	26	10.2
Faculty of Business Administration	15	5.9
Faculty of Social Science and Humanities	52	20.5
Faculty of Law	7	2.8
Faculty of Education Science	12	4.7
Institute of Information Sciences	108	42.5
Institute of Information Technology	13	5.1
Total	N=254	100%

Source: Noakhali Science and Technology University (2023)

As shown Table 1, represents those results of the demographic information of the respondents. A total of 254 students responded to the online survey. It shows that most of the students participated in the study were aged between 23-24 years with the frequency of 106 and percentage of 41.7%, while the least number of students were aged between 18-20 years with the frequency of 32 and percentage of 12.6%. Table-1 also reveals that 65.4 percent (166) of the respondents were males while females accounted for only 34.3 percent (87). Table-1 below shows also that Maximum answers were from institute of information sciences (42.5%), while faculty of law had the fewest responses (2.8%).

Table 2: Major Problem Faced in NSTU Library

Parameters	Frequency	%
Scanty of books	165	28.3%
Scarcity of new edition infrastructure	163	29.7%

Place problem	128	21.9%
Inadequate staff	128	21.9%

As shown Table-2, the majority of the students major problem faced students in NSTU library is Scanty of books 165 (28.3%) and the smallest percentage of students faced problem is Place problem 128 (21.9%).

- a) **Scanty of books:** Among 165 students, which is 28.3% of the respondents, reported this as a major problem. This suggests that the library may not have a sufficient number of books to meet the needs of the students.
- b) **Scarcity of new edition infrastructure:** Among 163 students, which is 27.9% of the respondents, reported this as a major problem. This suggests that the library may not be acquiring new books or updating its collection frequently enough to keep up with the demands of the students.
- c) **Place problem:** Among 128 students, which is 21.9% of the respondents, reported this as a major problem. This suggests that the library may not have enough space or comfortable seating arrangements to accommodate the students.
- d) **Inadequate staff:** Among 128 students, which is 21.9% of the respondents, reported this as a major problem. This suggests that the library may not have enough staff to assist the students or provide the necessary services

Table 3: Anxiety Levels of NSTU Students in Relation to The Following Barriers

Parameters	Frequency	%
Staff Barriers	144	16.8%
Effective Barriers	125	14.6%
Technological Barriers	147	17.2%
Library Knowledge Barriers	140	16.3%
Library Comfort Barriers	143	16.7%
Resource Barriers	158	18.4%

Table 3 shows that the majority of the student's anxiety level is resource barriers 158 (18.4%) and the smallest percentage of student's anxiety level is library knowledge barriers 140 (16.3%). The staff barriers were reported by 16.8% of respondents, effective barriers by 14.6%, technological barriers by 17.2%, library knowledge barriers by 16.3%, library comfort barriers by 16.7%, and resource barriers by 18.4%. Overall, this statement suggests that library anxiety is a concern among undergraduate students at NSTU and that different types of barriers may contribute to this anxiety. The findings of study can be used to identify the specific areas where library resources and services can be improved to reduce library anxiety and enhance the overall academic experience of students.

Table 4: Feeling about visit to NSTU library

Parameters	Frequency	Percent	Valid Percent
Good	43	16.9	16.9
Better	48	18.9	18.9
Worst	71	28.0	28.0
Not bad	92	36.2	36.2

Total	254	100.0	100.0
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Based on the data have collected, here are the interpretations of the responses to the statement "How do you feel when you are using the NSTU library for visiting":

- a) **Good:** 43 respondents (16.9%) reported feeling good when using the NSTU library. This indicates that they had a positive experience while visiting the library.
- b) **Better:** 48 respondents (18.9%) reported feeling better when using the NSTU library. This suggests that they had a relatively positive experience, but perhaps there were some aspects of the library that could be improved.
- c) **Worst:** 71 respondents (28.0%) reported feeling worst when using the NSTU library. This indicates that they had a negative experience while visiting the library, and there may be significant issues that need to be addressed.
- d) **Not bad:** 92 respondents (36.2%) reported feeling not bad when using the NSTU library. This suggests that they had a neutral experience - it wasn't great, but it wasn't terrible either.

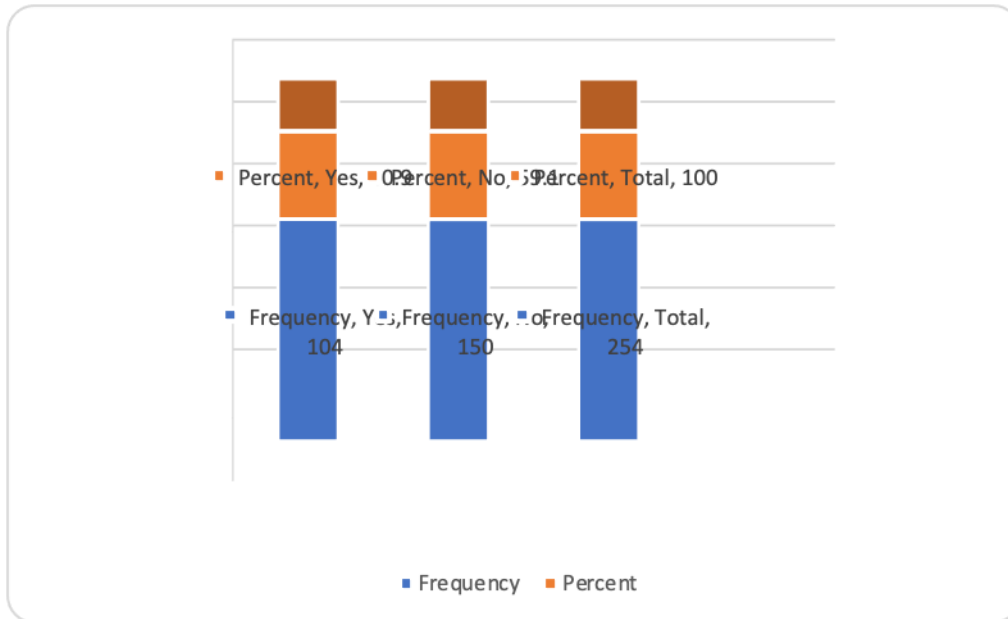
Table 5: Barriers to The Effective Use of Library Resourcesin NSTU		
Parameters	Frequency	Percent
Internet	45	17.7
Time	4	1.6
Location	27	10.6
Space	60	23.6
Recourse	98	38.6
Others	20	7.9
Total	254	100.0

Tables 5 show that the first identified barrier is "Internet," which 45 respondents (17.7%) have identified as a challenge in accessing library information resources.

- a) This could refer to issues related to slow or unreliable internet connectivity, difficulty accessing online databases, or other technical issues related to accessing information online.
- b) The second identified barrier is "Time," which only four respondents (1.6%) have identified as a challenge. This could suggest that students generally feel they have enough time to use library resources or that time management is not a major issue when it comes to using library information resources.
- c) The third identified barrier is "Location," which 27 respondents (10.6%) have identified as a challenge. This could refer to issues related to the physical location of the library, such as it being too far away or inconvenient to access.
- d) The fourth identified barrier is "Space," which 60 respondents (23.6%) have identified as a challenge. This could refer to issues related to the physical space within the library, such as overcrowding, lack of privacy, or insufficient study areas.
- e) The fifth identified barrier is "Resource," which 98 respondents (38.6%) have identified as a challenge. This could refer to issues related to the availability or quality of library resources, such as a lack of relevant materials or outdated information.
- f) Finally, "Others" is a category that has been identified by 20 respondents (7.9%). It would be useful to further explore this category to identify any other barriers that have not been identified in the survey.

Table 6: Differences in library visits between male and female students.

Parameters	Frequency	Percent
Yes	104	40.9
No	150	59.1
Total	254	100.0

**Figure 1: Differences in library visits between male and female students.**

This table shows that first, let's look at the statement "Is there any significant difference in the frequency of library visits between male and female students?" The frequency data provided shows that out of the total 254 respondents, 104 (40.9%) answered "Yes" to the question of whether they visit the library frequently, while 150 (59.1%) answered "No." To explore whether there is a significant difference in the frequency of library visits between male and female students, would need to cross-tabulate the frequency data with the gender data. didn't provide that information, so I can't tell you whether there is a significant difference or not.

Table 7: Visit to the library

Parameters	Frequency (%)	Valid Percent
Most days	33(13.0)	13.0
A few times every week	45(17.7)	17.7
At least once a week	61(24.0)	24.0

At least once a month	115(45.3)	45.3
Total	254(100.0)	100.0

This table shows that Most days: This response option was chosen by 33 out of the 254 respondents (about 13% of the sample). This suggests that a small percentage of students visit the library on a very frequent basis.

- a) **A few times every week:** This response option was chosen by 45 out of the 254 respondents (about 18% of the sample). This suggests that a slightly larger percentage of students visit the library more than once a week, but not as often as those who selected "Most days."
- b) **At least once a week:** This response option was chosen by 61 out of the 254 respondents (about 24% of the sample). This suggests that a greater percentage of students visit the library at least once a week.
- c) **At least once a month:** This response option was chosen by 115 out of the 254 respondents (about 45% of the sample). This suggests that the majority of students do not visit the library very frequently, with most indicating that they visit once a month or less.

Table 8: Skill of library staff

Parameter	Frequency	Percent	Valid Percent
Yes	53	20.9	20.9
No	201	79.1	79.1
Total	254	100.0	100.0

Table 3 shows that the majority of the students (201, 79.1%) think that library staff have enough No skilled20.9% Think that have enough skilled in NSTU library staff.

Table 9: NSTU library services.

Parameter	Frequency	Percent
Good	30	11.8
Very good	12	4.7
need to develop	212	83.5
Total	254	100.0

This table shows that the majority of the students (212, 83.5%) think that NSTU library service will need to develop. second-highest number of students, (30, 11.8%) think that NSTU library service is Good. The smallest percentage of students (12, 4.7%) think that NSTU library Service is Very good.

Table 10: Thought about NSTU library staff.

Parameter	Frequency	Percent
Good	34	13.4
Very good	10	3.9
need to develop	210	82.7

Total	254	100.0
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This table shows that the majority of the students (210, 82.7%) think that NSTU library staff will need to develop. second-highest number of students, (34, 13.4%) think that NSTU library staff is Good. The smallest percentage of students (10, 3.9%) think that NSTU library Staff is Very good.

Table 11: NSTU library collection.		
Parameter	Frequency	Percent
Good	31	12.2
Very good	7	2.8
Need to develop	216	85.0
Total	254	100.0

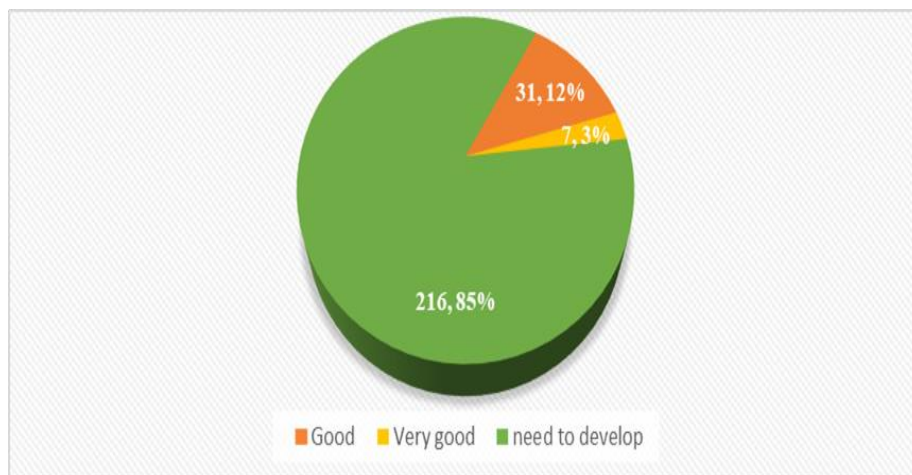


Figure 2: NSTU library collection

Table 11 shows that the majority of the students (216, 85.0%) think that NSTU library collection will need to develop. second-highest number of students, (30, 11.8%) think that NSTU library collection is Good. The smallest percentage of students (12, 4.7%) think that NSTU library collection is Very good.

Table 12: Use of online journals			
Parameters	Frequency	Percent	Valid Percent
Yes	112	44.1	44.1
No	142	55.9	55.9
Total	254	100.0	100.0

This table shows that the majority of respondents (142,55.9%) don't used online Journals in NSTU library. The smallest percentage of respondents (122,44.1) used online Journals in library.

Table 13: Preferences of type of material		
Parameters	Frequency	Percent
Printed resources	32	12.6
Electronic resources	34	13.4
Both	188	74.4
Total	254	100.0

Table shows that first, let's look at the statement "What type of material do you like?"

These values indicate the preferred type of material for the respondents. From the total number of respondents (254), we can see that the majority of the students (74.0%) prefer both printed and electronic resources, while only 12.6% prefer printed resources and 13.4% prefer electronic resources.

Table 14: Use of Internet in Library		
Parameters	Frequency	Percent
Yes	204	80.3
No	50	19.7
Total	254	100.0

Table 14 shows that the majority of respondents (204,80.3%) used Internet in NSTU library. The smallest percentage of respondents (50,19.7) Don't use internet in library.

Table 15: Reading materials are sufficient in library		
Parameter	Frequency	Percent
Yes	70	27.6
No	184	72.4
Total	254	100.0

The frequency and percentage values indicate the number and proportion of students who chose each option. Specifically:

Yes: 70 students, or 27.6% of the total respondents, believe that the reading materials in their library are sufficient.No: 184 students, or 72.4% of the total respondents, do not believe that the reading materials in their library are sufficient.

Based on these values, I can conclude that a large majority of undergraduate students at NSTU do not believe that the reading materials in their library are sufficient, with 72.4% of respondents choosing this option. Meanwhile, 27.6% of students believe that the reading materials in their library are sufficient.

Table 16: Time spend on reading printed documents.		
Parameter	Frequency	Percent
More time	87	34.3
Less time	123	48.4
No time	44	17.3
Total	254	100.0

For the statement "How much time do you spend on reading printed documents," I have collected responses from a total of 254 undergraduate students at NSTU. The responses are categorized into three options: More time, Less time, and No time. The frequency and percentage values indicate the number and proportion of students who chose each option. Specifically:

- a) More time: 87 students, or 34.3% of the total respondents, reported spending more time on reading printed documents.
- b) Less time: 123 students, or 48.4% of the total respondents, reported spending less time on reading printed documents.
- c) No time: 44 students, or 17.3% of the total respondents, reported spending no time on reading printed documents.

Based on these values, can conclude that a majority of undergraduate students at NSTU spend less time on reading printed documents, with 48.4% of respondents choosing this option. Meanwhile, 34.3% of students reported spending more time on reading printed documents, and 17.3% reported spending no time on this activity.

Table 17: Students' experiences about NSTU library (N=254)			
Statements	Rate	Frequency(%)	Mean (St.dev.)
I am embarrassed that I don't know how to use the library.	Strongly disagree	87(34.3)	2.18(1.168)
	Disagree	92(36.2)	
	Undecided	28(11.0)	
	Agree	37(14.6)	
	Strongly agree	10(3.9)	
The library staffs are unapproachable.	Strongly disagree	23(9.1)	4.18(1.147)
	Disagree	50(19.7)	
	Undecided	59(23.2)	
	Agree	98(38.6)	
	Strongly agree	23(9.1)	
The reference librarians are unhelpful.	Strongly disagree	23(9.1)	3.12(1.127)
	Disagree	56(22.0)	
	Undecided	64(25.2)	
	Agree	89(35.0)	

	Strongly agree	22(8.7)	
The librarians don't have time to help me because they're always too busy on the telephone.	Strongly disagree	24(9.4)	3.09(1.139)
	Disagree	58(22.8)	
	Undecided	68(26.8)	
	Agree	80(31.5)	
	Strongly agree	24(9.4)	
I can't get help in the library at the times I need it.	Strongly disagree	23(9.1)	3.14(1.137)
	Disagree	58(22.8)	
	Undecided	54(21.3)	
	Agree	98(38.6)	
	Strongly agree	21(8.3)	
Librarians don't have time to help me because they are always busy doing something else	Strongly disagree	23(9.1)	3.22(1.155)
	Disagree	49(19.3)	
	Undecided	60(23.6)	
	Agree	93(36.6)	
	Strongly agree	29(11.4)	
I don't know what to do next when the book I need is not on the shelf.	Strongly disagree	21(8.3)	3.27(1.162)
	Disagree	40(15.7)	
	Undecided	71(28.0)	
	Agree	93(36.6)	
	Strongly agree	29(11.4)	
If I can't find on the shelf, the library will help me.	Strongly disagree	9(2.9)	3.32(1.131)
	Disagree	33(10.8)	
	Undecided	7(2.3)	
	Agree	154(50.3)	
	Strongly agree	103(33.7)	
I can always ask the librarian if I don't know how to use a piece of equipment in the library	Strongly disagree	19(7.5)	3.75(1.162)
	Disagree	47(18.5)	
	Undecided	51(20.1)	
	Agree	107(42.1)	
	Strongly agree	30(11.8)	
The library is comfortable place to study.	Strongly disagree	30(11.8)	3.24(1.219)
	Disagree	44(17.3)	
	Undecided	47(18.5)	
	Agree	102(40.2)	
	Strongly agree	31(12.2)	
The library never has the materials Indeed.	Strongly disagree	19(7.5)	4.22(1.109)
	Disagree	39(15.4)	
	Undecided	92(36.2)	

	Agree	71(28.0)	
	Strongly agree	32(12.6)	
I can never find things in the library.	Strongly disagree	22(8.7)	4.05(1.120)
	Disagree	61(24.0)	
	Undecided	70(27.6)	
	Agree	80(31.5)	
	Strongly agree	20(7.9)	
The people who work at the circulation desk are helpful.	Strongly disagree	26(10.2)	4.13(1.159)
	Disagree	48(18.9)	
	Undecided	68(26.8)	
	Agree	87(34.3)	
	Strongly agree	24(9.4)	
The library staff doesn't care about students.	Strongly disagree	21(8.3)	4.19(1.178)
	Disagree	54(21.3)	
	Undecided	64(25.2)	
	Agree	81(31.9)	
	Strongly agree	33(13.0)	
The copy machines are usually out of order.	Strongly disagree	19(7.5)	4.04(1.080)
	Disagree	36(14.2)	
	Undecided	0(0.0)	
	Agree	91(35.8)	
	Strongly agree	107(42.1)	
I don't understand the library overdue fines.	Strongly disagree	20(2.9)	4.12(.942)
	Disagree	49(10.8)	
	Undecided	73(2.3)	
	Agree	81(50.3)	
	Strongly agree	31(33.7)	
Good instructions for using the library computers are available.	Strongly disagree	30(11.8)	3.21(1.129)
	Disagree	62(24.4)	
	Undecided	72(28.3)	
	Agree	60(23.6)	
	Strongly agree	30(11.8)	
Librarians don't have time to help me.	Strongly disagree	17(6.7)	2.99(1.196)
	Disagree	51(20.1)	
	Undecided	74(29.1)	
	Agree	86(33.9)	
	Strongly agree	25(9.8)	
The library rules are too	Strongly disagree	25(9.8)	4.19(1.098)

restrictive.	Disagree	44(17.3)	
	Undecided	78(30.7)	
	Agree	74(35.4)	
	Strongly agree	30(13.4)	
The computer printers are often out of paper.	Strongly disagree	15(5.9)	4.35(1.089)
	Disagree	36(14.2)	
	Undecided	78(30.7)	
	Agree	90(35.4)	
	Strongly agree	34(13.4)	
I don't know what resources are available in the library.	Strongly disagree	14(5.5)	3.44(1.126)
	Disagree	42(16.5)	
	Undecided	61(24.0)	
	Agree	92(36.2)	
	Strongly agree	45(17.7)	
The library won't let me check out as many items as I need.	Strongly disagree	14(5.5)	3.43(1.114)
	Disagree	37(14.6)	
	Undecided	77(30.3)	
	Agree	79(31.1)	
	Strongly agree	47(18.5)	
I can't find enough space in the library to study.	Strongly disagree	18(7.1)	4.47(1.208)
	Disagree	42(16.5)	
	Undecided	43(19.9)	
	Agree	99(39.0)	
	Strongly agree	51(20.1)	

This table shows that the majority of respondents (107, 42.1%) strongly agree that the copy machines are usually out of order. Second (51, 20.1%) and third (47, 18.5%) strongly agree that I can't find enough space in the library to study and the library won't let me check out as many items as I need. The Likert statements that received the highest mean scores, indicating that students strongly agreed or agreed with the statements, "I can't find enough space in the library to study" (mean = 4.47) and "The library staffs are unapproachable" (mean = 4.18), (Hossen et al., 2026).

On the other hand, the Likert statement that received the lowest mean score, indicating that students disagreed with the statement, was "The library is a comfortable place to study" (mean = 3.24). The other Likert statements received mean scores ranging from 2.18 to 4.35, indicating varying levels of agreement or disagreement among students. The standard deviations for most of the statements were around 1, indicating that the responses were not highly dispersed. However, for the statement "The library is a comfortable place to study", the standard deviation was 2.19, indicating that the responses were highly dispersed and varied greatly among students.

Overall, these findings suggest that library anxiety may be related to factors such as the approachability of library staff, the availability of resources, and the comfort of the library as a study space. These factors could be addressed through targeted interventions to improve the library experience for undergraduate students at NSTU.

Reliability Statistics

The qualities of measuring scales and the components that make up the scales can be studied using reliability analysis. A number of frequently used scale reliability metrics are calculated as part of the reliability analysis technique, which also gives data on the correlations between the scale's constituent items. To measure inter-rater reliability, interclass correlation coefficients can be employed. **Alpha (Cronbach)** is a model of internal consistency, based on the average inter-item correlation.

Table 18: Scale- Perceived task value

Statement	Results
Cronbach's Alpha	.860
Cronbach's Alpha Based on Standardized Items	.861
N of items	6
Valid N	254

Table19: Inter-item correlation Metrix using reliability scale.

Inter-item correlation Metrix							
No.	Correlation	Q1	Q2	Q3	Q4	Q5	Q6
Q1.	I am embarrassed that I don't know how to use the library.	1.000	.387	.362	.247	.213	.197
Q2.	The library staffs are unapproachable	.387	1.000	.660	.602	.471	.563
Q3.	The reference librarians are unhelpful.	.362	.660	1.000	.651	.616	.599
Q4	The librarians don't have time to help me because they're always too busy on the telephone.	.247	.602	.651	1.000	.678	.731
Q5	I can't get help in the library at the times I need	.213	.471	.616	.678	1.000	.659

Q6	Librarians don't have time to help me because they are always busy doing something else.	.197	.563	.599	.731	.659	1.000
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FINDINGS AND DISCUSSION

The primary aim of the present study was to investigate the level of library anxiety at NSTU. A total of 254 students from the NSTU (Noakhali science and Technology University) participated in the online survey. Based on the findings, the study affirmed that the male respondents (65.4%) participated in the study more than their female counterparts (34.3%). The majority of the respondents are aged between 23-24 years (41.7%) and studying at undergraduate level. This study was to investigate the perceptions and awareness level of library anxiety at NSTU students. Based on the research objectives:

a) "The First objective of the study was to explore the current status of library anxiety at Noakhali Science and Technology University (NSTU)"

The findings suggest that students at NSTU experience library anxiety related to various factors such as inadequate library resources, lack of space, and insufficient assistance from library staff. The study revealed that the majority of students reported resource barriers, such as a lack of books, as the most significant source of library anxiety. Additionally, students faced problems related to the availability of space for studying and checked out limitations, which negatively affected their academic performance. Furthermore, the majority of respondents believed that library staff lacked the necessary skills to assist them adequately, which contributed to their anxiety levels. Overall, the study highlights the need for NSTU to improve its library services, resources, and facilities to better meet the needs of students and reduce their anxiety levels. Improvements in these areas would help to create a more positive and conducive learning environment, leading to better academic performance and outcomes for the students.

b) "The second objective of the study was to measure the library anxiety level among the students."

The findings of the study suggest that most of the students who participated in the study were aged between 23-24 years, and the majority of the respondents were male. The Institute of Information Sciences had the highest number of responses, while the Faculty of Law had the fewest responses. The most significant problem faced by the students in NSTU library was the lack of books, while the least significant problem was related to the place.

In terms of library anxiety level, the majority of the students reported resource barriers as the most significant source of anxiety, while library knowledge barriers were the least significant source. Moreover, most of the respondents believed that library staff lacked the necessary skills to assist them adequately. Additionally, many students strongly agreed that copy machines were usually out of order, and they could not find enough space in the library to study or check out as many items as they needed. Overall, the findings suggest that students at NSTU face several challenges related to library resources, services, and facilities, which lead to library anxiety and negatively affect their academic performance. Therefore, the study highlights the need for the university to improve its library services, resources, and facilities to better meet the needs of the students and reduce their anxiety levels.

c) "The third objective of this study was to determine the barriers regarding library anxiety tackled by students"

Findings from the first objective showed that it appears that library anxiety is a concern among undergraduate students at NSTU, and there are different types of barriers that contribute to this anxiety. The data shows that the majority of students (18.4%) reported resource barriers as the primary source of anxiety, followed by technological barriers (17.2%), staff barriers (16.8%), library comfort barriers (16.7%), library knowledge barriers (16.3%), and effective barriers (14.6%). This suggests that students at NSTU may be struggling to access the resources they need to succeed academically, which could be due to a lack of available resources or difficulty navigating the library's resources and technology. In addition, staff-related barriers and library comfort barriers may be contributing to students' anxiety, highlighting the importance of creating a welcoming and supportive environment in the library. Overall, the results of the study show that to lower library anxiety among NSTU undergraduate students, library materials, staff assistance, and the general library atmosphere need to be improved. By addressing these barriers, the library can enhance the academic experience of students and ensure that they have the resources and support they need to succeed.

d) "The fourth objective of this study was to examine statistically significant difference among NSTU students based on their gender"

Findings from the first objective showed that this statement suggests that research aims to investigate whether there are any significant differences between male and female undergraduate students at NSTU regarding library anxiety. This is an important research question, as understanding whether gender is associated with library anxiety can help develop interventions and support services that are tailored to the specific needs of male and female students. reported that male respondents participated more in the study (65.4%) than their female counterparts (34.3%). This information may be important to consider when interpreting findings, as it may suggest that male students are more willing to engage in research studies related to library anxiety.

e) "The fifth objective of this study was to suggest that may help reducing NSTU library anxiety among students"

Findings from the first objective showed that the recommendations provided by the respondents in study, several recommendations can be made to help reduce library anxiety among students at NSTU.

Firstly, there appears to be a need for better library services and facilities. The students commented that library anxiety increases when expected services are not fulfilled, which can be attributed to traditional library personnel and a lack of well-educated library personnel. It was also suggested that the administration body's willingness is responsible for this, and that adequate budget and proper governance would be helpful in this regard. Therefore, improving library services and facilities, as well as hiring and training qualified personnel, could help reduce library anxiety among students.

Secondly, the library should be more liberating and interesting to students. It was suggested that the library should be made more interesting and enjoyable, so that students want to come and join the library to study more. Additionally, the library should be more liberated, with the book section separated from the reading section, so that students have the freedom to search for books from the bookshelf. This could help reduce library anxiety by making the library more appealing and accessible to students.

Thirdly, it was suggested that the library should recognize that library anxiety is common among students and that they are not alone in feeling overwhelmed by the library. This can be achieved by creating a supportive environment where students feel comfortable asking for help from librarians or library employees. It was also suggested that librarians should be trained to maintain a quiet environment in the library to help reduce library anxiety.

Overall, the recommendations suggest that improving library services and facilities, hiring and training qualified personnel, creating a more appealing and accessible library environment, recognizing common

library anxiety among students, and creating a supportive environment in the library can all help reduce library anxiety among students at NSTU. These findings can be useful for future research and for the administration of NSTU to improve their library services and facilities.

RECOMMENDATIONS

To address library anxiety among NSTU students, the library should recognize it as a potential barrier to effective information use and take appropriate measures to reduce it. Regular library orientation, user education, and information literacy programmes should be organized, preferably during the first semester, to familiarize students with library resources, services, and search techniques. Library staff should receive regular training in communication, professional development, and student support so that they can provide friendly and effective assistance. Librarians should be familiar with the location of library materials and actively guide students in searching for and using resources. A user-friendly catalogue, clear shelf labels, and a directory showing the location of different library sections should also be provided to make information retrieval easier.

The library should provide adequate computers, Internet access, electronic resources, current books, reference materials, and appropriate referencing tools. Extended opening hours, particularly during examination periods, should be considered to accommodate students' information needs and reduce overcrowding. The library should also maintain a clean, organized, attractive, and comfortable environment with adequate seating. Faculty members should encourage students to use library resources through assignments and research activities. The library should also develop web-based information literacy tutorials and collaborate with student residence halls to include library orientation in student induction programmes. Overall, a supportive environment, well-trained staff, accessible resources, and effective information-literacy programmes can improve students' confidence,

LIMITATIONS OF THE STUDY

The study has several limitations. It was confined to undergraduate students of the NSTU library; therefore, its findings may not be generalizable to students from other disciplines, institutions, or universities. The study focused only on NSTU and may not fully represent the situation in other academic libraries. The relatively small number of participants may also have limited the scope and reliability of the findings. In addition, the use of purposive sampling may have introduced limitations in participant selection and reduced the representativeness of the sample. Finally, the study examined the challenges and prospects of NSTU library's transition to web-based information services based on a limited number of survey responses.

CONCLUSION

According to the current study, NSTU undergraduate students are experiencing early-stage library anxiety. With the aid of a competent library orientation, understanding of how to use the library, user instruction, computer literacy, and strong connections with the librarians, students may get over their fear of the library. This anxiety should eventually be diminished. According to the report, Noakhali Science and Technology University's undergraduate students experience a considerable problem with library anxiety. According to the study, measures should be implemented to reduce library anxiety, including conducting seminars, fostering a friendly atmosphere, and offering greater help to students who feel anxious in the library. Taking steps to reduce library phobia can enhance the entire student experience and

support academic success. These results underline how crucial it is to reduce library anxiety among NSTU undergraduate students. By offering specialized assistance and resources, such as library orientation programs, workshops on efficient research techniques, and campaigns to encourage the use of library services, libraries and universities may take efforts to reduce anxiety. Students might feel more certain and powerful in their academic endeavors by lessening their library fear.

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