



Enhancing Postgraduate Students' Engagement: The Effects of Library and ICT Anxieties in Public and Private Universities in Nigeria

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Abstract

This study investigated library and ICT anxieties of postgraduate students in the University of Ibadan, Ibadan, and Ajayi Crowther University, Oyo, both located in Oyo State, Nigeria. The research framework incorporates library anxiety theory. Employing a correlational survey design, the study targeted 7,681 postgraduate students from various faculties across both universities. A multistage sampling technique was employed to select a representative sample of 472 participants. The survey instrument included questionnaires, library anxiety ($\alpha=0.919$) and ICT anxiety ($\alpha=0.916$). Data analysis was descriptive statistics. The participants were pursuing master's degrees (65%), with 61% being female. Library anxiety was reported at a low level, with a weighted mean of $\bar{x}=2.2$, falling below the criterion mean of $\bar{x}=2.5$. Meanwhile, ICT anxiety was also relatively low ($\bar{x}=2.4$), compared to the criterion mean of $\bar{x}=2.5$. Key sources of ICT and Library anxiety include ambiguity, social evaluation, and physical discomfort related to prolonged computer use. Also, affective tendencies are major contributors. However, students generally show a high level of comfort with using computers and the internet, and few avoid technology due to anxiety. The study suggests that students are relatively proficient with digital tools, though targeted interventions to address library anxiety can help further alleviate ICT and library anxiety to zero level among the students.

Keywords: Library Anxiety, Affective tendencies, ICT anxiety, and Computer Anxiety

Introduction

Engagement with academic libraries plays a pivotal role in the academic journey of postgraduate students, particularly in knowledge acquisition, scholarly communication, and original research production. Postgraduate students require deeper, more sustained interaction with academic libraries to support their research-intensive programmes compared with undergraduate. Academic libraries serve as essential hubs for accessing scholarly information, including peer-reviewed journals, dissertations, datasets, grey literature, and digital archives. For postgraduate students, meaningful engagement entails not just accessing resources but critically navigating, evaluating, and applying them in academic writing and knowledge generation. This form of engagement is both cognitive and behavioural, involving the use of advanced research databases,

institutional repositories, and reference management tools (Bamgbose et al., 2024). The extent to which postgraduate students can utilise these resources often determines the quality and depth of their thesis or dissertation work, and these may be influenced by library and information and communication anxieties.

Library anxiety is the fear and negative emotions individuals experience when using the library, preparing to use it, or even thinking about it. These emotions include fear, worry, uncertainty, self-doubt, inefficiency, loneliness, and distress. The library is often a significant source of anxiety for students, who may feel overwhelmed by the library's physical structure, modern technology, vast information resources, lack of research skills, or difficulty interacting with librarians. As a result, many students feel uncomfortable, leave the library prematurely, or lose interest in using library resources.

Ansari (2009) further described library anxiety as a psychological barrier to academic success that prevents students from optimally utilising library services and resources. It is considered a prevalent form of academic anxiety, affecting most students who must use the library during their studies. Mellon (1986) was the first to systematically study library anxiety, observing that students often become so anxious when required to gather information from the library that they struggle to approach their research logically and effectively. Symptoms of library anxiety include feeling overwhelmed by the library's size, confusion about locating resources, lack of research confidence, and fear of seeking help.

Library anxiety consists of five key elements: affective barrier, barriers with staff, comfort with the library, knowledge of the library, and mechanical barrier (Abusin et al., 2011). The affective barrier stems from students' negative perceptions of their research abilities. Barriers with staff occur when students perceive librarians as intimidating or unapproachable. Comfort with the library refers to feelings of discomfort or unwelcomeness in the library environment. Knowledge of the library relates to students' unfamiliarity with library organisation and resource location. The mechanical barrier arises from difficulties in using library technology.

Library anxiety can lead to tension, fear, uncertainty, helplessness, and mental disorganisation, which hinder students' effective use of library resources (Ansari, 2009). The rapid advancement of information technologies in university libraries has further contributed to students' anxiety, as they struggle to adapt to technological changes. This ongoing challenge affects students' ability to fully engage with and benefit from library resources. Jiao and Onwuegbuzie (2004) identified three key antecedents of library anxiety: dispositional, situational, and environmental factors. Dispositional antecedents include internal traits such as self-esteem, perfectionism, and study habits, while situational antecedents relate to external factors like library size, familiarity with computers, and perceptions of library services. Environmental antecedents encompass demographic factors such as gender, age, and ethnicity. These factors interact to determine the severity of library anxiety experienced by students. Jiao et al. (2018) further observed that past negative experiences in libraries can heighten this anxiety.

Studies on library anxiety among different student populations have highlighted various coping strategies. For example, Wessel and Meriam (2010) examined undergraduate students,

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while Inouye and Bierman (2013) focused on community college students, and Wang and Sin (2011) studied postgraduate students. Their findings suggest that interventions such as library orientation programmes, one-on-one librarian consultations, and online research guides can help mitigate anxiety. However, Kim and Sin (2018) found that students using digital search engines in libraries reported higher levels of anxiety, likely due to information overload and difficulties in navigating search processes.

A related concept influencing postgraduate students' use of institutional repositories is Information and Communication Technology (ICT) anxiety. Sami and Pangannaiah (2006) described ICT anxiety as a psychological barrier that hinders effective technology use, with key components including internet anxiety, information literacy anxiety, and computer anxiety. Internet anxiety, as defined by Afolayan (2022), involves fear and discomfort associated with online activities, which can result in reduced participation and lower confidence in information seeking. Hsiao et al. (2017) further found that high levels of internet anxiety correlate with lower trust in online resources and decreased engagement.

Similarly, computer anxiety, defined by Santos and De Santana (2023), manifests as fear, discomfort, and apprehension when using computers, leading to avoidance behaviours that can negatively impact academic and professional tasks. Popoola and Adedokun (2023) linked computer anxiety to factors such as lack of experience, fear of technology, and low self-efficacy. Additionally, Granić (2023) observed that older adults tend to experience higher levels of computer anxiety than younger users due to reduced exposure to digital technology.

ICT anxiety, in general, can significantly affect individuals' willingness to adopt and use technology effectively. Research has shown that high ICT anxiety levels lead to lower technology adoption rates, especially in educational settings where digital literacy is crucial (Eastin et al., 2006; Morris & Venkatesh, 2010). Hong and Lin (2016) emphasised that prior experience with technology helps reduce anxiety, while fear of making mistakes can deter individuals from engaging with digital tools (Eastin et al., 2006). Addressing these psychological barriers through targeted interventions can enhance students' ability to utilise digital library resources effectively. Perceived lack of control over technology is a significant factor contributing to ICT anxiety, as individuals who feel they have little control over digital tools may experience heightened anxiety, especially when dealing with technical malfunctions or unfamiliar software (Hong & Lin, 2016). Negative attitudes towards technology further exacerbate ICT anxiety, with some individuals viewing technology as a source of stress or inconvenience (Cagiltay & Ozelik, 2010).

Another contributing factor is the complexity of user interfaces; systems that are difficult to navigate can increase anxiety, particularly among those with limited technological experience (Eastin et al., 2006; Hong & Lin, 2016). Similarly, the perceived lack of support for learning and using ICT tools can heighten anxiety, whereas providing adequate training and resources can help reduce these feelings and improve technology adoption (Cagiltay & Ozelik, 2010; Wu & Chen, 2017). For postgraduate students, proficiency in ICT is essential for interacting effectively with institutional repositories (Naveed, 2017). Given the significance of both library anxiety and ICT anxiety in influencing technology adoption, this study examines these psychological barriers as

determinants of institutional repository usage among postgraduate students at the University of Ibadan, Ibadan, and Ajayi Crowther University, Oyo, Nigeria.

The problem that prompted this study was an empirical review from literature (Idiedo et al., 2024; Esse & Haliso, 2024; Obiozor-Ekeze and Nwafor-Orizu, 2024) and observation that indicated low use of institutional repository in most university libraries in Nigeria by postgraduate students. The reasons for the underutilisation of institutional repositories may not be unconnected to library and information and communication technology anxieties experienced by postgraduates. if unchecked, barriers to institutional repository use, such as library and information and communication technology anxieties, postgraduate student would exhibit avoidance behaviour towards academic and research activities, and these would affect their academic performance and quality of their research output. Though previous research on institutional repositories focuses on University ranking (Ezema & Eze, 2024), Policy (Obiozor-Ekeze & Nwafor-Orizu, 2024). Evaluation (Bokoh et al., 2024). And academic staff (Ahmadu, Gama, and Abubakar, 2024) with a dearth of literature on library and ICT anxiety on institutional repositories. Against this background, this study examined the influence of library and information and communication technology anxieties as determinants of institutional repository use by postgraduate students in the University of Ibadan, Ibadan and Ajayi Crowther University, Oyo, Oyo State, Nigeria.

Research Questions

- 1 What is the level of library anxiety of postgraduate students in two universities in Oyo State, Nigeria?
- 2 What is the level of information and communication technology anxiety of postgraduate students of two universities in Oyo state, Nigeria?

Literature Review

Library Anxiety among Postgraduate Students

The rapid development of information technologies has transformed university libraries into essential hubs for learning, research, and social interaction (Deol & Brar, 2021). Despite their expanded role, many students continue to perceive libraries as primarily buildings filled with books, and some still face barriers to effective library use, especially due to library anxiety (Abdoh, 2021; Świgoń, 2011). First identified by Mellon (1986), library anxiety refers to students' discomfort and apprehension when using libraries, often due to factors such as library size, lack of skills, and uncertainty about research.

Library anxiety manifests in cognitive, emotional, and behavioural responses that hinder students' ability to utilise library resources effectively (Jiao et al., 1996). Fear of seeking help from librarians contributes significantly to this issue, leading to library avoidance (Andrews, 1991; Jiao et al., 2004). If unaddressed, library anxiety can result in procrastination, poor academic performance, and weakened research skills (Birch, 2012). Studies across various global contexts have revealed that affective barriers, such as fear of embarrassment or inadequacy, are central to

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library anxiety (Lu & Adkins, 2012). These barriers not only hinder library usage but can also impact academic outcomes (Agbonavbare et al., 2021).

Research suggests that addressing library anxiety through improved library training, support services, and an approachable environment can mitigate its effects and enhance student engagement (Bostick, 1992; Agbonavbare et al., 2021). However, the original Library Anxiety Scale, developed before the widespread use of digital media, needs adaptation to reflect modern research environments (Van Kampen, 2004). Ultimately, overcoming library anxiety is crucial to ensuring students fully benefit from university libraries' resources and support (Gardijan, 2023)

Information and Communication Technology Anxiety among Postgraduate Students

Computer anxiety remains a significant challenge, particularly in educational settings, where technology plays a central role in learning and research. It is linked to academic struggles, lower performance, and increased dropout rates, especially among distance learning students who rely heavily on digital tools (Oluwole, 2009; Muraina & Muraina, 2015). Defined by Marcoulides (1989) as a fear or prejudice towards using computers, computer anxiety often stems from factors like lack of confidence, negative beliefs about technology, and physical discomfort such as eye strain (Osalusi & Awujoola, 2021).

This anxiety can manifest in various forms, including technophobia and avoidance, which hinder students' ability to engage with digital tools effectively (Osalusi & Awujoola, 2021). It is often exacerbated by ambiguity, social evaluation, and physical symptoms, leading to frustration and diminished task performance (Beckers et al., 2007). Researchers have developed scales to measure computer anxiety, such as the Computer Anxiety Index (CAIN) and the Computer Anxiety Rating Scale (CARS), which assess factors like avoidance and negative attitudes (Maurer & Simonson, 1984).

Furthermore, computer anxiety is a multidimensional issue, encompassing cognitive, behavioural, and physiological components, which can affect an individual's learning and work performance (Wren & Benson, 2004). The lack of computer literacy and self-efficacy are key contributors to this anxiety, particularly among postgraduate students (Sam et al., 2005; Akpan, 2016). Addressing computer anxiety through improved digital literacy and supportive environments is essential to reducing its impact on academic and professional outcomes (Celik & Yesilyurt, 2013).

Methodology

The study employed a descriptive survey research design, which focuses on collecting data to describe and explain phenomena without manipulating variables (Siedlecki, 2020). This approach allowed the researcher to assess the relationships between library anxiety, ICT anxiety, and institutional repository use among postgraduate students while testing hypotheses on the influence of independent variables on the dependent variable. The correlational nature of the design enabled the discovery of relationships and the potential prediction of future trends without altering the study environment.

The study population comprised 7,681 postgraduate students from the University of Ibadan and Ajayi Crowther University, Nigeria. Specifically, 7,034 master's students were from the University of Ibadan, while 647 master's students were from Ajayi Crowther University.

Table 1: Population of the study

S/No	University of Ibadan Faculty	Number of postgraduate students (Masters)	Ajayi Crowther University Faculty	Number of postgraduate students (Masters)
1.	Agriculture	601	Communication and Media Studies	22
2.	Arts	836	Humanities	137
3.	Basic Medical Sciences	315	Law	5
4.	Clinical Sciences	128	Social Science	16
5.	Economics and Management Science	329	Natural Sciences	36
6.	Education	1239	Management Sciences	431
7.	Environmental Design	74		
8.	Institute of Peace and Strategic Studies	2		
9.	Institute of African Studies	161		
10	Institute of Child Health	25		
11	Institute of Education	83		
12	Law	189		
13	School of Business	251		
14	Pharmacy	83		
15	Public Health	109		
16	Renewable Natural Resources	125		
17	Sciences	1032		
18	Technology	641		
19	The Social Sciences	529		
20	Veterinary Medicine	37		
21	Multi-Disciplinary Studies	245		
	Total	7,034	Total	647

Source: University Academic Planning Units.

The study used a two-stage sampling technique. In the first stage, a simple random sampling method was employed to select three faculties from each university. From the University of Ibadan, the selected faculties were Faculty of Basic Medical Sciences, Faculty of Economics and Management Science, and Faculty of Technology. For Ajayi Crowther University, the chosen faculties were Faculty of Humanities, Faculty of Management Sciences, and Faculty of Natural Sciences. In the second stage, a proportionate sampling technique was applied, where 25% of the population from each selected faculty was drawn. This resulted in a total sample size of 472 students for the study, as revealed in Table 2.

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Table 2: Sample Size

		University of Ibadan	
S/N	Faculties	Number of Master's Students	Sample size (15%)
1	Faculty of Basic Medical Sciences	315	79
2	Economics and Management Science	329	82
3	Technology	641	160
	Total	1,285	321
		Ajayi Crowther University	
S/N	Faculties	Number of Master's Students	Sample size (15%)
4	Humanities	137	34
5	Management Sciences	431	108
6	Natural Sciences	36	9
	Total	604	151

Source: University Academic Planning Units.

The study used a questionnaire titled Questionnaire on Library and ICT Anxiety of Postgraduate Students of Selected Universities (QULIPS), chosen for its ability to reach a large population and ensure respondent convenience. It included three sections: Section A, covering demographic details (7 items on age, gender, education level); Section B, focusing on library anxiety with 30 items adapted from Bostick's (1992) Library Anxiety Scale, measuring five constructs; and Section C, assessing ICT anxiety with 14 items based on scales by Igbaria and Chakrabarti (1990) and others, measuring computer and Internet anxiety. All items used a 5-point Likert scale. The questionnaire was reviewed by the researcher's supervisors and two lecturers from relevant departments for face validity. After revisions, it was pre-tested with 30 postgraduate students at the University of Ilorin Library. Reliability was confirmed using Cronbach Alpha in SPSS, yielding coefficients of $\alpha = 0.919$ for Section B and $\alpha = 0.916$ for Section C, indicating excellent reliability (George & Mallery, 2003; Nunnally, 1978). Descriptive statistics, including frequency counts, percentages, mean, and standard deviation, were used for data analysis with SPSS.

The study sample comprised 472 postgraduate students from two universities in Ibadan, Oyo State, Nigeria. Of the 472 questionnaires distributed, 458 (97.03%) were returned, and 443 (93.85%) were deemed usable for analysis. This return rate of 93.85% is higher than the 60% standard often considered acceptable in research (Evans, Peterson & Demark-Wahnefried, 2004, in Dulle, Minish-Majanja & Cloete, 2010), indicating that the study's findings represent the majority of postgraduate students at the selected universities.

Table 3: Response rate of the respondents

S/N	University	Distributed N (%)	Returned N (%)	Usable N (%)
1	Ajayi Crowther University, Oyo State	321	311	301 (67.9)
2	University of Ibadan, Ibadan, Oyo State	151	150	142 (32.0)

The study's return rate of nearly 94%, significantly higher than the 60% acceptable standard, indicates high data reliability and suggests that the findings are representative of the population. This high response rate helps reduce non-response bias, enhancing the validity and generalizability of the results to postgraduate students in Oyo State, Nigeria. Consequently, the study's conclusions and recommendations can be trusted as they reflect the views and behaviours of the majority of the target population. The demographic characteristics of the respondents consist of name of institution, faculty, programme, gender, age and year of admission into the programme. Table 4 presents the demographic characteristics of the respondents.

Table 4 Demographic Characteristics of the Respondents

S/N	Demographic factor	Category	Frequency (N = 443)	Percentage (% -100)
1	University	University of Ibadan	301	(67.9)
		Ajayi Crowther University	142	(32.0)
2	Faculties	Faculty of Basic Medical Sciences	73	16.5
		Economics and Management Science	72	14.4
		Education	143	28.6
		Humanities	34	6.8
		Management Sciences	112	22.4
		Natural Sciences	9	1.8
3	Programme	PGD	54	10.8
		Master	326	65.2
		MBA	63	12.6
4	Gender	Female	272	61.4
		Male	171	38.6
5	Age	21-30	191	43.1
		31-40	141	31.8
		41-50	111	25.1
6	Year of Admission for the programme	2019	61	13.8
		2020	81	18.3
		2021	232	52.4
		2022	69	15.6

The majority of respondents (67.9%) were from the University of Ibadan, with 301 individuals, while Ajayi Crowther University accounted for 23.0% of the sample, with 142 respondents. The Faculty of Education had the highest number of respondents (28.6%), followed by the Faculty of Management Sciences (22.4%), and the Faculty of Natural Sciences had the

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lowest representation (1.8%). Academic Master's students made up 65.2% of the sample, while MBA students were the next largest group. Gender-wise, 61.4% of the respondents were female, and 38.6% were male. In terms of age, the largest group was 21-30 years (43.1%), followed by 31-40 years (31.8%) and 41-50 years (25.1%). Regarding year of admission, 52.4% of respondents began in 2021, while 13.8% started in 2019. These demographics offer insight into the sample's composition and provide a basis for understanding potential influences on the study's results.

Research Question One: What is the level of library anxiety (affective barrier and barrier with staff) of postgraduate students in two universities in Oyo State, Nigeria?

The level of library anxiety of postgraduate students in two universities in Oyo state, Nigeria was examined under 10 items, with the response scale of: Strongly Agree, Agree, Disagree and Strongly Disagree. The result is presented in Table 5 below

Table 5: Library Anxiety of Postgraduate Students in two Universities in Oyo State, Nigeria

A Affective barrier							
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
1	I am embarrassed that I don't know how to use the library	30 (6.8)	10 (2.3)	70 (15.8)	333 (75.2)	1.41	.833
2	The university library is confusing to me	30 (6.8)		110 (24.8)	303 (68.4)	1.45	.810
3	I am unsure about how to begin my search	20 (4.5)	60 (13.5)	111 (25.1)	252 (56.9)	1.66	.877
4	I enjoy learning new things about the library	180 (40.6)	142 (32.1)	71 (16.0)	50 (11.3)	3.02	1.010
5	The library never has the materials I need	20 (4.5)	110 (24.8)	141 (31.8)	172 (38.8)	1.95	.904
6	I can never find things in the library	10 (2.3)	31 (7.0)	160 (36.1)	242 (54.6)	1.57	.722
B Barrier with staff							
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
7	I feel I am bothering the reference librarians if I ask question	30 (6.8)	71 (16.0)	141 (31.8)	201 (45.4)	1.84	.928
8	Librarians do not have time to help me	10 (2.3)	71 (16.0)	160 (36.1)	202 (45.6)	1.75	.803
9	The reference librarians are not approachable	20 (4.5)	61 (13.8)	150 (33.9)	212 (47.9)	1.75	.858
10	The librarians are unapproachable		91 (20.5)	140 (31.6)	212 (47.9)	1.73	.782
11	The reference librarians are unhelpful	20 (4.5)	50 (11.3)	191 (43.1)	182 (41.1)	1.79	.814

12	If I cannot find a book on the shelf or online in the e-library the library staff will help me	80 (18.1)	202 (45.6)	51 (11.5)	110 (24.8)	2.57	1.051
C	Comfort with the library						
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
13	I get confused trying to find my way around the library	20 (4.5)	51 (11.5)	130 (29.3)	242 (54.6)	1.66	.853
14	I feel comfortable in the library	191 (43.1)	182 (41.1)	20 (4.5)	50 (11.3)	3.16	.951
15	I feel safe in the library	222 (50.1)	180 (40.6)	11 (2.5)	30 (6.8)	3.34	.826
16	The library rules are too restrictive	30 (6.8)	81 (18.3)	200 (45.1)	132 (29.8)	2.02	.868
17	I do not feel physically safe in the library	30 (6.8)	11 (2.5)	170 (38.4)	232 (52.4)	1.64	.830
18	The graveyard silence in the library makes me uncomfortable	10 (2.3)	41 (9.3)	150 (33.9)	242 (54.6)	1.59	.751
D	Knowledge of the library						
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
19	I do not know what to do next when the book I need is not on the shelf	51 (11.5)	71 (16.0)	140 (31.6)	181 (40.9)	1.98	1.016
20	The library is an important part of my institution	282 (63.7)	101 (22.8)	10 (2.3)	50 (11.3)	3.39	.981
21	I want to learn to do my own search	201 (45.4)	171 (38.6)	31 (7.0)	40 (9.0)	3.20	.920
22	I do not know what resources are available in the library	70 (15.8)	70 (15.8)	203 (45.8)	100 (22.6)	2.25	.978
23	I always return books used to shelf after use	80 (18.1)	31 (7.0)	130 (29.3)	202 (45.6)	1.98	1.118
24	I do not know how to use e-resources available in the e-library	50 (11.3)	61 (13.8)	190 (42.9)	142 (32.1)	2.04	.954
D	Mechanical barrier						
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
25	I can always ask a librarian if I do not know how to work a piece of equipment in the library	182 (41.1)	191 (43.1)	40 (9.0)	30 (6.8)	3.19	.860
26	The computer printers are often out of paper	60 (13.5)	203 (45.8)	120 (27.1)	60 (13.5)	2.59	.886
27	The directions for using computers are not clear.	61 (13.8)	91 (20.5)	221 (49.9)	70 (15.8)	2.32	.901

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28	Good instructions for using the library's computers are available	70 (15.8)	212 (47.9)	121 (27.3)	40 (9.0)	2.70	.841
29	The photocopy machines are usually out of order	61 (13.8)	101 (22.8)	191 (43.1)	90 (20.3)	2.30	.945
30	I prefer Google search to using the library	130 (29.3)	171 (38.6)	51 (11.5)	91 (20.5)	2.77	1.086
Weighted Mean $\bar{x}$ = 2.2		Criterion Mean $\bar{x}$ = 2.5					

The study on library anxiety among postgraduate students in two universities in Oyo State, Nigeria, reveals that a majority experience affective barrier related to library use, with 80% of respondents reporting anxiety. While students enjoy learning about the library ($\bar{x}$ =3.02), they expressed challenges with resource availability ($\bar{x}$ =1.95) and felt unsure about how to begin their search ($\bar{x}$ =1.66). The least concern was embarrassment about not knowing how to use the library ($\bar{x}$ =1.41). Regarding barriers with staff, students felt that library staff would assist them if they couldn't find a book ($\bar{x}$ =2.57), and most disagreed that librarians were unhelpful or unapproachable. These findings suggest a positive relationship with library staff. In terms of library comfort, students generally felt safe and comfortable in the library ($\bar{x}$ =3.34, $\bar{x}$ =3.16). However, they disagreed with the notion that the library rules were too restrictive ($\bar{x}$ =2.02), and they were not bothered by the silence in the library ($\bar{x}$ =1.59).

For library knowledge, most students agreed the library was important to their institution ($\bar{x}$ =3.39) and expressed interest in learning how to search effectively ($\bar{x}$ =3.20). However, they disagreed on some aspects, such as knowing how to use e-resources ($\bar{x}$ =2.04) and returning books to shelves ($\bar{x}$ =1.98). Mechanical barriers were also addressed, with students agreeing that they could ask librarians for help with equipment ($\bar{x}$ =3.19) and that instructions for using computers were clear ($\bar{x}$ =2.70). The preference for Google search over the library ($\bar{x}$ =2.77) and the reliability of photocopy machines ($\bar{x}$ =2.30) were noted as areas for improvement. Overall, the study shows that postgraduate students have relatively low library anxiety (mean=2.2), indicating a generally positive and comfortable relationship with library resources. However, improvements in resource access, e-resource usage, and library staff support could enhance the overall library experience. The study on library anxiety among postgraduate students in two universities in Oyo State, Nigeria, found a high level of library anxiety. While students generally had positive experiences with library equipment and services, there were areas for improvement.

This finding aligns with previous research, such as Shehata and Elgllab (2019), who noted that anxiety in seeking assistance from librarians contributes to library avoidance among students. Similarly, Jiao, Onwuegbuzie, and Waytowich (2008) found that graduate students with higher library anxiety tended to make more citation errors, particularly with staff and comfort in the library. While some studies, like Noori et al. (2017), indicated that affective barriers were not the main source of anxiety for students in certain contexts, others, such as Lu and Adkins (2012), highlighted affective factors as significant contributors to library anxiety. These variations suggest that students' experiences may differ by institution, emphasizing the need for tailored approaches to address library anxiety. Additionally, Abdoh (2021) found that library training courses helped reduce library anxiety among students, as those who participated in training scored lower on the Library Anxiety Scale.

Research Question Two: What is the level of information and communication technology anxiety of postgraduate students of two universities in Oyo state, Nigeria

The level of information and communication technology anxiety of postgraduate students of two universities in Oyo state, Nigeria, was examined under 10 items, with the response scale of: Strongly Agree, Agree, Disagree and Strongly Disagree. The result is presented in Table 6 below

Table 6: ICT Anxiety of Postgraduate Students of two Universities in Oyo State, Nigeria

A		Computer Anxiety				Mean	Std. Dev
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree		
1	I am comfortable when using a computer	301 (67.9)	111 (25.1)	21 (4.7)	10 (2.3)	3.59	.688
2	I often experience anxiety when using a computer	10 (2.3)	40 (9.0)	132 (29.8)	261 (58.9)	1.55	.752
3	I experienced anxiety when Opening and closing programs	20 (4.5)	40 (9.0)	141 (31.8)	242 (54.6)	1.63	.828
4	I have mild anxiety when Browsing the internet	20 (4.5)	30 (6.8)	151 (34.1)	242 (54.6)	1.61	.803
5	I have chronic anxiety when typing on the keyboard	20 (4.5)	30 (6.8)	131 (29.6)	262 (59.1)	1.57	.808
6	I experienced occasional anxiety when using a mouse	10 (2.3)	50 (11.3)	131 (29.6)	252 (56.9)	1.59	.778
7	I found it difficult when learning new software	40 (9.0)	70 (15.8)	182 (41.1)	151 (34.1)	2.00	.928
8	I have avoided using a computer because of anxiety?	10 (2.3)	40 (9.0)	131 (29.6)	262 (59.1)	1.54	.752
B		Internet Anxiety				Mean	Std. Dev
S/No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree		
7	I always feel anxious when using the Internet.	20 (4.5)	40 (9.0)	121 (27.3)	262 (59.1)	1.59	.834
8	I go out of my way to avoid using the Internet.	10 (2.3)	10 (2.3)	131 (29.6)	292 (65.9)	1.41	.651
9	It is easy for me to use the Internet.	291 (65.7)	101 (22.8)	21 (4.7)	30 (6.8)	3.47	.867
10	It is important for me to be able to use the Internet.	270 (60.9)	123 (27.8)	20 (4.5)	30 (6.8)	3.43	.862
11	My anxiety about using the Internet bothers me.	10 (2.3)	40 (9.0)	151 (34.1)	242 (54.6)	1.59	.748
12	I am more anxious about using the Internet than I should be.	20 (4.5)	50 (11.3)	121 (27.3)	252 (56.9)	1.63	.855
Weighted Mean x=2.4		Criterion Mean x=2.5					

The study on information and communication technology (ICT) anxiety among postgraduate students in two universities in Oyo State, Nigeria, found that the overall ICT anxiety level was relatively low, with a weighted mean score of 2.4, which is below the criterion mean of

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2.5. This indicates that students generally experience moderate to low anxiety when interacting with digital technologies. Regarding computer anxiety, most respondents reported feeling comfortable using computers (mean = 3.59). They disagreed with statements about difficulty in learning new software (mean = 2.00) or experiencing anxiety when opening programs (mean = 1.63). This suggests high comfort with basic computer functions.

For internet anxiety, the highest mean scores were for the ease of using the internet (mean = 3.47) and its importance (mean = 3.43). Respondents strongly disagreed that they felt anxious about using the internet (mean = 1.63) or avoided it (mean = 1.59). This indicates strong digital literacy and confidence in using online resources. Overall, the findings suggest that postgraduate students in these universities have a positive relationship with technology, with relatively low levels of ICT anxiety. However, there is room for further enhancing their digital literacy skills through targeted education and training.

The study on information and communication technology (ICT) anxiety among postgraduate students in two universities in Oyo State, Nigeria, revealed a high level of ICT anxiety. This finding aligns with Beckers et al. (2007), who suggested that daily computer use in class can lead to computer anxiety due to sources like ambiguity, social evaluation, and physical symptoms. Ambiguity arises from unclear expectations, social evaluation is linked to fear of poor performance, and physical symptoms like eye irritation and body aches can also contribute to anxiety. Similarly, a study by Azami et al. (2018) on library and electronic resources anxiety among postgraduate students at Kerman University of Medical Sciences found moderate levels of both library and electronic resources anxiety.

Conclusion

The study identifies key sources of both ICT and library anxiety among postgraduate students, including ambiguity, social evaluation, and physical discomfort from prolonged computer use. Ambiguity arises from uncertainty about how to use technology, while social evaluation involves fear of judgment from peers or instructors. Physical discomfort, such as eye strain and headaches, exacerbates ICT anxiety. Emotional responses, like frustration and fear, also contribute to both types of anxiety, often causing students to avoid seeking help or using library resources, which can affect their academic performance.

Despite these challenges, students generally show a high level of comfort with digital tools, suggesting that ICT anxiety does not significantly hinder their use of technology. However, library anxiety remains a major concern. The study recommends targeted interventions, such as library workshops, training, and ergonomic improvements, to reduce both ICT and library anxiety. By addressing these issues, universities can create an environment where students feel confident using ICT and library resources, fostering more effective academic engagement.

Recommendations

1. A compulsory orientation at the start of their academic programme would introduce students to library services, search strategies, digital databases, institutional repositories, and citation tools. In addition to the initial orientation, the library should offer periodic

hands-on workshops—both in-person and online—to accommodate various learning preferences and academic schedules. These sessions should be discipline-specific, practical, and interactive to enhance effectiveness.

2. Academic libraries should redesign their websites and search interfaces to be more intuitive, visually clear, and mobile-friendly. In addition, curated digital guides (e.g., LibGuides) tailored to specific fields of study can help direct students toward relevant resources. libraries should also enhance visibility through outreach efforts such as embedded librarians in departments, live chat services, and virtual reference hours. These strategies will ensure that students are aware of what is available to them and feel confident navigating library systems.
3. Further study should explore the relationship between digital literacy levels and library anxiety among postgraduate students across multiple geopolitical zones in Nigeria.

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