Appendix A

Example of themes and factors definitions of Library Anxiety from Previous Research

<table>
<thead>
<tr>
<th>Theme</th>
<th>Definition / Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes Related to Library Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Barriers with staff</td>
<td>Refers to students’ perception that librarians and other library staff are intimidating, unapproachable, and too busy to provide assistance in using the library (Bostick, 1992)</td>
</tr>
<tr>
<td>Interpersonal Anxiety</td>
<td>Relates to an increase in anxiety level when students contemplates or is in the process of seeking help from a librarian or other library staff (Onwuegbuzie, 1997)</td>
</tr>
<tr>
<td>The Staff Factor</td>
<td>Refers to students’ attitudes towards the librarians and library staff and their perceived accessibility (Shoham &amp; Mizrachi 2001)</td>
</tr>
<tr>
<td><strong>Themes Related to Comfort with the Library</strong></td>
<td></td>
</tr>
<tr>
<td>Comfort with the Library</td>
<td>Refers to how safe, welcoming, and non-threatening students perceive the library to be. (Bostick, 1992)</td>
</tr>
<tr>
<td>Perceived Comfort with the Library</td>
<td>Pertains to the anxiety that arise from student’s perception of how safe and welcoming the library is. (Onwuegbuzie, 1997)</td>
</tr>
<tr>
<td>The Physical Comfort Factor</td>
<td>Measures how much the physical facility affects the students’ enjoyment of the library (Shoham &amp; Mizrachi 2001)</td>
</tr>
<tr>
<td><strong>Themes Related to the Knowledge of the Library</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge of the Library</td>
<td>Refers to how unfamiliar students feel they are with the library (Bostick, 1992)</td>
</tr>
<tr>
<td>Location Anxiety</td>
<td>Pertains to the student’s level of perceived familiarity with the library (Onwuegbuzie, 1997)</td>
</tr>
<tr>
<td>The Knowledge Factor</td>
<td>Refers to how the students rate their own library expertise (Shoham &amp; Mizrachi 2001)</td>
</tr>
</tbody>
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<tr>
<th>Theme</th>
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<tr>
<td><strong>Themes Related to Difficulties in using Mechanical Equipments of the Library</strong></td>
<td></td>
</tr>
<tr>
<td>Mechanical Barriers</td>
<td>Refers to feelings which emerge as a result being unable to operate equipment in the library such as copy machines, computer printers, microfilm readers, and change machines (Bostick, 1992)</td>
</tr>
<tr>
<td>Mechanical Anxiety</td>
<td>Elevation in anxiety levels when students are contemplating using, attempting to use, or actually using mechanical library equipments (Onwueguzie, 1997)</td>
</tr>
<tr>
<td><strong>Themes Related to Feelings of Lack of Library Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Affective barriers</td>
<td>Feeling of students that their library skills are inadequate compare to other students.</td>
</tr>
<tr>
<td>Perceived Library Competence</td>
<td>Relates to the increase in level of library anxiety culminating in a student having a negative perception of her or his ability to utilize the library competently (Onwueguzie, 1997)</td>
</tr>
<tr>
<td><strong>Themes Related to Anxiety that emerge when the desired materials are not available in the library</strong></td>
<td></td>
</tr>
<tr>
<td>Resource Anxiety</td>
<td>Anxiety that stems from a student selecting an article or a book from a library computer search that was not available at the library (Onwueguzie, 1997)</td>
</tr>
<tr>
<td>The Resources Factor</td>
<td>Involves the perceived availability of the desired material in the library collection</td>
</tr>
<tr>
<td><strong>Themes Related to the Language of the Resources used in the Library</strong></td>
<td></td>
</tr>
<tr>
<td>The Language Factor</td>
<td>Factor indicating the extent to which using English language searches and materials induces discomfort.</td>
</tr>
<tr>
<td><strong>Themes Related to Students’ Attitudes Towards Library Policies</strong></td>
<td></td>
</tr>
<tr>
<td>The Library Policies/Hours Factor</td>
<td>Assesses the students’ attitudes towards library regulations and operating hours</td>
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