

The Silent Barriers: How Library and ICT Anxieties Hinder Postgraduate Students' Access to Institutional Repositories

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ABSTRACT

Institutional repositories serve as digital platforms for archiving and disseminating research outputs in universities. Despite their significance, postgraduate students in many Nigerian universities underutilise these resources, potentially due to library and ICT-related anxieties. This study investigates how these anxieties influence institutional repository use among postgraduate students at the University of Ibadan and Ajayi Crowther University in Oyo State, Nigeria. Grounded in library anxiety theory and the technology acceptance model, this study employed a correlational survey design. Multistage sampling technique was used to select 472 participants from the total postgraduate population of 7,681. Data was collected with validated questionnaire measuring institutional repository use ($\alpha=0.878$), library anxiety ($\alpha=0.919$), and ICT anxiety ($\alpha=0.916$). The analyses involved the use of descriptive statistics, Pearson correlation, and multiple regression at a significance level of 0.05. The findings revealed that ICT anxiety ($r=.185$) had significant correlation with institutional repository use, whereas library anxiety ($r=.048$) did not. Collectively, library and ICT anxieties influenced repository use ($R=.187$; $F(7.977) = 11.63$; $\text{Adj. } R^2=.031$), explaining 31% of the variance. Library anxiety ($\beta = 0.197$) had greater contribution than ICT anxiety ($\beta=-0.31$). Key enablers of repository use are thesis writing, access to e-journals, and library familiarity, while slow Internet and software compatibility issues hindered usage. Addressing these challenges is essential for improving repository adoption among postgraduate students.

KEYWORDS

- Library anxiety
- Institutional repository
- ICT anxiety
- Computer anxiety
- Affective anxiety

Introduction

University education in the information age necessitates access to current information across diverse disciplines to support effective learning, teaching, and research. Postgraduate students in particular, require up-to-date resources to facilitate their academic activities, and institutional repositories serve as valuable sources of such information. Institutional repositories in today's digital era serve as invaluable resources for postgraduate students, offering access to a wealth of academic research, theses, and other scholarly works that can significantly enhance their studies and research activities. Despite the potential of these repositories to support academic success, many postgraduate students face challenges in effectively utilising these platforms. Among the most significant silent barriers are library and ICT anxieties, which can inhibit students' ability to access, navigate, and fully benefit from these resources.

Silent barriers refer to the unspoken, often subconscious obstacles that limit students' effective engagement with academic and digital resources. These may include internalised feelings of inadequacy, library anxiety, fear of judgment, low self-efficacy, technophobia (ICT anxiety), or even a lack of awareness about the existence or utility of digital repository services. Unlike structural barriers such as inadequate infrastructure or limited access to internet-enabled devices, silent barriers are psychological and affective in nature. They are difficult to observe directly because students may not articulate them openly, yet they exert a profound influence on behaviour and academic engagement. For instance, a postgraduate student might avoid approaching a librarian for help due to a fear of appearing incompetent, or may underutilise institutional repositories simply because they are unaware of their relevance to their research needs.

These silent barriers are especially critical in the Nigerian postgraduate context, where disparities in prior exposure to technology, coupled with limited academic support services, can increase feelings of anxiety. Noori (2024) emphasised that internal psychological factors are as important as infrastructural constraints in shaping students' information-seeking behaviour and academic performance. By foregrounding the concept of silent barriers and integrating it into the broader discussion of library anxiety and ICT anxiety, this study offers a more nuanced understanding of the challenges postgraduate students face. It highlights the need for not only infrastructural investment but also targeted interventions that address the emotional and cognitive dimensions of digital resource use.

Library anxiety, defined as the discomfort and apprehension students experience when using library resources, and ICT anxiety, which is the fear and hesitation associated with using technology, have been identified as key factors inhibiting students' academic progress (Adeeko, 2021). These anxieties are especially pronounced in the academic environments where research and resource utilisation are central to success. Studies have shown that these anxieties often stem from insufficient technological skills, a lack of familiarity with digital tools, and perceived barriers to using online resources effectively (Naveem, 2021). Furthermore, the rapid advancement of digital tools and increasing reliance on institutional repositories have left many students, particularly those from less technologically equipped environments, struggling (Osalusi & Awujoola, 2021). This is particularly true in Nigerian universities, where infrastructural challenges and limited access to training constrain effective navigation and use of institutional repositories (Siedlecki, 2020).

In Oyo State, Nigeria, postgraduate students face compounded challenges related to both library and ICT anxieties that impact their ability to access and utilise institutional repositories. This issue is especially pertinent in the context of postgraduate research, where access to current academic materials is essential for writing theses and journal articles. Despite the clear potential of these repositories to support academic success, anxiety regarding their use remains a significant obstacle (Siedlecki, 2020). According to the findings of Osalusi and Awujoola (2021), computer anxiety and discomfort with digital resources often correlate with lower engagement in online academic tools, including institutional repositories.

For many Nigerian postgraduate students, anxiety related to library use often stems from unfamiliarity with modern information retrieval systems, digital catalogues, online databases, and electronic journals. Similarly, ICT anxiety may be rooted in limited prior exposure to digital environments, especially for those who completed their undergraduate education in resource-constrained settings. When these anxieties are not addressed, students may struggle to access essential materials for their coursework, literature reviews, and theses. This lack of access and proficiency translates directly into delays in research progress, poor academic performance, and diminished self-confidence (Noori, 2024).

More importantly, these anxieties are not uniformly experienced. Students from underserved regions, who may have had little exposure to computerised systems or stable internet access, face disproportionate challenges. Their difficulties in navigating academic technologies further widen the digital divide and reinforce existing inequalities in higher education. As a result, capable students may be marginalised not due to lack of intellect, but due to limited digital fluency. Beyond academic performance, library and ICT anxieties also stifle innovation. In postgraduate education, especially in research-intensive programmes, ICT tools such as reference managers, data analysis software, and academic communication platforms are indispensable. Students who are reluctant or afraid to use these tools may avoid them altogether, opting instead for less rigorous methods or producing less impactful work. This undermines the quality and competitiveness of research emerging from Nigerian institutions and limits the country's visibility in global academic circles. Ultimately, tackling library and ICT anxieties helps students reach their full academic potential and ensures that Nigeria's research community is well-equipped for innovation, collaboration, and meaningful scholarly impact.

The impact of library and ICT anxieties on postgraduate students' access to institutional repositories is significant, but frequently overlooked in academic discourse. These anxieties not only affect students' willingness to engage with digital platforms but also hinder their academic performance and research productivity (Naveem, 2021). While numerous studies have explored the concept of library anxiety across various educational contexts, there is a noticeable gap in research specifically addressing postgraduate students' interaction with institutional repositories. For instance, Sawe, Nakitare, and Kwanya (2025) investigated library anxiety among undergraduates in Kenya, while Noori (2024) examined the relationship between library anxiety, academic performance, and demographic variables. Similarly, Bamigbola and Feyisetan (2024) focused on anxiety related to library use among secondary school students in Nigeria. However, there is a dearth of empirical studies that investigate how library and ICT-related anxieties affect the use of institutional repositories by postgraduate students, particularly within the Nigerian higher education context. This study seeks to fill that gap.

Objectives of the study

This study explored how library and ICT anxieties impact postgraduate students' use of institutional repositories at two universities in Oyo State, Nigeria. By addressing these barriers, universities can help unlock the full potential of institutional repositories, enabling students to leverage these digital tools for academic growth and research excellence.

Hypotheses

The following null hypotheses were tested in the study at a significance level of 0.05:

1. There is no significant relationship between library anxiety and the use of institutional repositories by postgraduate students at two universities in Oyo State, Nigeria;
2. There was no significant relationship between information and communication technology anxiety and institutional repository use by postgraduate students at two universities in Oyo State, Nigeria;
3. There is no significant joint influence of library anxiety and Information and Communication Technology anxiety on the use of institutional repositories by postgraduate students at two universities in Oyo State, Nigeria.
4. There is no relative contribution of library anxiety and Information and Communication Technology anxiety to the use of institutional repositories by postgraduate students in two universities in Oyo State, Nigeria.

Literature Review

Library Anxiety and Institutional Repository among Students

Several studies have examined factors that influence library anxiety among students across different regions. Gardijan (2023) developed and validated the Croatian-Library Anxiety Scale (CRO-LAS) to measure library anxiety among students at the University of Zadar, Croatia. This study identified six major categories of library anxiety: staff, affective, technological, IT equipment, library comfort, and resource barriers. The findings indicated that, while overall library anxiety levels were low, students exhibited higher anxiety related to IT equipment and resource barriers, whereas staff interaction and library comfort contributed minimally to anxiety. Additionally, undergraduates reported higher levels of library anxiety than postgraduate students. Shehata and Elglab (2019) conducted a comparative study on library anxiety among Arab students in Saudi Arabia and Egypt. Using a culturally adapted scale (LLPB) and a mixed-methods approach, they found that Egyptian students experienced higher levels of library anxiety than their Saudi counterparts did. The study emphasised the need to train students on library use and reshape their perceptions of academic libraries to mitigate anxiety. Similarly, Abdoh (2021) investigated the factors influencing library anxiety among Saudi and Omani students at the University of South Carolina, Columbia. This study utilised an explanatory sequential mixed-methods design incorporating the Library Anxiety Scale developed by Anwar et al. (2010). The results revealed that students who participated in library training programs exhibited lower anxiety scores than those who did not participate. Moreover, affective and library knowledge barriers were the most significant contributors to library anxiety.

Further, Gogoi, Singson, and Thiyagarajan (2021) examined library anxiety among students at three universities in Assam, India, using a modified version of the Bostick Library Anxiety Scale developed by Anwar, Al-Kandari, and Al-Qallaff (2004). The study hypothesised that gender,

language of instruction, type of university, and caste or community would not influence library anxiety. However, the findings suggest that the type of university significantly affected students' library anxiety levels, with Tezpur University students exhibiting the highest anxiety. While no significant differences were found based on gender, language, or caste at the overall level, some constructs, such as feelings of inadequacy and staff approachability, varied across these demographic factors. The study concluded that, despite moderate anxiety levels, students were generally confident, enthusiastic, and optimistic about using library resources. Collectively, these studies underscore the multidimensional nature of library anxiety, highlighting the impact of technological barriers, resource availability, staff interactions, and individual perceptions. They suggested that targeted interventions, such as training workshops and improved library support services, can enhance students' confidence and reduce anxiety, thereby effectively utilising institutional repositories and other academic resources.

Ahmad, Ismail, and Khan (2021) explored the prevalence of library anxiety among medical students at Khyber Medical College (KMC) using a sample of 306 students selected through convenience sampling. This study employed the AQAK library anxiety instrument to measure anxiety levels concerning library staff interactions and user knowledge. The findings indicated that students experienced slightly higher levels of anxiety regarding library staff than regarding user knowledge. No significant differences in anxiety levels were observed between the male and female students. However, first-year students exhibited marginally higher library anxiety than final-year students did. Jan, Anwar, and Warraich (2020) examined the relationship between emotional intelligence and academic anxieties, including library anxiety. Their findings suggest that students with high emotional intelligence experience lower levels of academic anxiety. This study highlighted the impact of emotional intelligence on students' ability to navigate academic challenges, including library-related stress, and underscored the importance of addressing emotional factors to improve students' academic performance and library experiences.

Similarly, Agbonavbare, Egbochuku, and Adeleke (2021) investigated the relationship among affective tendencies, gender, and library anxiety among undergraduate students at the University of Benin. Using a correlational research design and the Affective Tendency and Library Anxiety Scale (ATLAS), this study found no significant relationship between affective tendencies and library anxiety. However, gender differences were significant, with male students experiencing higher library anxiety levels than female students. A follow-up study by the same authors identified "knowledge of the library" as the most significant factor contributing to library anxiety, followed by mechanical barriers. Staff-related barriers had the least influence. The study concluded that library anxiety levels were generally low at the University of Benin, with male students reporting slightly higher anxiety than their female counterparts did.

Lateef (2022) investigated the causes of library anxiety among first-year students at Crawford University, Nigeria using a cross-sectional survey. The study, which included all 368 first-year students across 17 departments, identified key sources of library anxiety, such as noise, lack of library awareness, poor arrangement, cleanliness issues, staff irritability, borrowing restrictions, and slow internet services. These findings suggest that environmental and structural factors significantly contribute to student anxiety in academic libraries.

Information and Communication Technology (ICT) Anxiety and Institutional Repository among Students

Ferdousi (2022) explored the challenges of technology accessibility, computer self-efficacy, computer anxiety, and cyberphobia in e-learning adoption among students. The study highlighted that while digital technology integration is increasing in higher education, students' lack of access to the required technologies and low confidence in using them pose significant obstacles. The findings suggest that psychological barriers, including computer anxiety and self-efficacy, influence students' ability to adopt e-learning systems effectively.

As discussed by Maican et al. (2019) and Mitzner et al. (2010), ICT anxiety refers to personal difficulties in using technology. Hsieh et al. (2020) define it as discomfort and reluctance toward new technology. Meneses (2022) examined ICT utilisation and computer anxiety among programme heads in a state university, finding that ICT use was generally high and computer anxiety was minimal. The highest recorded Computer Anxiety Rating Scale (CARS) score was 48 ("Low Anxiety"), while the lowest was 34 ("No Anxiety"), with 79% of respondents experiencing no anxiety and only 21% reporting low anxiety. A moderate negative correlation was observed between ICT utilisation and computer anxiety, suggesting that increased ICT use may reduce anxiety levels. The study recommends considering psychological preparedness in ICT adoption for educational supervision. Mirzaeian and Kohzadi (2019) investigated computer anxiety among first-year engineering students at Arak University of Technology, Iran. Their study found a statistically significant relationship between computer anxiety and sensory-intuitive learning styles, with sensory learners experiencing higher anxiety than intuitive ones. Additionally, visual learners reported greater computer anxiety than verbal learners did. However, no significant relationship was found between computer anxiety and sex.

Osalusi and Awujoola (2021) examined computer anxiety and the use of Open Educational Resources (OERs) among distance-learning students in two Nigerian universities. They found that students primarily used OERs for research (and self-development and academic tasks. Open courses and lecture notes were the most frequently accessed OERs, followed by open textbooks and academic journals, thus emphasising the role of OERs in academic engagement. This study categorised computer anxiety into three areas: fear, difficulty, and technophobia. Many students wished to remain calm when using computers (and often felt apprehensive. Some participants believed that practice would reduce difficulty, whereas others expressed anxiety due to a lack of computer skills (and fear of making mistakes. Difficulty understanding technical aspects, and fear of computers were also observed. Students felt uneasy using computers to manage information such as OERs. The norm test placed students' computer anxiety at a moderate level. The study found a significant negative relationship between computer anxiety and OER, indicating that higher anxiety levels reduced engagement with OERs.

Theoretical Framework

The Library Anxiety Theory (Mellon, 1986) and the Technology Acceptance Model (Davis, 1989) together provide a strong theoretical foundation for investigating how postgraduate students in Nigeria interact with institutional repositories amidst psychological and technological challenges. Mellon's Library Anxiety Theory reveals that students often experience fear, intimidation, and feelings of inadequacy when using academic libraries. These emotions can severely impair their ability to seek information effectively. In particular, the theory identifies causes such as the overwhelming size of the library, lack of knowledge about where or how to begin research, and

hesitation to ask for help due to feelings of inferiority. While originally developed for undergraduate contexts in the United States, the theory remains relevant in postgraduate settings—especially in Nigeria—where similar anxieties may persist, compounded by infrastructural or support limitations.

On the other hand, the Technology Acceptance Model (TAM) explains how users adopt or reject new technologies based on two primary constructs: perceived usefulness and perceived ease of use. Though TAM does not explicitly address anxiety, it acknowledges that when users find technology difficult or irrelevant, it increases resistance—which can manifest as anxiety. In Nigerian, where digital literacy levels vary widely, postgraduates who perceive institutional repositories as complex or non-beneficial may experience heightened ICT anxiety and reduced adoption. The integration of these two frameworks underscores a critical gap in existing literature: while previous studies have focused on library anxiety in undergraduate or secondary school populations, and others have applied TAM in broader ICT studies, few have combined both theories to explore their joint impact on institutional repository usage among Nigerian postgraduate students. By applying these models, the study not only measures technical readiness but also recognises the emotional and behavioural dimensions that can silently hinder access to digital academic resources.

Methodology

The survey research design collects data to describe, explain, or validate hypotheses regarding a specific population (Siedlecki, 2020). The design enabled the researcher to measure library and ICT anxiety and institutional repository use among postgraduate students, without manipulating any factors. It also facilitated hypothesis testing to examine the influence of the independent variables on institutional repository use. The study population comprised 7,681 postgraduate students from the University of Ibadan and Ajayi Crowther University in Nigeria. The University of Ibadan accounted for 7,034 master's students, while Ajayi Crowther University had 647.

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.

A two-stage sampling technique was used in this study. In the first stage, simple random sampling was employed to select three faculties from each university. The selected faculties at the University of Ibadan were the Faculty of Basic Medical Sciences, Faculty of Economics and Management Science, and Faculty of Technology. At Ajayi Crowther University, the Faculty of Humanities, Faculty of Management Sciences, and Faculty of Natural Sciences were selected. Each faculty represents distinct academic cultures, research orientations, and degrees of reliance on digital academic resources. This multidisciplinary approach ensures that the study's findings will be generalisable, and the recommendations relevant to academic support services across Nigerian universities. In the second stage, 25% sampling fraction was applied across the faculties. According to Creswell (2015) and Guetterman, (2015), between 20 to 30 percentage of a population can represent the sample size, resulting in a total sample size of 472 participants. The choice of this sampling fraction is especially significant because the study aims to identify patterns of library and ICT anxiety, which may not be uniformly distributed across disciplines or institutions. A robust sample is therefore essential to uncover subtle but critical variations in anxiety levels and repository use.

Table 2: Sample Size

University of Ibadan			
S/N	Faculties	Number of Masters Student	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 Masters Student	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 adopted questionnaire as its research instrument, titled "Questionnaire on Institutional Repository use by Postgraduate Students of Selected Universities (QUNIRUPS)." The questionnaire consisted of four sections: demographic profile, institutional repository use, library anxiety, and ICT anxiety. Section A gathered demographic data, while Section B focused on institutional repository use, including frequency, purpose, and challenges. Sections C and D addressed library and ICT anxiety, respectively, adapted from established scales. The questionnaire adopted section B from Sahibi (2020), while section C and section D are on library anxiety and information and communication anxiety were adapted from Naveem (2021) respectively. The questionnaire was pre-tested at the University of Ilorin, with a Cronbach's Alpha reliability coefficient of 0.878 for institutional repository use, 0.919 for library anxiety, and 0.916 for ICT anxiety.

Data was collected over four weeks with the assistance of trained research assistants. A total of 472 questionnaires were distributed, and 458 (97.03%) were returned, with 443 valid for analysis (93.85%). The high return rate exceeds the acceptable standard of 60% and provides a strong representation of postgraduate students' views. Data analysis was conducted using Pearson Product Moment Correlation and multiple regression methods via SPSS.

Table 3 Response rate of the respondents

S/No	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 high return rate of nearly 94% surpasses the acceptable standard of 60%, indicating that the data is reliable and representative of the postgraduate student population in the selected universities in Oyo State, Nigeria. This robust response rate helps reduce non-response bias, ensuring the findings are more generalizable and valid. It also enhances the confidence of researchers and stakeholders in the study's conclusions, as the results reflect the majority opinions

and behaviors of the target group. 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/No	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 demographic characteristics of the respondents reveal that the majority (67.9%) are from the University of Ibadan, while 23.0% are from Ajayi Crowther University. The Faculty of Education has the highest number of respondents (28.6%), followed by the Faculty of Management Sciences (22.4%). In contrast, the Faculty of Natural Sciences has the fewest (1.8%). Academic Master's students represent 65.2% of the sample, with MBA students following closely.

Regarding gender, 61.4% of respondents are female, and 38.6% are male. Most respondents (43.1%) are in the 21-30 age range, followed by 31.8% in the 31-40 age bracket. The 41-50 age group has the lowest representation at 25.1%. As for the year of admission, 52.4% of respondents started in 2021, while the least (13.8%) started in 2019.

Results

Hypothesis One: There is no significant relationship between library anxiety and the use of institutional repositories by postgraduate students at two universities in Oyo State, Nigeria

Correlation between library anxiety and use of institutional repository by postgraduate students in two universities in Oyo State, Nigeria was determined using Pearson product moment correlation PPMC analysis. The result of the analysis is presented in Table 4.8 below.

Table 5: Relationship between library anxiety and use of institutional repository

Variable	Mean	Std. Dev	N	R	p value	Remark
Institutional Repository Used	72.2280	11.80842	443	.048	.315	Not significant
Library Anxiety	28.2009	7.15237				

Table 5 established that there is no significant relationship between library anxiety and institutional repository use ($r=0.048$, $N=443$, $p\leq 0.05$). Therefore, the null hypothesis that there is no significant relationship between library anxiety and institutional repository use by postgraduate students in two universities in Oyo state, Nigeria was accepted. This suggests that the observed correlation between library anxiety and the use of institutional repositories could plausibly be due to chance variation, and there is insufficient evidence to conclude a significant relationship between library anxiety and the use of institutional repositories.

Hypothesis Two: There is no significant relationship between information and communication technology anxiety and institutional repository use by postgraduate students at two universities in Oyo State, Nigeria.

The correlation between information and communication technology anxiety and institutional repository use by postgraduate students in two universities in Nigeria was determined using Pearson product moment correlation PPMC analysis. The result of the analysis is presented in Table 4.9 below.

Table 6: Relationship between information and communication technology anxiety and institutional repository use

Variable	Mean	Std. Dev	N	R	p value	Remark
Institutional Repository Used	72.2280	11.80842	443	.185**	.000	Sig.
ICT Anxiety	66.6050	12.49958				

Table 6 shows that there is a significant relationship between information and communication technology anxiety and institutional repository use ($r=0.185$, $N=443$, $p\leq 0.05$) hence, the null hypothesis was rejected. The results reveal a statistically significant, but modest relationship between ICT anxiety and institutional repository use, suggesting that as ICT anxiety increases, usage of institutional repositories may decrease.

Hypothesis Three: There is no significant joint influence of library anxiety and information and communication technology anxiety on use of institutional repository by postgraduate students in two selected universities in Oyo State, Nigeria.

The joint influence of library anxiety and information and communication technology anxiety on use of institutional repository by postgraduate students in University of Ibadan, Ibadan and Ajayi Crowther University, Oyo, Oyo State, Nigeria was determined using regression analysis. The result of the analysis is presented in Table 4.10 below.

Table 7: Joint influence of library anxiety and information and communication technology anxiety on use of institutional repository by postgraduate students

R	R Square	Adjusted R Square	Std. Error of the Estimate			
	.187 ^a	.035	.031			11.62632
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig. p	Remark
Regression	2156.584	2	1078.292	7.977	.000 ^b	Significant
Residual	59475.389	440	135.171			
Toal	61631.973	442				

a. Dependent Variable: INSTITUTION REPOSITORY USE

b. Predictors: (Constant), ICTANXIETY, LIBRARYANXIETY

Table 7 showed the joint influence of the independent variables (library and information and communication technology (ICT) anxieties) on the use of institutional repository by postgraduate students. The finding reveals that there is significant joint influence of the independent variables comprising library and information and communication technology anxieties on dependents variable on the use of institutional repository. The finding also shows a coefficient of multiple correlations (R) of 0.187 and a multiple adjusted R square of 0.35. This implies that the 35% variance on the use of institutional repository by postgraduate students is accounted for by the independent variables when taken together.

The significance of the composite influence was tested at $p < 0.05$. The Table also showed that the analysis of variance for the regression yielded a f-ratio of 7.977. This implies that the above ANOVA result is significant at 0.05 level. This indicates that library and ICT anxieties collectively have a substantial influence on the use of institutional repository by postgraduate students. Thus, the null hypothesis which states that there is no significant joint influence of library and ICT anxieties on the use of institutional repository by postgraduate students is hereby rejected.

Hypothesis Four: There is no relative contribution of library anxiety and information and communication technology anxiety to use of institutional repository by postgraduate students

The relative contribution of library anxiety and information and communication technology anxiety to the use of institutional repositories by postgraduate students was determined using regression analysis. The result of the analysis is presented in Table 4.11 below

Table 8: Relative contribution of library anxiety and information and communication technology anxiety to use of institutional repository by postgraduate students

Model	Unstandardized		Stand.	T	Sig. p
	Coefficient		Coefficient		
	B	Std. Error	Beta Contribution		
(Constant)	61.266	3.190		19.205	.000
Library anxiety	.186	.048	.197	3.862	.000
ICT anxiety	-.052	.084	-.031	-.613	.540

a. Dependent Variable: INSTITUTIONAL REPOSITORY USED

The beta weights were used to express the predictive coefficients of the independent variables on the use of institutional repository. These findings indicate that all the independent variables: library anxiety ($\beta = 0.197$, $t = 3.862$, $p < 0.05$), and information and communication (ICT) anxiety ($\beta = -0.31$, $t = -0.613$, $p < 0.05$) have significant relative contributions to the use of institutional repository. The standard regression coefficient for library anxiety ($\beta = 0.197$) and ICT anxiety ($\beta = -0.31$) suggests a relatively weak contribution on the use of institutional repository by postgraduate students.

Overall, the standardized coefficient (Beta β) indicated that library anxiety and information and communication (ICT) anxiety make significant contributions to the use of institutional repository. The results show that both predictor variables, library anxiety and information and communication (ICT) anxiety, made significant contributions to the use of institutional repository by postgraduate students.

Discussion of Findings

The present study found no significant relationship between library anxiety and institutional repository use. While previous studies, such as Lateef (2022), documented various sources of library anxiety such as poor library arrangement, noise, unapproachable staff, and slow internet; these factors, although valid, may not directly affect institutional repository (IR) use among postgraduate students. One possible explanation is that institutional repositories, often accessed remotely, may not invoke the same interpersonal anxieties typically experienced within the physical library setting. Thus, the lack of correlation in this study suggests that library anxiety, as traditionally measured, may not capture the digital touches of repository use.

In contrast, the study found a significant relationship between ICT anxiety and institutional repository use. This aligns with existing scholarship (Muraina & Muraina, 2015; Akpan, 2018; Osalusi & Awujoola, 2021), yet it underscores a deeper insight: as institutional repositories are digital platforms, comfort with ICT tools directly mediates users' access and engagement. It is not

merely the presence of anxiety but the functional competence in navigating ICT systems that likely shapes whether postgraduate students fully exploit these repositories. ICT anxiety could manifest in hesitancy to explore repository features, fear of making errors, or confusion about access procedures; all of which may hinder use.

Interestingly, while the joint effect of library anxiety and ICT anxiety was found to significantly influence IR use, the individual contribution of ICT anxiety was not significant, whereas library anxiety showed a significant relative contribution. This appears counterintuitive given earlier findings. A reasonable explanation is that while ICT anxiety sets a threshold for engagement (i.e., students may either log in or not at all), library anxiety may slightly affect the depth and continuity of repository interaction, particularly where academic support services are integrated. In situations where repositories are promoted through library-led initiatives or workshops, students who feel alienated or overwhelmed by library environments may avoid such services altogether, indirectly impacting repository use. Taken together, these findings suggest that while both anxieties matter, their influence operates at different layers of user experience. ICT anxiety may pose a technical entry barrier, while library anxiety may present a social or affective barrier, especially when support systems and repository access are mediated through the library ecosystem.

Conclusion

This study examined the use of institutional repositories by postgraduate students from two universities, with a specific focus on assessing the influence of anxiety related to library services and ICT. The research found no statistically significant correlation between library anxiety and the use of institutional repositories. However, a significant relationship was observed between ICT anxiety and the use of institutional repositories. Additionally, the study found that, when combined, library and ICT anxiety had a substantial impact on the use of institutional repositories. This study further highlighted that library anxiety had a significant and positive influence on the use of institutional repositories, whereas ICT anxiety did not demonstrate a statistically significant contribution. These findings underscore the importance of universities and libraries in addressing anxiety-related issues and providing appropriate support to facilitate students' effective utilisation of institutional repositories. Further study may explore a comparative study among private, state and federal universities. Additionally, researchers should consider examining gender-based differences, regional disparities and the role of institutional culture in shaping the use of institutional repositories.

Recommendations

The following practical and actionable recommendations are proposed:

1. Universities and libraries should develop and institutionalise structured training programmes specifically tailored to postgraduate students. These workshops should focus not only on the technical aspects of navigating institutional repositories, but also on building user confidence and addressing emotional barriers such as fear of failure or information overload. Training should be integrated into postgraduate orientation programmes and periodically updated to reflect system upgrades or new tools.
2. University management, in collaboration with library ICT units, should invest in internet bandwidth, improve system responsiveness, and ensure that institutional repositories are mobile-responsive and user-friendly. Given that many students access resources via smartphones, especially off-campus, ensuring compatibility across devices is essential.

Additionally, repository platforms should feature multilingual guides, live chat help, and FAQ sections to reduce cognitive load.

3. Libraries should reinforce the academic relevance of institutional repositories by embedding them into the research process. This could include embedding repository search training into research methodology courses, collaborating with supervisors to promote repository use during thesis supervision, and ensuring that repositories are kept up to date with recent faculty publications, dissertations, and teaching materials.
4. Since library and ICT anxiety are not purely technical problems but also psychological in nature, universities should introduce stress reduction and coping strategies as part of their student support services. This may include partnering with counselling units to offer sessions on managing academic stress, running group discussions on overcoming fear of technology, or offering one-on-one digital mentoring for students with high anxiety levels.
5. Many students hesitate to ask for help due to perceived stigma or fear of appearing incompetent. Libraries should establish peer-led support groups, student ambassadors, or “digital champions”—trained postgraduate students who can offer informal guidance and reassurance to their peers. Creating a safe, non-judgmental environment for students to express concerns can reduce silent barriers and encourage greater engagement.

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