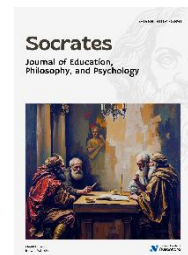




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The Relationship Between Self-Efficacy and Library Anxiety Among College Students in Bekasi City

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Abstract: Libraries are an important learning resource that supports students' academic progress; however, their use is not always optimal because some students still experience library anxiety a feeling of anxiety, fear, or discomfort when using library facilities and services. One psychological factor believed to be related to this condition is self-efficacy, which is an individual's belief in their ability to tackle and complete tasks. This study aims to determine the relationship between self-efficacy and library anxiety among students in Bekasi City. This study employs a quantitative method with a correlational approach. The study sample consisted of 120 active students in Bekasi City, selected through a non-probability sampling technique using incidental sampling. Data were collected using a self-efficacy scale and a library anxiety scale, then analyzed using Spearman's correlation test with IBM SPSS Statistics 25. The results indicate that there is no significant relationship between self-efficacy and library anxiety among college students in Bekasi City. This finding suggests that library anxiety is not directly related to general self-efficacy; therefore, there may be other factors more specific to the context of library use that influence the emergence of this anxiety.

Keywords: Self-Efficacy, Library Anxiety, College Students.

INTRODUCTION

Libraries are an important resource for supporting students' academic progress because they provide a variety of information sources both print and digital needed for learning, completing assignments, and conducting research. However, library usage is not always optimal. Advances in information technology have led some students to prefer using digital resources such as Google Scholar, online platforms, and artificial intelligence rather than utilizing the library in person (Khasanah & Zatadini, 2023). On the other hand, libraries continue to play a vital role as centers for information, education, and research for the academic community (Putri & Noor, 2025). This situation highlights a gap between the ideal function of libraries and how students actually use them.

One factor believed to contribute to low library usage is library anxiety. Library anxiety is an emotional reaction experienced by students when they feel overwhelmed by the size of the

library, do not know how to locate materials, lack confidence when starting an assignment, are reluctant to ask for help, or are unaccustomed to using library facilities such as photocopiers, microfilm readers, or computers (Kampen, 2004). The theory explains that there are several aspects of library anxiety, namely comfort and confidence in using the library, the information-searching process, perceived difficulties with staff, the importance of understanding how to use the library, comfort in using technology, and the level of comfort while inside the library building.

Previous research has shown that library anxiety is still experienced by college students and is influenced by several factors, such as difficulty finding information, a lack of understanding of service procedures, discomfort using library facilities, and a reluctance to ask staff for help (Gardijan, 2023). This situation is further supported by preliminary interviews conducted by the researchers, which revealed that some students feel nervous, are afraid of making mistakes, and do not yet understand how to use library facilities. These findings indicate that library anxiety remains a relevant issue among students.

Based on the results of preliminary interviews conducted by the researcher, it was found that self-efficacy can influence students' use of the library. Self-efficacy refers to a person's belief in their ability to take appropriate action in difficult, uncertain, or high-pressure situations (Bandura, 1997). Students with high self-efficacy tend to be more confident in searching for information, using library facilities, and facing academic obstacles, whereas students with low self-efficacy tend to feel more doubtful and anxious. Several studies indicate that self-efficacy plays a role in reducing anxiety and helping individuals adapt to academic demands (Tan & Satyawan, 2024). Additionally, Kannegiser, (2021) explains that students with low self-efficacy are more prone to experiencing library anxiety because they feel uncertain and worried when using library services.

Nevertheless, research on the relationship between self-efficacy and library anxiety among college students in Indonesia remains limited. Most studies have focused on library anxiety from the perspective of library services or have discussed self-efficacy in the context of academic anxiety in general; consequently, studies that specifically link these two variables among Indonesian college students are still scarce. In fact, understanding the relationship between self-efficacy and library anxiety is important for expanding research in educational psychology, particularly regarding the psychological factors that influence the use of learning resources in higher education. Based on this discussion, the research question for this study is whether there is a relationship between self-efficacy and library anxiety among college students in Bekasi City. This study aims to investigate the relationship between self-efficacy and library anxiety among college students in Bekasi City and to provide empirical contributions to the development of educational psychology research and the management of library services that are more responsive to students' needs.

METHOD

This study employs a quantitative approach using a correlational method to examine the relationship between self-efficacy and library anxiety among college students in Bekasi City. The study involved 120 active college students as respondents, selected using a non-probability sampling technique, specifically incidental sampling. The research subjects were students residing in or engaged in academic activities within Bekasi City who were willing to complete the research questionnaire.

Data collection was conducted using two Likert-scale instruments: a self-efficacy scale and a library anxiety scale. The library anxiety scale measures students' anxiety regarding library use, including comfort in the library environment, understanding of procedures, information retrieval, interaction with staff, and the use of library facilities and technology. Meanwhile, the self-efficacy scale measures an individual's belief in their ability to complete tasks, face challenges, and apply their abilities in various situations. The questionnaire was distributed online via Google Forms to respondents who met the study criteria.

The data were analyzed using IBM SPSS Statistics 25. The analysis began with validity and reliability tests of the instruments, followed by assumption tests, including normality and linearity tests. Since the data did not meet the assumptions of a parametric model, hypothesis testing was conducted using Spearman's correlation test to determine the relationship between self-efficacy and library anxiety among college students in Bekasi City.

RESULTS AND DISCUSSION

The initial hypothesis of this study is the relationship between self-efficacy and library anxiety among college students. This hypothesis is based on Bandura, (1997) which explains that self-efficacy is an individual's belief in their ability to regulate their actions, face challenges, and complete specific tasks. In the context of this study, it is assumed that students with high self-efficacy will be more confident in using library services, searching for information, understanding procedures, and utilizing library technology, resulting in lower levels of anxiety. Conversely, students with low self-efficacy are expected to be more prone to doubt, discomfort, and anxiety when faced with the library environment. This assumption is also consistent with the findings of which identifies comfort in using the library, anxiety during information searches, perceptions of staff, and comfort with technology as components of the library anxiety experience. Furthermore, the research background also indicates that some students prefer digital sources over visiting the library in person, suggesting the presence of certain psychological barriers to library use. Based on this theoretical foundation and these phenomena, the research hypothesis is formulated to test whether self-efficacy is indeed related to the level of library anxiety among students.

Based on the results of the normality test, the data on the library anxiety scale were found not to be normally distributed because the significance value ($p < 0.05$) was 0.000, whereas for the self-efficacy scale, the significance value was 0.200, indicating that the self-efficacy scale is normally distributed. In the linearity test, the two variables were found to be linear with a significance value ($p > 0.05$) of 0.863. Ventura-León et al., (2023) explain that data that are not normally distributed can affect the accuracy of Pearson correlation coefficient estimates, so the use of nonparametric methods such as Spearman's correlation is recommended. The results of the hypothesis test indicate that the relationship between self-efficacy and library anxiety is not significant, with a correlation coefficient of 0.017 and a significance value of 0.851 ($p > 0.05$). These results indicate that self-efficacy is not significantly associated with the level of library anxiety among college students. The absence of a significant relationship can be understood because library anxiety is a complex and multidimensional construct.

According to Bostick, (1992) library anxiety consists of five dimensions: barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. These dimensions indicate that the anxiety experienced by students when using the library is not only related to their belief in their own abilities but is also influenced by their perceptions of these aspects. This statement is also supported by the study by Karim & Rashid, (2016) which found that library anxiety is influenced by the factors of barriers with staff, affective barriers, and comfort with library technology. Furthermore, the study by Bharti et al., (2025) indicates that library anxiety is influenced by technological barriers, affective barriers, comfort in the library, and barriers in interacting with library staff.

Based on Bandura, (1997) these results occur because self-efficacy is an individual's belief in their ability to perform a specific task in a specific situation; thus, it tends to be context-specific. It can be argued that high self-efficacy among students does not necessarily correlate directly with low library anxiety, as library anxiety is influenced not only by self-belief but also by students' experiences when interacting with the library service system, the information-search process, the use of library technology, and interactions with library staff. This statement aligns with Kampen, (2004) which states that library anxiety is a multidimensional construct; thus, the relationship between self-efficacy and library anxiety is not always immediately apparent when students' anxiety is more heavily influenced by situational factors within the library environment,

The lack of a significant relationship between the two variables can also be understood by looking at the general overview of the respondents' data. For the library anxiety variable, the mean was 39.2, the median was 38.00, and the standard deviation was 11.8. Meanwhile, for the self-efficacy variable, the mean was 62.50, the median was 62.00, and the standard deviation was 6.61. These data indicate that, in general, respondents' levels of library anxiety tend to be lower, while their self-efficacy tends to be high. The relatively narrow distribution of self-efficacy scores also suggests that most respondents have fairly similar levels of self-confidence, whereas library anxiety exhibits slightly greater variation. These conditions may make the relationship between the variables less apparent because most respondents have high self-efficacy and low library anxiety. The lack of variation in the data distribution can result in weak or insignificant correlation coefficients. In statistical analysis, a restricted range of scores can indeed lower the correlation coefficient Goodwin & Leech, (2006).

Nevertheless, the results of this study actually support the view that library anxiety is a multidimensional phenomenon. Kampen, (2004) explains that library anxiety is not only related to self-confidence but also encompasses anxiety regarding the information-seeking process, perceptions of library staff, the importance of understanding library procedures, comfort with technology, and comfort while inside the library building. Thus, students may have high self-efficacy in general but still feel anxious when faced with a confusing information retrieval system, service rules they do not fully understand, or interactions with staff they perceive as unhelpful. These findings are also consistent with the study aaziza et al which shows that library anxiety among students is influenced by various factors, such as fear of asking questions, lack of self-confidence, inadequate facilities, and barriers to using library services. Therefore, library anxiety in this study appears to be better understood as the result of the interaction between personal and situational factors in the library environment, rather than solely as a consequence of high or low self-efficacy.

Overall, the results of this study indicate that there is no significant relationship between self-efficacy and library anxiety among college students; thus, the research hypothesis was not supported. Nevertheless, the categorization results show that the majority of respondents exhibited low levels of library anxiety and high levels of self-efficacy. These findings suggest that the college students in this study are generally quite comfortable using the library and possess strong self-confidence in meeting academic demands. However, the results of the hypothesis testing confirm that library anxiety cannot be explained solely through self-efficacy but must be understood through other factors that are more specific to the library context, such as experience using the library, information literacy, the quality of staff services, understanding of procedures, the comfort of facilities, and the use of library technology. Thus, this study suggests that efforts to reduce library anxiety among students should not focus solely on strengthening students' self-confidence but must also be balanced with the development of a library environment that is more welcoming, clear, comfortable, and accessible.

CONCLUSION

This study shows that there is no significant relationship between self-efficacy and library anxiety among college students in Bekasi City. These results indicate that the level of students' self efficacy is not directly related to the anxiety they experience when using the library. These findings suggest that library anxiety tends to be influenced by factors more specific to the library context, such as experience searching for information, understanding of service procedures, interactions with staff, and the use of library facilities and technology. From an academic perspective, this study underscores the importance of distinguishing between general self-efficacy and context-specific self-efficacy in explaining student behavior within the library environment. Therefore, future research is recommended to examine other variables more closely related to the library-use experience, such as library self-efficacy, information literacy, the quality of library services, or students' perceptions of librarians, in order to gain a more comprehensive understanding of the factors that influence library anxiety.

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