

**INVESTIGATING INFORMATION SEEKING ANXIETY AMONG
POSTGRADUATE STUDENTS: DEVELOPMENT AND VALIDATION
OF A MULTIDIMENSIONAL SCALE**

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ABSTRACT

The current study aims to determine whether a valid and reliable instrument could be developed and validated to measure levels of anxiety experienced by postgraduate students during the information seeking process. It also attempts to determine the prevalence and correlates of the information seeking anxiety among postgraduate students at a research-intensive university in Kuala Lumpur, Malaysia. Results of the study indicated that the newly developed scale, the Information Seeking Anxiety Scale (ISAS), had satisfactory face, content, and construct validity as well as internal reliability. The Information Seeking Anxiety Scale (ISAS) contains thirty-eight (38) 5-point Likert-format items that measures seven (7) facets of information seeking anxiety construct. The first factor of the Information Seeking Anxiety Scale, *barriers associated with libraries*, consisted of ten (10) statements which explained 24.423% of the total variance. The second factor, *barriers associated with information resources*, contained seven (7) statements that were accounted for 7.315% of the total variance. The third dimension of the scale contained three (3) statements and accounted for 5.150% of the variance. This factor was labelled *barriers associated with computers, the Internet and electronic resources*. The fourth factor, *technological barriers*, represented 4.181% of the variance and included six (6) statements. Factor five, *Affective barriers*, comprised five (5) statements and accounted only for 3.430% of the variance. Three (3) statements were loaded on the sixth factor, *barriers associated with topic identification*, which explained 2.865% of the total variance. Finally, the seventh factor comprised four (4) items and explained only 2.787% of the variance. Results of the study revealed that postgraduate students at a research-intensive university in Malaysia had mean score of 88.31 for overall information seeking anxiety. This indicated that while information seeking anxiety is present, overall levels are not severe. They had the greatest

levels of information seeking anxiety as it pertained to the “barriers associated with libraries” with a mean score of 23.261. Conversely, they reported to have experienced the least levels of information seeking anxiety as it pertained to “barriers associated with computers, the Internet and electronic resources” dimension with a mean score of 7.146. Gender, level of study, major, age and frequency of library use were found to be antecedents of the information seeking construct using a series of independent sample t-tests, one-way analysis of variance and Pearson product moment correlation coefficient tests. Conversely, nationality, information literacy skills instruction received and frequency of the Internet use had no statistically significant effect on various dimensions of the information seeking anxiety construct.

ABSTRAK

Kajian ini bertujuan mengenalpasti sekiranya satu instrumen yang sah dan boleh dipercayai dapat dibangun dan disahkan untuk mengukur tahap kebimbangan atau kekhuatiran yang dialami oleh pelajar-pelajar pascasiswazah semasa proses pencarian maklumat. Ia juga bertujuan mengenalpasti sekiranya kebimbangan pencarian maklumat ini tersebar luas dan hubungkaitnya di kalangan pelajar-pelajar pascasiswazah di sebuah universiti berasaskan penyelidikan di Kuala Lumpur, Malaysia. Dapatan daripada kajian ini menunjukkan bahawa pembangunan satu skala baru, iaitu Skala Kebimbangan Pencarian Maklumat atau *Information Seeking Anxiety Scale (ISAS)*, mempunyai kesahan gagasan, kesahan kandungan dan kesahan konstruk atau kriteria serta kebolehpercayaan dalaman yang memuaskan. *Information Seeking Anxiety Scale (ISAS)* mengandungi tiga puluh lapan (38) item berasaskan format 5-poin Likert yang mengukur tujuh (7) aspek konstruk kebimbangan pencarian maklumat. Faktor pertama ISAS iaitu *halangan berkaitan perpustakaan* terdiri daripada sepuluh (10) pernyataan yang menerangkan 24.423% daripada varian keseluruhan. Faktor kedua, *halangan berkaitan sumber-sumber maklumat* mengandungi tujuh (7) pernyataan yang menerangkan 7.315% daripada varian keseluruhan. Dimensi ketiga di dalam skala ini mempunyai tiga (3) pernyataan dan menjelaskan 5.150% daripada varian. Faktor ini dilabelkan *halangan berkaitan komputer, Internet dan sumber-sumber elektronik*. Faktor keempat, *halangan teknologi* mewakili 4.181% daripada varian dan mengandungi enam (6) pernyataan. Faktor kelima, *halangan afektif*, terdiri daripada lima (5) pernyataan dan dijelaskan hanya 3.430% daripada varian. Tiga (3) pernyataan diisi oleh faktor keenam iaitu *halangan berkaitan mengenalpasti topik* yang menerangkan 2.865% daripada varian keseluruhan. Akhir sekali, faktor ketujuh mengandungi empat (4) item dan menerangkan hanya 2.787% daripada keseluruhan nilai

varian. Dapatan kajian ini menunjukkan bahawa pelajar-pelajar pascasiswazah di universiti berasaskan penyelidikan terbabit mempunyai kebimbangan pencarian maklumat dengan purata skor keseluruhan 88.31. Ini menunjukkan bahawa wujudnya kebimbangan pencarian maklumat walau bagaimanapun tahap keseluruhan tidak begitu serius. Pelajar-pelajar ini mempunyai tahap kebimbangan pencarian maklumat yang agak tinggi bagi *halangan berkaitan perpustakaan* dengan skor purata 23.261. Sebaliknya, mereka melaporkan mengalami tahap kebimbangan pencarian maklumat yang sangat rendah bagi dimensi *halangan berkaitan komputer, Internet dan sumber-sumber elektronik* dengan skor purata 7.146. Didapati bahawa gender, tahap pengajian, pengkhususan pengajian, umur dan kekerapan menggunakan perpustakaan menjadi antejadian konstruk pencarian maklumat menggunakan beberapa siri ujian T sampel tidak bersandar, ANOVA satu hala dan koefisien korelasi momen-produk Pearson. Sebaliknya, kewarganegaraan, kemahiran literasi maklumat yang diterima dan kekerapan menggunakan Internet tidak mempunyai kesan statistik yang signifikan terhadap pelbagai dimensi konstruk kebimbangan pencarian maklumat.

I Dedicate This Dissertation to My Beloved Late Father

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