

included. Tree hundred and thirty-nine students from the school of education at Beit Berl College completed the questionnaire in their classrooms. It was then decided to extend the sample population to include an additional 325 B.Ed. students from seven other teacher colleges from throughout the country. This was done in their respective main libraries. No significant difference in the structure of the factors was found between these two population groups in either of the instruments.

Seven factors were created in the H-LAS - Staff, knowledge. Language, Physical Comfort, Library Computer Comfort, Library Policies/Hours, and Resources. All showed adequate internal reliability except for the policies/hours factor, which was kept in the additional checks because of its theoretical importance to library anxiety.

All three factors of the Computer Attitude Scale, computer liking, confidence and anxiety, showed adequate internal reliability.

The sample population totaled 664 B.Ed. students from eight teacher colleges throughout Israel. The average age of this sample is 25.94, eighty-eight percent of whom are female, and eighty-two percent list Hebrew as their mother tongue.

In this survey, 71% of the students reported either "some" or "much" home computer usage. Fifty-one percent of the students reported "some" or "much" computer usage at work. Word processing was used far more than any of the other types of computer usage surveyed including games, electronic spreadsheets, internet and programming languages.

This study investigated three different research questions regarding library anxiety and computer attitudes:

1. What is the level of library anxiety and computer attitudes among Israeli B.Ed. students?
2. Does a relationship exist between library anxiety and computer attitudes?
3. What are the effects of age, gender, native language, year of study and computer usage upon these conditions?

This study found that on a scale of 1-5 with 5 being the highest level of anxiety both library anxiety and computer attitudes scored around the mid-point at 2.51 and 2.58 respectively. It can be assumed that while neither forms an overwhelming affective block, both conditions should be addressed and improved. The English language search and resource factor was found to be overwhelmingly the most debilitating factor of library anxiety.

A positive correlation was found between all seven library anxiety factors and all three factors of computer attitudes, thus establishing a relationship. The strongest correlation was between the computer anxiety factor and the knowledge factor of library anxiety. The knowledge factor was affected the most by computer attitudes, but the staff and language factors also showed strong relationships to computer attitudes. It can be assumed that positive computer attitudes help decrease library anxiety in Israeli B.Ed students.

All of the independent variables related to two or more library anxiety factors, indicating significant relationships. In general, younger female students in their second or third year of study showed the most library anxiety with native Arabic and Hebrew speakers showing mixed anxiety levels. More computer usage, especially at home, seems to reduce library anxiety and shows particularly strong relationships with the staff, knowledge and language factors.

The effects of the independent variables on computer attitudes showed that age and gender had no significant correlation to computer attitudes. Arabic speakers showed more computer confidence than Hebrew speakers, but no

significant differences were found in the liking or anxiety factors. All forms of computer usage showed strong negative relations to all factors of computer attitudes, meaning that more computer usage has a definite relationship to more positive computer attitudes, including less computer anxiety. The strongest single relationship shown is between home usage and computer anxiety.

1. Three important points are revealed from this study that must be addressed:
 1. More computer usage increases positive computer attitudes.
 2. More positive computer attitudes result in less library anxiety.
 3. Anxiety from using English language searches and resources is the most dominant factor of library anxiety in Israeli B.Ed. students.

By requiring and enabling more computer training and experience colleges and their libraries can help remedy poor computer attitudes which in turn would help reduce library anxiety. Strengthening students' English skills can ease anxiety caused by searching and using English language resources, but simultaneously more college and research level material should be published in the Hebrew language.

The findings of this study should provide useful guidelines for college libraries in planning and pacing their computerization and bibliographic instruction programs, especially institutions with multi-lingual users and resources.

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