Research Problem

- African Nova Scotians complete university degrees in small numbers.
- Multidisciplinary attempts to eliminate barriers.
- Little is known of academic libraries’ impact on African Canadian student success.
- Libraries may create barriers leading to poor university transition for African Nova Scotians.

Survey Findings

<table>
<thead>
<tr>
<th>Library Anxiety (Averages, min. 1 - max. 5)</th>
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<tbody>
<tr>
<td>African Nova Scotian</td>
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<tr>
<td>Affective</td>
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<tr>
<td>Staff</td>
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<tr>
<td>Knowledge</td>
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<td>Comfort</td>
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<td>Mechanical</td>
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Discussion / Conclusion

- No differences appear in survey results.
- Interviews unexpectedly reveal that African Nova Scotians’ prior library experiences lead to low university library anxiety.
- Results are consistent with American studies over the past two decades, indicating that staff barriers, affective barriers, and mechanical barriers remain linked to anxiety.
- Coping methods often lead to frustrations which limit information behaviours and scholarly potential.
- Addressing barriers that all Nova Scotians encounter will improve services reflecting undergraduate information needs.

Limitations

- Dated survey instrument, but enhanced by current interview guide.
- Small African Nova Scotian undergraduate population, thus a reflective sample.

Implications for Librarians

- Enhance user-focused reference services.
- Continue inclusive, informative, and accessible library environments.
- Increase information literacy sessions early to decrease information barriers.

Acknowledgements

Delmore “Buddy” Daye Learning Institute Graduate Research Fellowship Grant | Atlantic Provinces Library Association Carin Alma E. Somers Award | Dr. Ilja Frissen