

ARTIFICIAL INTELLIGENCE IN KENYAN UNIVERSITY LIBRARIES: ARE THEY PREPARED FOR THE SHIFT? AWARENESS, READINESS, AND EMERGING TRENDS AMONG LIBRARIANS

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ABSTRACT

Artificial Intelligence (AI) is transforming academic library services globally, requiring librarians to adapt to emerging technologies. This study examined Kenyan university librarians' awareness and readiness for AI integration in library services. The study used a descriptive survey design and targeted professional librarians at accredited public and private universities. Researchers collected data through online questionnaires distributed via librarians' WhatsApp groups. Of the 63 universities targeted, 45 librarians responded, yielding a 71% response rate. Findings showed high AI awareness: 76% were aware of AI initiatives, 82% actively followed AI developments, and 78% were familiar with AI benefits. Additionally, 73% felt confident discussing AI-related issues. However, only 44% had attended AI-related training, highlighting a gap between awareness and practical preparedness. The study concludes that although librarians demonstrate positive attitudes toward AI, greater investment in training, infrastructure, and institutional support is needed to enhance AI readiness.

Keywords: *Artificial intelligence, Emerging technologies, Kenya, University Librarians, University Libraries*

1. INTRODUCTION

The digital revolution has fundamentally reshaped the information landscape, placing unprecedented demands on academic institutions and their associated libraries. As technologies evolve, contemporary library patrons, particularly the technologically fluent Generation Z, increasingly use sophisticated tools, techniques, and platforms to find information that matches their diverse research and learning needs. Recognizing this paradigm shift, university libraries globally are investing heavily in robust automation software, systems, and applications to enhance user support and fully meet these needs in the electronic environment (Huang, 2024). Complementing this, information professionals, leveraging their specialized training in information capture, storage, use, archival, and disposal, remain instrumental in assisting users to navigate and access relevant information resources. The integration of Artificial Intelligence (AI) technologies has garnered significant attention across sectors, including academic libraries, for its potential to dramatically enhance efficiency, accessibility, and the overall user experience (Malik & Mandal, 2025).

Artificial intelligence (AI) has become a transformative force in academic libraries, reshaping traditional workflows and enabling new forms of service delivery. Globally, university libraries have begun experimenting with AI-powered tools for reference, cataloguing, discovery, and digital scholarship. For example, the Hong Kong University of Science and Technology

(HKUST) Library developed a Chinese Named-Entity Recognition (NER) tool through its Digital Scholarship CoLab, demonstrating how libraries can co-create AI applications with students and embed them in teaching and research (Fong & Li, 2025). In South Korea, a case study at Konkuk University Library showed how integrating a generative AI chatbot repositioned the library from a passive information provider to a proactive knowledge facilitator, improving personalization and user engagement (Lee & Park, 2024). Evidence from Pakistan illustrates readiness at scale, with a survey of 174 librarians across 58 university libraries in Punjab Province showing significant awareness of AI's potential for smart library services and learning, though with gaps in infrastructure and skills (Shahzad et al., 2024). These examples underscore that librarian awareness and preparedness are multidimensional, encompassing technical understanding, ethical considerations, and institutional support.

Within this evolving landscape, integrating Artificial Intelligence (AI) technologies represents a pivotal advancement poised to redefine academic library operations. AI-powered systems, including intelligent recommendation engines, automated cataloging tools, and natural language processing (NLP)-based chatbots, are revolutionizing how users discover and engage with information resources (Gujral et al., 2020). Globally, initiatives such as UNESCO's AI and Education Policy Framework (United Nations Educational, 2021) and the International Federation of Library Associations (IFLA)'s advocacy for responsible AI adoption in libraries emphasize ethical, inclusive, and context-sensitive implementation of AI technologies to support equitable access to knowledge (Committee on Freedom of Access to Information & of Expression, 2020). These developments highlight a paradigm shift toward intelligent, user-centered, and data-driven library environments.

In Africa, recent studies reflect both growing awareness and the challenges of contextual adoption. In Tanzania, librarians at seven universities reported high awareness of AI technologies (68.3%) but relatively low adoption (23%), suggesting that professional knowledge is advancing faster than implementation (Mwantimwa, 2025). Nigerian universities have also begun experimenting with AI tools: librarians at the University of Ilorin and Kwara State University noted familiarity with chatbots and AI-supported services like Dynamed, though barriers such as poor connectivity and lack of expertise persist (Olayemi & Oduwole, 2023). The University of Lagos Library has been identified as adopting AI in some operations, showing that institutional engagement exists, even if uneven across the country (Lulu-Pokubo & Okwu, 2025). In Senegal, Cheikh Anta Diop University has piloted a chatbot prototype to support digital library management, illustrating how francophone African universities are also engaging with AI in localized contexts (Marone & Mbengue, 2023). These regional examples suggest that while awareness among African librarians is rising, resource and training limitations often constrain widespread adoption.

Kenya reflects similar dynamics, with recent studies highlighting both interest and practical challenges in university libraries. Masinde, Mugambi, and Wambiri (2024) documented AI experimentation at institutions such as the University of Nairobi, Kenyatta University, and Strathmore University, where they piloted chatbots and virtual assistants for user services. Jebet (2025) found that librarians at Kenyatta University recognized AI's potential to improve metadata enrichment and discovery, but many expressed limited confidence because of inadequate training, a lack of institutional policy, and concerns about data governance. These findings mirror the broader African trend of optimism tempered by capacity gaps, showing that in Kenya, awareness is stratified, more advanced among librarians engaged in digital projects and weaker among frontline service staff. Despite widespread recognition of AI's transformative potential, empirical research on its practical integration in African academic

libraries, particularly in Kenya, remains limited (Masinde et al., 2024). The global North has made notable progress in AI implementation across educational and information sectors; many developing regions continue to grapple with foundational challenges such as inadequate infrastructure, limited technical expertise, and restricted financial resources (Jebet & Gichugu, 2025). Given the rapid pace of AI adoption and the widening digital divide, this study is timely and necessary to provide contextual insights to inform policy, capacity building, and sustainable technology adoption in the region's academic libraries. In Kenya, university libraries have begun exploring AI applications; however, awareness, preparedness, and adoption remain underexplored (Obura & Emoiti, 2024; Ndungu & Agava, 2024). Awareness is highest where librarians have been directly exposed to pilots or training, and weakest where infrastructure and policy support are lacking. Moreover, existing studies suggest that while librarians in Kenya show growing interest in AI trends, their engagement often remains at the conceptual awareness level rather than in practical implementation. High costs, insufficient training, and a lack of institutional frameworks constrain progress (Masinde et al., 2024; Mwantimwa & Msoffe, 2025). Therefore, understanding librarians' level of awareness is crucial for guiding strategic investments, policy formulation, and capacity-building initiatives. Against this backdrop, this study investigates university librarians' awareness of integrating Artificial Intelligence (AI) systems into library operations and services in selected Kenyan universities. This study offers timely evidence to support the sustainable and inclusive adoption of AI in academic libraries in Kenya and similar Global South contexts.

1.1 Statement of the problem

Artificial Intelligence (AI) is rapidly transforming information management and service delivery in academic libraries across the world. Universities in developed countries have increasingly adopted AI-powered technologies such as chatbots, intelligent discovery systems, automated cataloguing tools, and personalized information retrieval services to improve efficiency and user experience. In Africa, and particularly in Kenya, interest in AI integration within university libraries is growing. However, despite growing global attention to AI-driven library services, awareness, preparedness, and readiness among university librarians in Kenya remain underexplored. Existing studies in Kenya and other African countries indicate that while librarians demonstrate growing awareness of AI technologies, practical implementation remains limited due to challenges such as inadequate infrastructure, lack of technical skills, insufficient training opportunities, weak institutional support, and absence of clear policy frameworks (Obura & Emoiti, 2024; Ndungu & Agava, 2024; Jebet & Gichugu, 2025). Moreover, many university libraries still operate under conventional service models that may not meet the evolving digital expectations of modern library users. This creates uncertainty regarding whether librarians are sufficiently prepared to support and sustain AI-driven transformation in academic libraries.

Although several studies have examined AI adoption in libraries globally, limited empirical research has focused specifically on librarians' awareness, readiness, and professional preparedness for AI integration in the Kenyan university context. Consequently, contextual evidence remains inadequate to guide universities, policymakers, library associations, and Library and Information Science (LIS) training institutions in developing strategies for effective AI integration. Therefore, this study examined university librarians' awareness and preparedness to integrate Artificial Intelligence systems into library operations and services in Kenya. The study provides insights to support policy formulation, capacity-building initiatives, curriculum development, and strategic investments aimed at enhancing sustainable AI adoption in Kenyan university libraries.

1.2 Objectives of the study

To examine university librarians' awareness and preparedness to integrate Artificial Intelligence (AI) systems into library operations and services in Kenyan universities.

The specific objectives of the study were to:

- i. To assess university librarians' awareness and understanding of Artificial Intelligence (AI) integration in library operations and services.
- ii. To examine the level of librarians' preparedness for AI integration in terms of training, skills development, and engagement with emerging AI trends.
- iii. To evaluate librarians' perceptions and confidence regarding the potential benefits and implementation of AI systems in university libraries.

2. METHODOLOGY

The study used a descriptive survey design targeting librarians at accredited public and private universities in Kenya. According to the Commission for University Education (2014), Kenya had 35 accredited public and 28 accredited private universities at the time of the study. A stratified sampling approach ensured representation from both public and private institutions across different regions of the country. The study grouped universities into strata based on institutional category and geographical distribution. The study purposively selected one librarian from each university library because the selected respondents held positions that exposed them to decision-making processes, digital innovation initiatives, and operational management within their institutions. Although this approach enabled broad institutional coverage, the study acknowledges that relying on a single respondent per institution may have limited the diversity of perspectives captured. Future studies should consider involving librarians from different functional sections such as cataloguing, ICT, circulation, and digital services to strengthen representativeness and statistical robustness.

Data were collected using an online Google Form questionnaire containing both closed-ended questions designed to assess librarians' awareness, readiness, and perceptions regarding the integration of Artificial Intelligence (AI) systems into library operations and services. Of the 63 universities targeted, 45 librarians completed the questionnaire, for a response rate of approximately 71%. Of these, 26 (58%) were from public universities, and 19 (42%) from private universities. To ensure validity, we pretested the questionnaire with a small group of librarians to assess the clarity, relevance, and consistency of the items. Cronbach's alpha was 0.91, indicating high internal consistency among the Likert-scale items. The study analyzed data using descriptive statistics, including frequencies, percentages, means, and cross-tabulations in SPSS version 26.

3. RESULTS AND DISCUSSION

This section presents and discusses the study's findings on university librarians' awareness and preparedness for integrating Artificial Intelligence (AI) systems into library operations and services in Kenya. The findings are organized by the study objectives and presented using tables, figures, frequencies, percentages, and mean scores. The discussion further interprets the findings in relation to existing literature and the broader context of AI adoption in academic libraries. Attention is given to librarians' awareness of AI initiatives, engagement with emerging AI trends, training and preparedness, perceived benefits of AI integration, and confidence in discussing AI-related issues within the library profession.



Table 1: Awareness of current initiatives integrating AI systems into library operations and services

		Strongly Disagree	Disagree	Agree	Strongly Agree	
Type of University	Private	2	2	6	7	17
	Public	2	5	10	11	28
Total		4	7	16	18	45

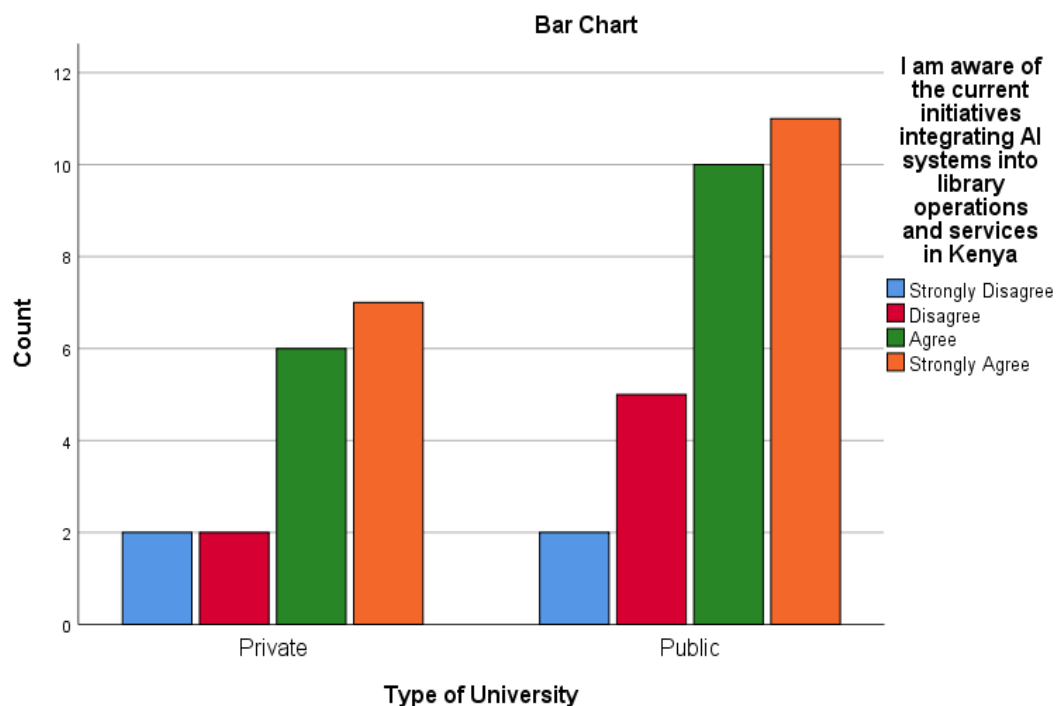


Figure 1: Type of University

Figure 1 shows that 76% of respondents were aware of ongoing initiatives integrating AI systems into library operations and services in Kenya, with private university librarians showing slightly higher awareness (mean = 3.5) than public university librarians (mean = 3.3). Overall, the results show strong, growing awareness of technological transformation within the academic library sector. This high level of awareness and familiarity with AI's potential benefits, such as enhanced efficiency, improved user experience, and streamlined service delivery, signals that librarians recognize AI's strategic importance in reshaping information services.

The finding agrees with existing knowledge that awareness of AI in university libraries is a crucial foundation for successful adoption and is strongly shaped by institutional culture, exposure to digital innovation, and leadership support for technology-driven services. Ajani et al. (2022) observed that librarians in private institutions often show higher awareness and more proactive attitudes toward AI adoption because of flexible management structures and faster



decision-making processes. Similarly, the current study found that librarians in private universities exhibited slightly higher awareness levels than those in public universities. This implies that institutional flexibility and supportive leadership environments may play an important role in enhancing AI awareness and readiness for adoption within university libraries.

Similarly, Ajav and Famaren Tor-Akwer (2024) found that librarians in private universities in Nigeria showed greater awareness and readiness for AI integration than those in public universities, attributing this to differences in administrative agility, funding priorities, and strategic orientation toward innovation. This further supports the present study's results, suggesting that private universities in Kenya may have greater institutional commitment to exploring digital innovation and modern service delivery models.

However, Arebamen Eiriemiokhale and Amzat (2023) caution that awareness does not necessarily translate into implementation, as many institutions in developing contexts face infrastructural and capacity-related barriers. Thus, while the current findings align with broader studies indicating growing awareness, the study also highlights the persistent gap between awareness and practical application in Kenyan university libraries.

Table 2: Actively seek information about the latest trends and developments regarding AI integration in university libraries

		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL
Type of University	Private	2	0	8	7	17
	Public	3	3	11	11	28
Total		5	3	19	18	45

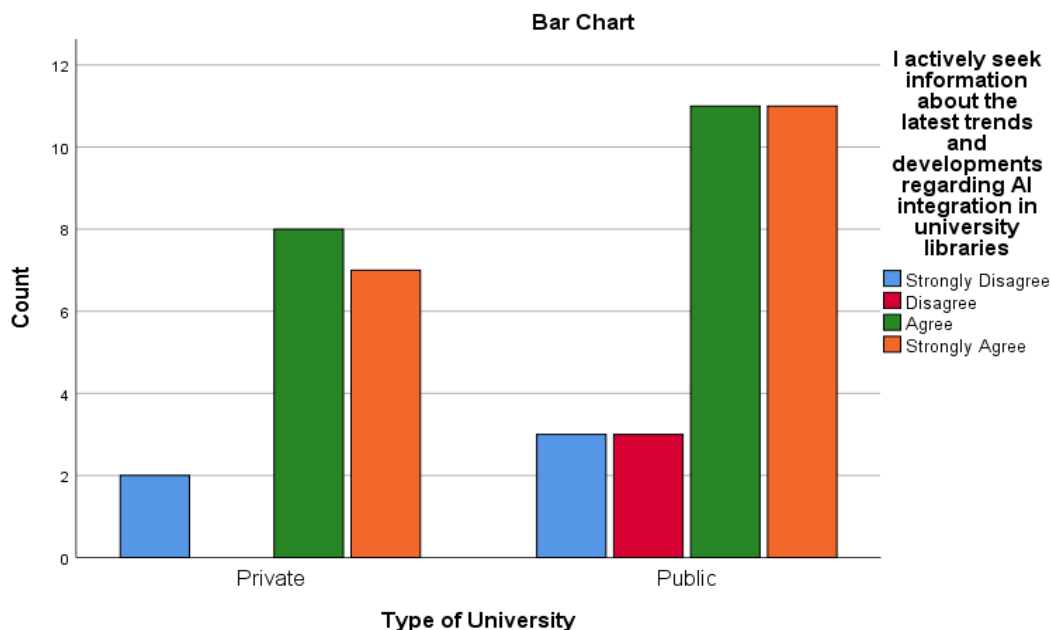


Figure 2: Awareness of artificial intelligence

Figure 2 shows that 82% of respondents actively seek information on the latest trends and developments in AI integration in university libraries in Kenya, reflecting a high level of professional curiosity, awareness, and proactive engagement among librarians with technological innovation. This indicates that Kenyan librarians are not only aware of Artificial Intelligence (AI) but are also motivated to stay informed about its evolving applications in the library and information science (LIS) domain. Such proactive information-seeking behavior is often associated with professional readiness, digital literacy, and innovation-oriented mindsets.

This finding aligns with existing knowledge that librarians' ongoing search for information on emerging technologies such as AI reflects an awareness-driven readiness for change and a commitment to staying professionally relevant in an evolving digital environment. Abayomi et al. (2021) similarly observed that librarians in Nigerian university libraries actively engaged with online materials, webinars, and academic literature to enhance their understanding of AI developments. Similarly, the current study shows that librarians are increasingly embracing continuous learning as part of their professional culture. This implies that sustained professional development and access to digital learning opportunities are essential in strengthening librarians' preparedness for effective AI adoption and integration in university libraries.

Similarly, Ajav and Famaren Tor-Akwer (2024) noted that librarians' growing interest in AI in Nigeria was driven by curiosity and awareness of its potential to revolutionize library operations through automation and intelligent information retrieval systems. This suggests that librarians' active information-seeking behavior stems from recognizing AI's potential value in improving service efficiency and meeting evolving user expectations.

At the global level, Jain (2022) observed that academic librarians in both developed and developing countries are increasingly engaging with AI-related literature, conferences, and online platforms to understand best practices and innovations. This aligns with this finding, indicating that librarians worldwide are actively exploring AI's implications for library service delivery, knowledge management, and user engagement.

Likewise, Chan and Wong (2021) found that over 75% of librarians in Hong Kong universities were actively following AI developments through professional networks, online forums, and research publications. Their study emphasized that information-seeking is a critical indicator of technological openness and preparedness in library communities, further validating the high engagement levels observed in the Kenyan context.

However, Li, (2024), in his study of Chinese university libraries, found comparatively lower engagement in seeking AI-related information. They attributed this to institutional constraints, limited access to global LIS networks, and language barriers, suggesting that while global awareness is growing, regional disparities remain in terms of access to information and professional discourse.

Table 3: Training, workshops attended addressing AI systems integration						
		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL
Type of University	Private	5	4	5	3	17
	Public	8	8	8	4	28
Total		13	12	13	7	45

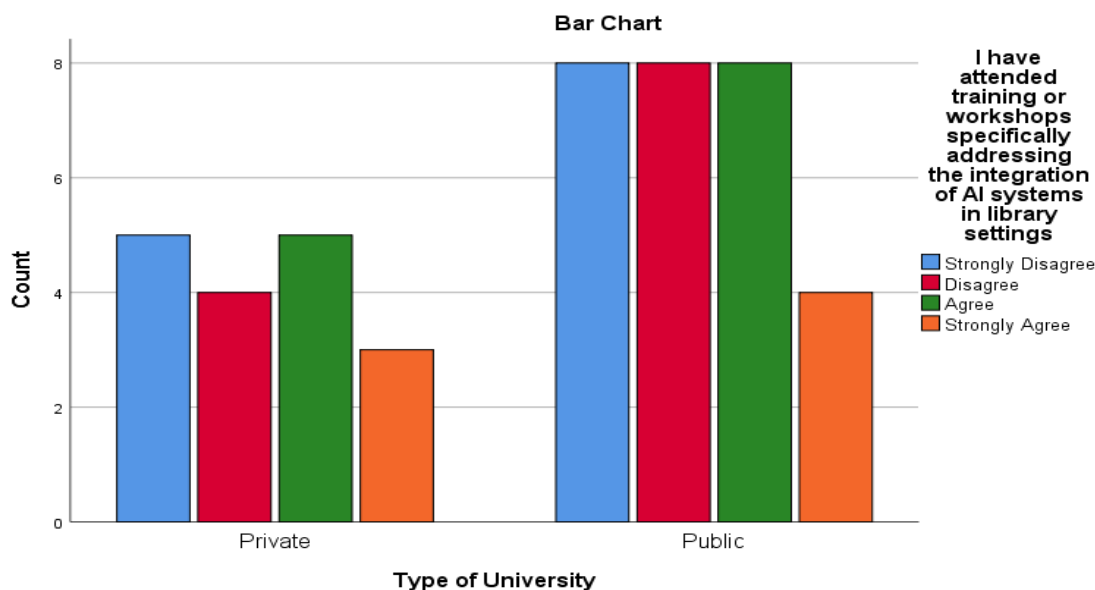


Figure 3: Artificial intelligence training attended

Figure 3 shows that only 44% of librarians have attended AI-related workshops or training, with 27% from public universities and 17% from private universities, suggesting limited professional development opportunities in Artificial Intelligence (AI) within Kenyan university libraries. This deviates from expectations, as private universities, often perceived as more financially endowed, are expected to lead in staff capacity building. Several factors may explain this outcome. First, Mitha and Omarsaib (2025) observe that inadequate institutional prioritization and a lack of strategic focus often hinder the integration of emerging technologies in higher education libraries, regardless of financial capability. Hence, even financially stable institutions may not allocate resources to AI-specific training if they do not view it as an immediate priority. Similarly, Abayomi et al. (2021) found that many university librarians in developing countries have limited exposure to AI because of insufficient professional training initiatives and a lack of awareness programs organized by library associations or management. This aligns with the current finding, highlighting that institutional support and strategic vision, not financial resources alone, are more critical determinants of training participation.

Table 4: Understanding of AI systems has increased over time						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Type of University	Private	1	1	8	7	17
	Public	2	7	11	8	28
Total		3	8	19	15	45

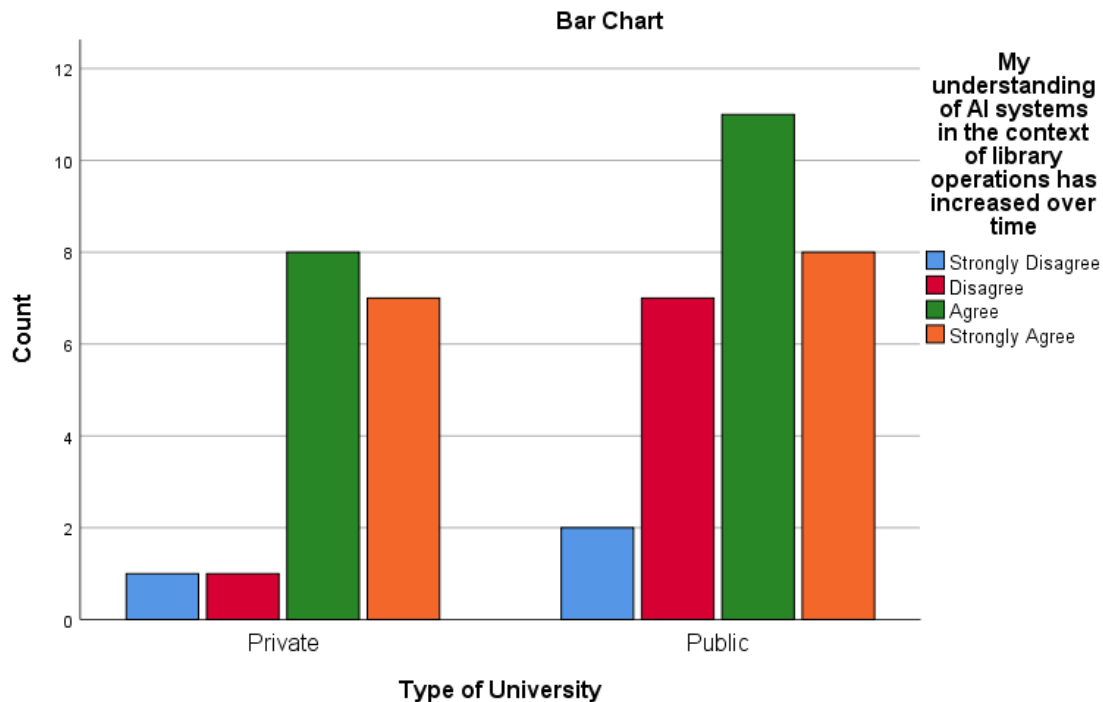


Figure 4: Understanding of artificial intelligence

Table 4 and Figure 4 show that 76% of librarians agreed that their understanding of AI systems and their relevance to library operations has improved significantly, indicating growing awareness and conceptual appreciation of Artificial Intelligence (AI) among library professionals. This positive trend reflects ongoing exposure to digital transformation, professional discourse, and self-directed learning within the LIS field.

This finding aligns with existing knowledge that librarians' growing awareness and understanding of AI are influenced by the increasing visibility of AI applications in information services and the expansion of online learning resources that expose professionals to emerging technologies. Abayomi et al. (2021) similarly observed that librarians are becoming more knowledgeable about AI through ongoing interaction with digital innovations and professional learning platforms. Similarly, this study found that librarians increasingly embrace both the conceptual and operational aspects of AI, despite limited practical implementation in Kenyan university libraries. This aligns with existing literature, suggesting that exposure to digital innovations, professional discourse, and online learning opportunities significantly contributes to librarians' awareness, understanding, and readiness for AI adoption globally. This finding implies that awareness alone is insufficient to ensure successful AI integration in academic libraries. While librarians may show positive attitudes and a growing understanding of AI technologies, practical adoption requires deliberate institutional support through training, infrastructure development, policy formulation, and ongoing professional development. Therefore, universities and library stakeholders need to move beyond awareness-building and invest in practical capacity-building initiatives that translate conceptual knowledge into effective implementation of AI-driven library services.

However, Ajav and Famaren Tor-Akwer (2024) caution that improved understanding does not necessarily equate to full integration or technical proficiency. While awareness and conceptual understanding of AI are growing, many librarians still struggle to apply these systems because of inadequate infrastructure and limited practical training opportunities. Thus, these findings



align with global and regional trends: awareness and understanding are improving, but implementation remains challenging.

Table 5: Familiarity of potential benefits of AI integration

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Type of University	Private	1	2	6	8	17
	Public	4	3	8	13	28
Total		5	5	14	21	45

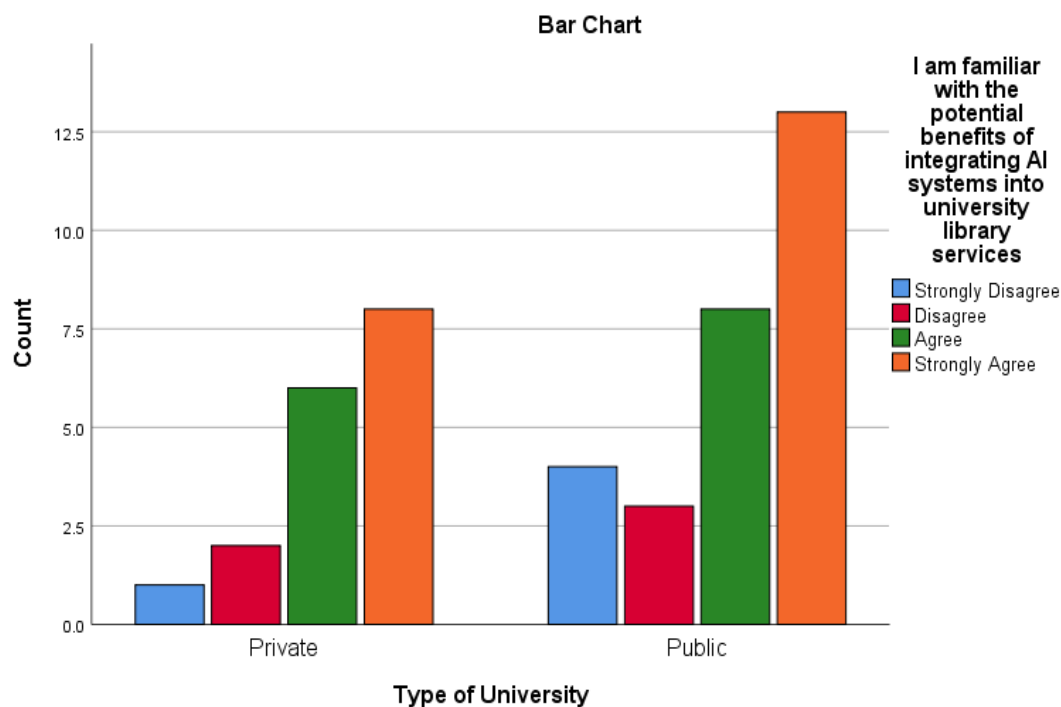


Figure 5: Awareness of artificial intelligence benefits

The findings in Figure 5 revealed that 78% of respondents were familiar with the potential benefits of integrating Artificial Intelligence (AI) systems into university library services. This indicates a high level of conceptual awareness and positive perception among librarians of AI's transformative potential. This suggests that librarians increasingly understand how AI technologies can enhance library operations through automation, personalized user experiences, predictive analytics, and improved information retrieval.

The finding agrees with existing knowledge that librarians' growing familiarity with the benefits of AI is strongly associated with increased exposure to digital transformation initiatives and the global discourse surrounding smart libraries. Abayomi et al. (2021) found that most Nigerian university librarians acknowledged the potential of AI to improve operational efficiency, cataloging processes, and access to information services. Similarly, the present study shows that librarians across African contexts recognize AI's transformative potential, even though practical adoption remains limited. This agreement suggests that



ongoing exposure to technological innovations and professional discussions on smart libraries positively shapes librarians' perceptions of and acceptance of AI in library operations.

Similarly, Ajakaye (2021b) found that most librarians in Nigerian universities expressed positive attitudes toward AI, citing benefits such as faster service delivery, user satisfaction, and enhanced resource management. This reinforces the notion that librarians recognize AI's advantages and are conceptually prepared to integrate it.

Globally, Jain (2022) observed that AI-driven innovations in academic libraries are gaining traction worldwide, particularly in developed regions where librarians leverage AI for decision support, chatbots, and information discovery tools. Librarians in these regions show strong awareness of AI's benefits because of ongoing professional development and institutional investment in digital infrastructure. This global trend mirrors the Kenyan finding, showing a shared understanding of AI's potential benefits across diverse contexts.

Table 6: Confidence in discussing the integration of AI systems						
		Strongly Agree	Disagree	Agree	Strongly Agree	
Type of University	Private	2	3	4	8	17
	Public	5	2	11	10	28
Total		7	5	15	18	45

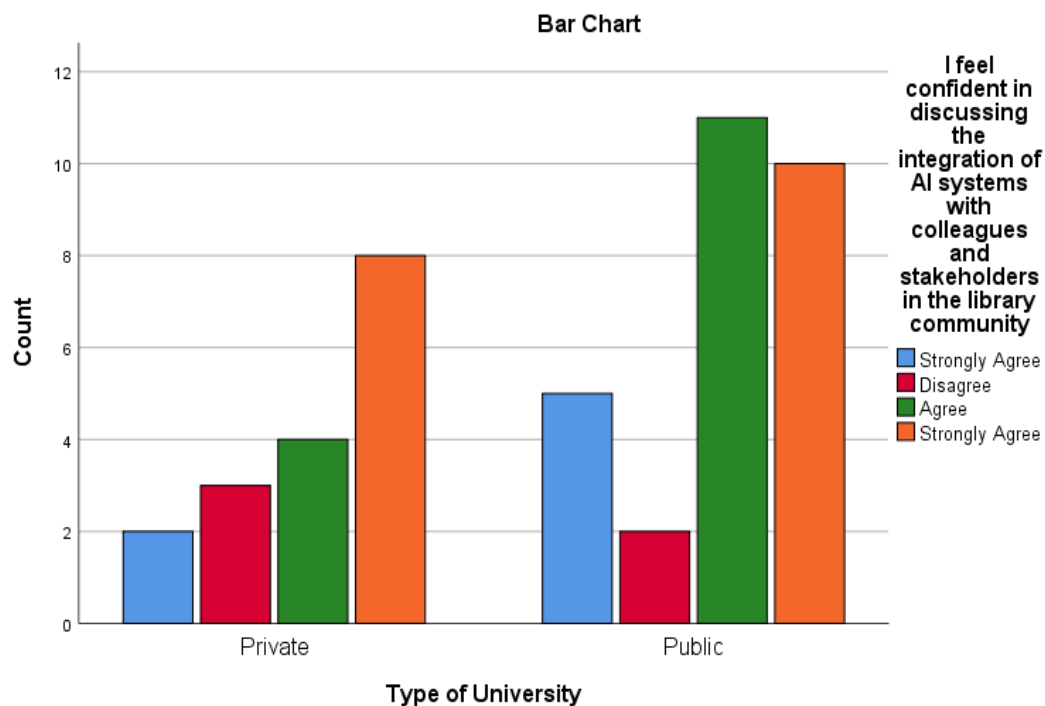


Figure 6: Librarians' confidence in artificial intelligence



The findings in Figure 6 above show that 73% of respondents felt confident in discussing the integration of AI systems with colleagues and stakeholders in the library community. This reflects growing self-efficacy and professional engagement among librarians regarding Artificial Intelligence (AI). This confidence suggests that librarians are increasingly informed about AI concepts and their relevance to library operations, likely due to exposure to professional literature, online learning, conferences, and peer-to-peer discussions within academic and professional communities.

The finding agrees with existing knowledge that confidence in discussing emerging technologies such as AI among librarians is closely linked to awareness levels, prior exposure, and institutional support for continuous learning. Abayomi et al. (2021) found that Nigerian university librarians who had higher awareness and greater access to training opportunities were more likely to participate in professional discussions on AI and its implications for library practice. Similarly, the present study indicates that as librarians gain more understanding of AI, their confidence in engaging in professional discourse also increases. This agreement suggests that ongoing training, awareness-building, and institutional support are essential to strengthening librarians' confidence and active participation in discussions about AI adoption and implementation in libraries.

Similarly, Orubebe et al. (2025) observed that librarians who participated in workshops or accessed online resources on AI showed greater confidence discussing AI technologies with peers. This underscores the importance of professional development and exposure in building librarians' readiness and communication skills around innovative technologies.

Globally, Jain (2022) found that academic librarians in South Africa and the UK increasingly participate in professional dialogues about AI because institutions are placing greater emphasis on digital innovation. The study found that such engagement enhances collaborative learning and helps librarians advocate for AI-driven transformation within their institutions. This aligns with the current finding, suggesting that librarians' confidence is both a product of awareness and a driver of advocacy for AI adoption.

4. CONCLUSION

The study concludes that Kenyan university librarians show strong awareness and positive attitudes toward integrating Artificial Intelligence (AI) into library services. However, this awareness is not matched by equivalent levels of practical implementation, training opportunities, or institutional preparedness. Although librarians increasingly engage with AI-related information and feel confident discussing AI concepts, the findings reveal a significant gap between conceptual understanding and the operational adoption of AI technologies in university libraries.

The study also found that institutional culture, leadership support, technological infrastructure, and professional development opportunities play a larger role in AI integration than financial capability alone. While private universities showed slightly higher awareness, both public and private institutions still face challenges related to inadequate technical training, weak policy frameworks, and limited implementation strategies.

Without deliberate investments in infrastructure, staff capacity-building, and policy development, AI integration in Kenyan academic libraries may remain largely aspirational. Therefore, sustainable AI adoption requires coordinated institutional strategies, continuous professional training, stakeholder engagement, and supportive national frameworks to bridge the gap between awareness and practical implementation.



5. RECOMMENDATIONS

University management should allocate annual budgets specifically for AI capacity-building programs targeting librarians. These programs should include practical workshops on AI tools such as chatbots, automated cataloguing systems, intelligent discovery tools, and data analytics applications relevant to academic library services.

The Kenya Library Association (KLA) and Kenya Library and Information Services Consortium (KLISC) should develop a national AI literacy and implementation framework for academic libraries. The framework should provide standard guidelines on AI ethics, data governance, privacy, training standards, and responsible adoption practices.

Universities should strengthen technological infrastructure by investing in high-speed internet, AI-compatible library management systems, cloud-based repositories, and digital innovation hubs to support AI deployment within libraries.

Library leadership should establish institutional AI implementation committees composed of librarians, ICT experts, faculty members, and administrators to guide planning, pilot testing, and monitoring of AI initiatives.

Library and Information Science (LIS) schools in Kenya should revise curricula to include practical AI competencies, such as machine learning basics, AI ethics, digital scholarship, and AI-assisted information retrieval systems, to prepare future librarians for technology-driven library environments.

Universities should encourage librarians to participate in collaborative research, professional networks, international conferences, webinars, and online certification programs to enhance continuous learning and exposure to emerging AI applications in libraries.

Future studies should use larger, more diverse samples by involving librarians from multiple university sections to provide deeper insights into AI awareness, readiness, and implementation challenges.

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