

DIGITAL ACUMEN AS PREDICTOR OF THE STRATEGY ADOPTION FOR MANAGING INFORMATION TECHNOLOGIES BY SYSTEMS LIBRARIANS IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

This study examined digital acumen as a predictor of information technology management strategy adoption among systems librarians in universities in South-South, Nigeria. Specifically, the study sought to assess the extent of systems librarians' digital acumen, determine the extent of information technology management strategy adoption, and establish the relationship between digital acumen and IT management strategy adoption. A correlational research design was adopted for the study. The population comprised 66 systems librarians drawn from federal, state, and private universities in Nigeria's South-South region. Due to the manageable size, the entire population was used as the sample. Data were collected using a structured questionnaire. Out of the 66 questionnaires administered, 55 were duly completed and found usable, representing an 83% response rate. The data generated were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product-Moment Correlation Coefficient). The findings revealed that the level of systems librarians' digital acumen is high, indicating strong technological competence. However, the extent of IT management strategy adoption was moderate, suggesting inconsistencies in implementation. Most importantly, the study established a statistically significant moderate positive relationship between digital acumen and IT management strategy adoption. The study concluded that digital acumen significantly predicts IT management strategy adoption among systems librarians. It was recommended that universities strengthen digital skills development and institutional support for improved IT strategy implementation.

Keywords: Digital Acumen, Information Technology, Information Technology Management, Systems Librarians, University Libraries

Introduction

In the contemporary knowledge-driven society, universities function as critical centres for knowledge creation, technological innovation, and the dissemination of information across diverse academic disciplines. The rapid advancement of information and communication technologies (ICTs) has significantly transformed the operations of academic institutions, particularly university libraries, which are now evolving from traditional repositories of printed materials into dynamic digital information hubs. As noted by Nebeolise (2013), the integration of ICT has revolutionised library services, shifting routine operations such as cataloguing, circulation, and information retrieval from manual processes to automated and networked systems. This transformation has enhanced the efficiency, accessibility, and responsiveness of library services in meeting the information needs of users in the 21st century.

Information technology (IT), which encompasses the use of computer systems, networks, and digital infrastructures for processing and managing information, has become indispensable in modern library operations (CompTIA, 2021; Castagna & Bigelow, 2021). The adoption of IT in university libraries facilitates the acquisition, storage, retrieval, and dissemination of information resources, thereby supporting teaching, learning, and research activities (Adjei, 2020). Consequently, the sustainability and effectiveness of these technologies depend largely on how well they are managed within the library environment. Effective IT management involves strategic planning, policy formulation, resource allocation, and continuous monitoring to ensure optimal performance and alignment with institutional goals (Adjei, 2020; Kamba, 2011).

Within this technologically driven environment, systems librarians play a pivotal role as custodians of digital infrastructure and facilitators of technology-enabled services in university libraries. Their responsibilities extend beyond technical maintenance to include the strategic management of information technologies through approaches such as risk management, data management, document management, financial planning, and human resource coordination (EvolvIT, 2018). These strategies are essential for ensuring the reliability, security, and efficiency of IT systems, as well as for supporting innovative service delivery in academic libraries. However, the successful adoption and implementation of these strategies are not solely dependent on organisational structures but are also influenced by the competencies of the systems librarians responsible for managing these technologies.

One critical competency in this regard is digital acumen, which refers to the ability to understand, evaluate, and effectively utilise digital technologies to solve problems and achieve organisational objectives (Brousell, 2019; SCISPACE, 2024). Digital acumen encompasses a combination of technical knowledge, cognitive skills, and strategic insight that enables individuals to navigate complex technological environments and make informed decisions. Johnson (2018) emphasised that individuals with high digital acumen possess the capacity to adapt to emerging technologies and leverage them for innovative solutions. In the context of university libraries, systems librarians with strong digital acumen are more likely to identify appropriate technological tools and adopt effective strategies for managing them.

Furthermore, the increasing complexity of digital technologies, including artificial intelligence, virtual reality, and the Internet of Things, requires systems

librarians to continuously develop their digital competencies to remain relevant and effective (Hinz, 2023; Ogbomo, 2022). Without adequate digital acumen, librarians may struggle to manage these technologies efficiently, leading to suboptimal service delivery and underutilisation of available resources. This suggests that digital acumen may serve as a significant predictor of the strategies adopted for managing information technologies in university libraries. Despite the recognised importance of digital competencies in library management, there is limited empirical evidence examining how digital acumen influences the selection and application of IT management strategies among systems librarians, particularly in universities in South-South Nigeria. Therefore, this study investigates digital acumen as a predictor of the strategies for managing information technologies by systems librarians in universities in South-South Nigeria.

Statement of the Problem

In the contemporary information environment, effective management of information technologies has become essential for ensuring efficiency, security, and sustainability in organisational operations, including university libraries. Despite the increasing adoption of digital technologies, many organisations continue to experience challenges in implementing coherent and strategic IT management practices. Studies have shown that issues such as weak IT governance, poor alignment between technological capabilities and organisational objectives, and inadequate risk and change management frameworks persist, particularly in developing contexts (Mensah & Kumar, 2021). These challenges often lead to inefficiencies, reduced system performance, and increased vulnerability to technological risks.

In university libraries, systems librarians are expected to adopt appropriate strategies for managing information technologies. However, it remains unclear whether factors such as digital acumen significantly influence their ability to implement these strategies effectively. In the South-South region of Nigeria, although universities have increasingly integrated IT into library operations, there is limited empirical evidence on the determinants of IT management strategy adoption. This gap necessitates an investigation into how digital acumen predicts the strategies adopted by systems librarians for managing information technologies.

Research Questions

The following research questions were answered in this study.

- 1) What is the extent of systems librarians' digital acumen in university libraries?
- 2) What is the extent of information technology management strategy adoption in university libraries?
- 3) What is the relationship between digital acumen and information technology management strategy adoption among systems librarians in universities in South-South, Nigeria?

Literature Review

The literature reviewed in this section was done in line with the research questions guiding the study.

Systems Librarians' Digital Acumen in University Libraries

In the 21st-century library environment, librarians need some vital digital skills to be able to handle the pressure that comes with the recent development in technology adoption and usage in libraries, and one such skill is digital acumen. The digital acumen of librarians refers to their proficiency and familiarity with various technological tools,

systems, and platforms that are used in modern library settings (Koya & Gopakumar, 2018). Librarians today need to have a solid understanding of technology to effectively manage information resources, assist patrons, and stay updated in the digital age (LISedunetwork, 2019). Therefore, librarians, especially those who deal with the use of ICT and other related facilities such as systems/electronic or digital librarians, should possess technical skills to efficiently navigate various software, databases, and library management systems (LISedunetwork, 2019). These skills may include proficiency in using Integrated Library Systems (ILS), digital repositories, cataloguing tools, online databases, and other digital resources. Keeping up with technological advancements is crucial to effectively manage and leverage these resources (Anand, 2018).

Empirically, some studies have examined the extent of digital acumen of librarians. Baro et al. (2019) conducted a study on the assessment of digital literacy skills and knowledge-based competencies among librarians working in university libraries in Africa. The study covered librarians practising in university libraries in Africa. An online questionnaire was designed to collect data using SurveyMonkey software (www.surveymonkey.com/r/F9ZPLNQ). The data were analysed using simple percentages, and the results were presented using tables and charts. The study results affirmed that librarians working in academic libraries in Africa possess a high level of digital skills. Librarians indicated that DSs such as database search skills, uploading documents to online platforms, using different social media, sending and receiving emails skills, digital library development skills, applying new technologies to library services, and the ability to create different file formats and the ability to use open-source software are very high. However, skills related to metadata development and library website development are low.

Tiemo (2019) conducted a study on digital technology training among library personnel for effective management of online resources and services in a federal university, Otuke, Bayelsa State. The study made use of a survey research design. The population comprised 26 academic and non-academic library personnel (higher library officers). The entire population was used for the study since it was not too large. Data were collected using a self-designed questionnaire. The study found that the majority of the respondents can select, organize, and store digital content in a library archive, scanning of documents and store them in the library database for use, store library digital information in storage devices such as memory cards, CDROM, hard disk, flash drive and library server, knowledge and skills to protect library digital content, file/folder management skills, video conferencing among library users, ability to cope with any problem when managing digital content/ e-resources in the library. The study concluded that the level of digital technology skills acquired among library personnel in managing online resources for effective library services is high.

While commenting on the extent of digital acumen and knowledge of librarians in respect to information technology use and management in the library, Emiri (2015) conducted a study on digital literacy skills among librarians in university libraries in the 21st century in Edo and Delta States, Nigeria. Among the objectives of the study was to determine the level of digital literacy skills among librarians. The study revealed that the majority of the librarians had low proficiency in digital literacy skills. Hamad et al. (2020), in their study on librarians' competencies in digital librarianship, identified the problem that traditional library skills are insufficient for managing modern digital environments, with the objective of outlining essential digital skills required by librarians. The study focused on digital library creation, metadata management, digital

content handling, and technical skills such as the use of scanners and OCR technology. Employing a descriptive research design, the population comprised academic librarians in public universities, with a sample selected through stratified random sampling. Data collection involved structured questionnaires, and analysis was conducted using descriptive statistics. Findings revealed that 78% of respondents possessed competencies in digital content management, while 65% were proficient in metadata creation, highlighting a significant skills gap in emerging digital tools.

It is clear from the literature reviewed in this section that digital acumen remains indispensable for effective library service delivery in the digital age. While evidence shows varying competency levels among librarians, existing skill gaps highlight the need for continuous training to enhance technological proficiency and ensure efficient management of modern library systems and resources.

Information Technology Management Strategy Adoption in University Libraries

Management refers to the systematic process of planning, organising, directing, and controlling resources to achieve defined objectives (Jones & Udofia, 2021). Within the library context, managing IT facilities involves the effective and skilful coordination of technological resources to enhance service delivery and ensure the attainment of the library's goals. Grácio et al. (2013) interpret that IT/digital management or preservation refers to an organisational management process that encompasses various activities necessary to ensure that a digital object can be accessed, retrieved, and used in the future, from the ICT existing at the time and with guarantees of authenticity. Digital management and preservation is also explained as a combination of policies, strategies, and actions to ensure that digital objects remain authentic and

accessible to users and systems over a long period, regardless of the challenges of component and management failures (American Library Association (ALA), 2018).

A few studies have been conducted on the management of IT in organisations. Masenya and Ngulube (2019) suggested that the best strategies for preserving digital information resources in libraries are through monitoring and controlling the environmental conditions where these information resources are housed. However, the study conducted by Matusiak and Johnston (2014) recommended mass deacidification, binding, lamination, and restoration as the appropriate strategies that need to be adopted in order to preserve print resources. Adetunji and Oladokun (2020) conducted a study on effective strategies for sustainable automation in Nigerian academic libraries in preparation for the new normal caused by the COVID-19 pandemic. The study highlighted advocacy for embedded library services, aggressive human resources development for technology adoption, inculcation of self-development by librarians, re-evaluation of the perception of the digital library, breeding resourceful librarians, and adherence to benchmarks for library automation as good strategies for the management and sustainability of library automation in the 21st century.

Wani (2018) conducted a study on E-resources management in the library. The author stated that some of the important strategies to adopt for the management of E-Resources and other electronic resources and facilities of the library are discovery, selection, acquisition, access, and decision-making.

Relationship between System Librarians' Digital Acumen and Information Technology Management Strategy Adoption in University Libraries

The technological ability of employees in any organisation can facilitate the mission of managing the human and material resources of any organisation successfully.

Technological ability makes support for quality management of manpower and material resources possible as it facilitates communication among employees, facilitates the means for the different members of the organisation to participate in the improvement of processes, and enables the communication of QM values to all members of the organisation (Pérez-Aróstegui et al., 2015). Pérez-Aróstegui et al. (2015), while trying to find a relationship between IT ability and quality management in an organisation, carried out a study that explored the relationship between information technology competence and quality management. The study found that all of the hypotheses proposed are positive and significant, and the results confirm the main goal of this study, which was to demonstrate that the existence of an IT competence facilitates the development of the main quality management practices. The findings further revealed that there exists a positive relationship between IT competence and QM implementation.

Furthermore, A study by Galliers et al. (2020) illustrated the relationship between IT capability, competitive advantage, and asset specificity to achieve strategic flexibility to improve the corporate ability to neutralise threats. In his effort to prove the relationship between digital skills, usage, and management of ICT facilities in universities, Kasozi (2003), as cited by Benjamin (2018), highlighted the problems of ICT implementation due to a lack of technical personnel. The authors further asserted that getting computers into universities and institutions is relatively easy, but keeping them up and running is a greater challenge. The study further revealed that in most developing nations, laboratory coordinators in institutions of higher learning are not skilled enough in managing and resolving technical problems. Conclusively, Benjamin (2018) conducted a study on factors influencing the implementation of information and

communication technology projects in Kenya using polytechnic centres in Kitui County as a case study. Sand management requires an understanding of the complex issues that persist during a project life cycle.

Methodology

The correlational research design was adopted for the study. According to Bhandari (2023), a correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. The population of this study comprised Sixty-six systems librarians working in the state, federal, and private university libraries in South-South, Nigeria. The entire population of 66 system librarians in all the universities in South-South Nigeria was used as a sample for the study due to its small and manageable size. A questionnaire titled “Digital Acumen and Information Technology Management Strategy Adoption among Systems Librarians Questionnaire (DAITMSASLUQ)” was the instrument used for data collection. The questionnaire was formulated on a five-point Likert Scale of Very High Extent (VHE) =5, High Extent (HE) =4, Moderate Extent (ME)=3, Low Extent (LE)=2, and Very Low Extent (VLE) =1. The instrument was validated by two experts in the field of Library and Information Science, and to ensure the reliability of the research instrument, the test-retest method was employed. The researcher administered 30 copies of the questionnaire to postgraduate students from the University of Ibadan twice, giving them two weeks after the first administration. The data generated from this pilot test was analysed using Pearson’s Product-Moment Correlation Coefficient (r) to establish the internal consistencies for the research instrument, and the test result yielded a reliability index of $r = 0.94$, which indicated that the research instrument is highly reliable. The instrument was administered to the respondents face-to-face in their

respective university libraries. 66 copies of the questionnaires were administered to systems librarians in university libraries in South-South, Nigeria, and 55 copies were duly completed, retrieved, and found usable. Hence, there was 83% response rate. Data generated from the administration of the instrument were analysed with descriptive (Mean and Standard Deviation) and inferential (Pearson Product Moment Correlation Coefficient (r) statistical tools.

Results and Discussion

The findings of this study are presented according to the research questions.

Research Question 1: What is the extent of systems librarians' digital acumen in the university libraries?

The data in Table 1 provides an answer to this question.

Table 1: The Extent of Systems Librarians' Digital Acumen

S/N	Digital Acumen Statements	VHE	HE	ME	LE	VLE	\bar{x}	Std. Dev.
1	I possess the ability to use technology to comprehend, communicate, and solve library-related problems.	21	25	7	0	2	4.15	0.91
2	I can communicate research findings through the use of technology.	18	28	7	0	2	4.09	0.89
3	I am very proficient in software tools such as Microsoft Office, etc.	16	30	5	1	3	4.00	0.98
4	I am always engaged in sharing knowledge	16	29	6	2	2	4.00	0.94
5	I am always committed to building my digital skills.	16	28	8	1	2	4.00	0.92
6	I am always involved in contributing to open source.	17	23	11	1	3	3.91	1.04
7	I possess a very strong digital mindset.	16	25	11	1	2	3.95	0.95
8	I am in love with learning new programming languages.	16	30	5	1	3	4.00	0.98

9	I have a deep understanding of how digital technology trends can strengthen and enhance the operations and services of the library.	15	27	9	2	2	3.93	0.96
10	I am capable of assisting patrons with common technology issues, such as connecting to Wi-Fi, printing, using public computers, and troubleshooting minor problems.	18	25	10	0	2	4.04	0.92
11	I understand the basics of digital preservation.	17	25	8	3	2	3.95	1.01
12	I am familiar with a variety of online research databases, academic search engines, and specialised resources in different subject areas.	16	23	12	2	2	3.89	0.99
13	I regularly contribute to the library's website or blog with digital content.	12	21	12	6	4	3.56	1.17
14	I understand the importance of patrons' privacy and data security when using library systems and services.	17	22	12	2	2	3.91	1.01
15	I am comfortable with remote work and virtual collaboration using communication and collaboration tools such as video conferencing, project management software, and cloud storage.	15	22	10	6	2	3.76	1.09
Grand Mean/Std. Dev.							3.94	0.98

Decision Rule: Very High Extent: 4.51 - 5.00, High Extent: 3.51 - 4.50, Moderate Extent: 2.51 - 3.50, Low Extent: 1.51 - 2.50, Very Low Extent: 1.00 - 1.50,

Table 1 shows that systems librarians in university libraries demonstrate a high level of digital acumen, with a grand mean of 3.94 and a standard deviation of 0.98, indicating a High Extent. The highest-rated competency is the ability to use technology to comprehend, communicate, and solve library-related problems ($\bar{x} = 4.15$, $SD = 0.91$), followed by the ability to communicate research findings using technology ($\bar{x} = 4.09$, $SD = 0.89$). This reflects strong confidence in applying technology for professional tasks.

Respondents also reported high proficiency in software tools, active engagement in knowledge sharing, and commitment to developing digital skills (all $\bar{x} = 4.00$). In addition, they exhibited a strong digital mindset ($\bar{x} = 3.95$) and good understanding of digital preservation ($\bar{x} = 3.95$), further confirming their overall digital competence. The findings agree with the one by Baro et al. (2019), who found that librarians working in academic libraries in Africa possess a high level of digital skills. To further corroborate the findings, Tiemo (2019) concluded that the level of digital technology skills acquired by library personnel for managing online resources to ensure effective library services is high. This implies librarians are well-equipped to manage modern technologies, enhance service delivery, support digital scholarship, and effectively meet evolving user needs in university libraries.

Research Question 2: What is the extent of information technology management strategy adoption in the university libraries?

The data in Table 2 provides an answer to this question.

Table 2: The Extent of Systems Librarians' Information Technology Management Strategy Adoption in University Libraries

S/N	Information Technology Management Strategy Adoption	VHE	HE	ME	LE	VLE	\bar{x}	Std. Dev.
1	My university has risk response plans, and the ICT staff regularly reviews and updates risk management procedures	5	12	14	14	10	2.78	1.24
2	My university/library has created a plan to manage institutional/organisational data assets.	8	9	12	16	10	2.80	1.33
3	There is a dedicated team responsible for implementing and managing the IT strategy at my university/library.	8	10	12	15	10	2.84	1.33
4	My university/library has an eligible IT budget management team	6	11	12	16	10	2.76	1.28

5	The university provides adequate training to librarians, faculty, and staff on new IT systems and tools.	7	12	7	15	14	2.69	1.40
6	There is proper management and maintenance of 'physical and virtual spaces' for library ITs at the university.	6	11	9	15	14	2.64	1.35
7	My university/library provides effective, smooth, and seamless remote access to IT resources.	5	11	8	18	13	2.58	1.30
8	There is efficient management of the internet and other virtual communication channels for information dissemination and interaction in my university/library.	4	14	7	18	12	2.64	1.28
9	My university/library's IT strategy includes measures for cybersecurity and data privacy protection.	4	13	11	16	11	2.69	1.25
10	My university/library collaborates with other institutions and industries to stay updated on IT best practices.	6	10	16	14	9	2.82	1.23
11	My university/library engages in IT resource forecasting to predict future resource requirements based on past projects, current demands, upcoming trends, etc.	7	8	8	17	15	2.55	1.37
12	There is a clear policy on the use of personal devices and BYOD (Bring Your Own Device) in my university/library.	9	7	12	12	15	2.69	1.43
13	My university/library's IT strategy includes the integration of digital libraries and e-learning platforms.	5	11	12	13	14	2.64	1.31
14	The effectiveness of the IT strategy is regularly evaluated through feedback from students and staff.	6	8	12	14	15	2.56	1.33
15	My university/library has a contingency plan for IT-related	5	9	13	12	16	2.55	1.32

Grand Mean/Std. Dev.	2.68	1.32
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Decision Rule: Very High Extent: 4.51 - 5.00, High Extent: 3.51 - 4.50, Moderate Extent: 2.51 - 3.50, Low Extent: 1.51 - 2.50, Very Low Extent: 1.00 - 1.50.

Table 2 indicates that with a grand mean of 2,68 and a standard deviation of 1.32, which falls within the “Moderate Extent” category, it can be concluded that systems librarians perceive the adoption of information technology management strategies in university libraries as moderate. The highest-rated strategy is the presence of a dedicated team for implementing and managing IT strategy ($\bar{x} = 2.84$), followed by collaboration with other institutions and industries ($\bar{x} = 2.82$) and the existence of data management plans ($\bar{x} = 2.80$). This suggests that basic IT structures and partnerships are in place, though not strongly implemented.

Respondents also reported moderate adoption in risk response planning, IT budget management, cybersecurity and data privacy, staff training, and policies on personal device usage. However, slightly lower ratings were observed in managing library IT spaces ($\bar{x} = 2.64$), remote access to IT resources ($\bar{x} = 2.58$), and IT resource forecasting ($\bar{x} = 2.55$). The least adopted areas include the evaluation of IT strategies through feedback and contingency planning for IT emergencies. Overall, IT management strategy adoption remains moderate across university libraries. The findings agrees with that of Adetunji and Oladokun (2020) who found that advocacy for embedded library services, aggressive human resources development for technology adoption, inculcation of self-development by librarians, re-evaluation of the perception of the digital library, breeding resourceful librarians, and adherence to benchmarks for library automation are good strategies that are being considered and adopted for the management and sustainability of library automation in the 21st century.

Research Question 3: What is the relationship between digital acumen and information technology management strategy adoption among systems librarians in the universities?

The data in Table 3 provides an answer to this question.

Table 3: Relationship Between Digital Acumen and Information Technology Management Strategy Adoption among Systems Librarians

		Systems librarians' digital acumen	Information technology management strategy adoption in the university libraries
Systems librarians' digital acumen	Pearson Correlation	1	.432**
	Sig. (2-tailed)		.001
	N	55	55
Information technology management strategy adoption in the university libraries	Pearson Correlation	.432**	1
	Sig. (2-tailed)	.001	
	N	55	55

Decision Rule: + 1: Perfect Positive, -1: Perfect Negative, 0.00-0.19: Very Weak, 0.020-0.39: Weak, 0.040-0.59: Moderate, 0.60-0.79: Strong, 0.80-0.99: Very Strong

The Pearson correlation coefficient between systems librarians' digital acumen and information technology management strategy adoption in university libraries is 0.432, indicating a moderate positive correlation. This means that there is a noticeable relationship between digital acumen and the adoption of IT management strategies among systems librarians.

As digital acumen increases, the extent of IT management strategy adoption also tends to improve. This suggests that systems librarians with higher levels of digital skills and technological proficiency are more likely to implement and manage IT strategies effectively in their institutions. The findings agree with the one by Aróstegui et al. (2015), who found that there exists a positive relationship between IT competence and

quality management implementation in organisations. The significant relationship implies that improving librarians' digital acumen will enhance IT strategy adoption, strengthen technology integration, improve service quality, and ensure more effective and sustainable management of university library systems.

Recommendations

Based on the study's findings, the researchers recommend that:

1. University management should provide regular and structured training programmes to continuously enhance systems librarians' digital acumen, particularly in emerging technologies and advanced IT management practices.
2. Libraries should develop and implement clear, comprehensive, and enforceable IT management policies to ensure consistency, efficiency, and sustainability in technology adoption and utilisation.
3. Adequate funding should be allocated to support IT infrastructure, staff development, and strategic initiatives that will strengthen the effective adoption of information technology management strategies.
4. Systems librarians should be encouraged to engage in continuous self-development, professional collaborations, and knowledge sharing to improve their competencies and facilitate better implementation of IT management strategies.

Conclusion

This study comprehensively examined digital acumen as a predictor of information technology management strategy adoption among systems librarians in universities in South-South, Nigeria. The findings revealed that systems librarians possess a high level of digital acumen, indicating a strong capacity to utilise technological tools, adapt to emerging digital trends, and support effective library

service delivery. Despite this strength, the extent of information technology management strategy adoption was found to be moderate, suggesting gaps in the consistent and effective implementation of strategic IT practices across university libraries.

Most importantly, the study established a statistically significant moderate positive relationship between digital acumen and IT management strategy adoption. This implies that systems librarians with higher digital competencies are more likely to adopt and implement effective IT management strategies within their institutions. The result underscores digital acumen as a critical determinant of successful technology management in university libraries.

Consequently, the study highlights the need for continuous professional development, targeted training, and institutional support to further enhance librarians' digital competencies. Strengthening digital acumen will not only improve IT strategy adoption but also promote innovation, efficiency, and sustainable management of digital library systems in universities in South-South, Nigeria.

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