



EXPLORING THE ROLE OF DIGITAL LITERACY IN ENHANCING CAREER MOBILITY AMONG WOMEN LIBRARIANS IN SOUTH-SOUTH NIGERIA

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Abstract

The study examined the role of digital literacy in enhancing career mobility among women librarians in South-South Nigeria. It was guided by three key objectives: it explored how digital literacy influences career progression and leadership aspirations, assessed the extent of digital skills and their contribution to professional development, and investigated the impact of gender-based inequalities in access to digital technologies. The study adopted a descriptive survey design and focused on academic and public libraries in Rivers, Akwa Ibom, and Cross River States. A total of 113 women librarians were selected through convenient sampling, and data were collected using a structured questionnaire. All responses were returned, yielding a 100% response rate. Analysis was done using frequency counts and percentages. The findings of the study showed that digital skills are moderately developed among women librarians in South-South Nigeria and data reflects that digital literacy significantly supports career advancement and leadership readiness among women librarians. However, the study notes widespread concern on the effects of gender inequality on access to digital technologies. The study therefore recommends the implementation of inclusive digital literacy programmes, equitable institutional policies, and mentorship initiatives to enhance women's professional growth in the Nigerian library sector. The implementation of such recommendation is important to building and improving confidence, career ambition and providing direction for women librarians to navigate leadership pathways in a digitally evolving profession.

Keywords: Digital literacy, career mobility, women librarians, leadership aspirations, South-South Nigeria.



Introduction

The current state of work environments and professional settings, especially in relation to career mobility and advancement, is heavily dependent on the use of modern devices known as digital devices or ICTs. Digital devices greatly assist in the effective execution of work, interaction with colleagues both near and far, and gaining educational experience, provided one uses them regularly. One very important aspect is the growing usage of digital devices across countries worldwide. However, there are constant scholarly discussions about the challenges faced by developing countries, particularly in terms of inadequate funding for technological development, poor electricity supply, and limited knowledge in handling technology or digital devices. This affects job placements and career mobility of workers, even when there is commitment and dedication to progress. Another significant issue is the use of digital devices that require technology competencies among various categories of people, such as men and women, which often draws the attention of scholars and gender development analysts (Nirman, 2025).

At present, especially across the African continent, there is a strong focus on the progress or setbacks experienced by different social strata, particularly women and children (IHRDA, 2025). At some points, progress is being recorded significantly due to several factors, particularly the increasing contributions of women in various aspects of life and their involvement in professional fields such as librarianship (Awasthi & Sukula, 2021). It is hypothesized that the field of librarianship as a profession has a rich historical background, and women may have studied and significantly contributed to this area over time. There is a possibility that the determination shown by women in the field of librarianship has brought recognition and progress to the profession, especially in developing countries like Nigeria. Although men may have initially dominated the library profession in Nigeria, women could have later entered the field in significant numbers. Their participation may have continued to grow, and today, many women may be working in academic libraries, public libraries, and libraries in major government agencies. They may also be involved in teaching in the departments of Library and Information Science in Colleges, Polytechnics and Universities. According to Adiah and Walt (2017), women librarians are contributing through scholarly publications, participation in professional conferences, and advocacy to ensure that librarianship is effectively harnessed to improve national development.



The professional growth and advancement that women librarians require at this time, which would support their career progression, largely depends on their proficiency in the use of technology or digital devices. This proficiency, according to Okpa et al. (2025), refers to an individual's ability through a wide range of skills to navigate the digital environment. It encompasses knowledge on operating digital technology and systems such as tablets, smartphones, laptops, smart TVs, the internet, e-readers, smartwatches, and desktop computers, along with understanding the necessary skills to use them efficiently and ethically for access and use of information. Achieving this is the first essential step required by women librarians in order to handle their roles effectively and to become self-reliant in reaching higher positions now and in the future. Digital devices, when used proficiently, enable women to achieve a deeper understanding and commitment to key areas such as creative thinking and innovation; educational and informational opportunities through learning and access to knowledge; digital interaction and connectivity; physical and mental well-being; inclusive participation and capacity building; and exploring opportunities within the online ecosystem (Nirman, 2025). Therefore, career mobility becomes more achievable through efficient and ethical use of digital technology and systems commonly known as digital literacy. Digital literacy skills have become a key priority that the world strongly emphasizes today. It is now an essential capability in which everyone is expected to gain proficiency in order to find solutions to everyday tasks and challenges.

Statement of the Problem

Women working as librarians are important and contribute significantly to education and community development. However, their effectiveness is largely dependent on their efforts to acquire training in digital technologies and remain dedicated to their work, which can enable them to attain any position they aspire to, now or in the future. The major challenges that can hinder the progress of female librarians are the issues of digital literacy skills, gender inequality, and the application of modern technological innovations in various occupational ways. These challenges are more pronounced in developing countries such as Nigeria, where inadequate electricity supply, the high cost of internet, and limited opportunities for digital technology training, especially for women, are key factors affecting their career advancement. It is for this reason that this study seeks to investigate how digital literacy supports the professional development of female librarians, particularly regarding career mobility in the South-South region of Nigeria.



Research Objectives

The study is guided by the following objectives:

1. To assess the extent of digital skills among women librarians.
2. To examine how digital literacy skills influence the career mobility and leadership aspirations of women librarians in South-South Nigeria.
3. To find out the impact of gender-based inequalities in access to digital technologies on the career mobility of women librarians in South-South Nigeria.

Literature Review

Perspective on Women in Librarianship

In the Library and information science workforce, women librarians are professionals who are adequately trained to assume leadership roles in various types of libraries. As female personnel, they possessed the necessary skills in the organization, management, and dissemination of information resources to satisfy various user needs. Women librarians, like their male counterparts, undergo training in a wide range of library responsibilities such as reference services, collections development, cataloguing, user education, and application of information and communication technologies in library services (Tyopev, 2024). As part of their career advancement, women librarians engaged in various library programming, such as information literacy training, community outreach and contributed to scholarly domains through critical inquiry and evidence-based analysis. However, looking at the role of women in librarianship, it can be concluded that their presence and participation in the field are crucial to the general effectiveness of library services.

In a recent study conducted by Monroe-Gulick, Weaver, and Morris (2024), it was found that librarianship is often regarded as a profession in which women are highly represented as employees. For example, around two-thirds of librarians in the United States are women. This finding aligns with the observations that at certain points in time, the profession has even been referred to as a women's occupation (Nwofor & Chikaodi, 2023). Although women are highly represented in the library profession, there are still challenges they face in developing countries such as Nigeria. These challenges include cultural expectations that require women to balance domestic responsibilities with their professional duties in the library. There is also the issue of



limited institutional or governmental support to attend professional development programmes, as well as low salaries and inadequate working tools, such as ICT facilities. These challenges significantly hinder women's ability to make substantial progress in their professional careers.

Career Mobility and Leadership among Women Librarians

The continuous professional advancement of women in librarianship has a significant impact, not only on the women themselves but also on the library profession as a whole, particularly in Nigeria. Such progress enables women to take on leadership roles in both small and large libraries, as well as in departments that offer library and information science education. For this reason, experts have developed career development frameworks that may involve acquiring specialized skills, transferring to different roles, or embracing emerging professional technologies and networking capabilities (Tyopev, 2024). There are career pathways that a woman librarian needs to follow to achieve professional advancement, such as vertical or horizontal mobility. For instance, vertical mobility depicts that a woman beginning her career in a university library as a Graduate Librarian would eventually rise to the position of university librarian. While horizontal mobility indicates where a woman may specialize in a particular role, such as cataloguing, and later move to another responsibility like reader services or scholarly communication or even transfer to a different library without any change in her job rank.

Every woman librarian, whether in a teaching department, academic library, or public library, follows an established system of nomenclature that allows her to reach the peak of her career and achieve professional growth. The advancement of women librarians to the heights of their careers brings numerous benefits, including the promotion of gender equity, diversity in leadership, and the enrichment of library services through inclusive decision-making. It empowers other women within the profession by serving as a model of what is achievable, encourages mentorship, and enhances institutional performance by leveraging the unique perspectives and strengths women bring to management and policy formulation. It also challenges systemic barriers and contributes to the creation of more equitable work environments in both academic and public library settings where women could be represented in senior positions (DeLong, 2013).



Impact of Technological Innovations and Digital Literacy on Career Mobility

In contemporary libraries and information centers, there is increasing attention to career mobility as an avenue for individuals to transition across roles and career tracks. This is because the majority of government and private establishments, as well as educational institutions such as primary, secondary, or tertiary, have libraries and research centers. This has enhanced people's ability to change jobs or positions, either for better pay or for greater job satisfaction. The current advancements in modern technologies and the operation of digital tools have had an impact on career mobility and position changes (Bucher, Lazarova & Deller, 2025). Technological development has become a new global trend, especially in relation to computers, artificial intelligence (AI), cloud data storage, social media platforms, blogs, and websites. These innovations have brought about changes that have rendered traditional methods of doing work ineffective for meeting modern career demands.

Proficiency in the use of modern technology is a fundamental requirement for a woman working as a librarian. This expertise will enable her to create, manage, evaluate, store, and understand the dynamics of the professional world, as well as identify what steps to take to achieve success in her career. Many scholars have conducted studies and discussed issues related to technological proficiency or digital literacy. According to Bashar and Naaz (2024), the concept of digital literacy was first introduced by Paul Gilster in 1997, who described it as the competence to interpret and utilize information across digital technologies, particularly through computers and the internet, to effectively convey knowledge online. Thus, digital literacy empowers individuals to effectively manage and understand digital technologies. This allows people to safely integrate, communicate, evaluate, and generate information for career opportunities, decent jobs, and entrepreneurship. On the other hand, Begen and Atasoy (2024) argue that technological literacy represents a paradigm shift in both methodologies and practices. This shift has rapidly accelerated the transition to online skills acquisition, providing individuals with expanded learning opportunities. Such learning equips people with the essential knowledge and skills needed to thrive in the technology-driven job market and seek employment across various sectors.

Generally, while Bashar and Naaz (2024) agree that digital literacy enhances an individual's chances of securing job placement or promotion, it is particularly imperative for



women librarians, as digital literacy skills open up access to valuable resources like online courses, seminars, and research databases, which support career advancement, respect, and broader recognition at work. Agim, Azolo, and Obi (2024) conducted a study on strategies for promoting gender inclusiveness in digital literacy programmes for female librarians in universities in Anambra State, Nigeria. The authors observed that the level of gender inclusiveness in digital literacy programmes has become a growing concern. Digital literacy holds significant importance among female librarians who frequently face challenges in accessing digital literacy initiatives. In support of this assertion, James and John (2018), cited in Agim, Azolo, and Obi (2024), found that women are underrepresented in technical and digital training programmes due to various socio-cultural and institutional challenges. As a matter of policy, gender inclusiveness should be regarded as a vital mechanism for improving digital literacy among female librarians, thereby promoting their prospects for career progression. Gender inclusiveness refers to the frameworks and approaches that ensure individuals of all genders have equal opportunities, rights, and responsibilities in accessing and using technology. This can ultimately contribute to enhancing the education, employment, and leadership abilities of women librarians.

Methodology

The study adopted a descriptive survey design to examine the role of digital literacy in enhancing career mobility among women librarians in South-South Nigeria. The target population of the study comprised of librarians from selected states in the south-south region, namely; Rivers, Akwa-Ibom, and Cross Rivers States. A convenient sampling technique was used in the study because it allows the researcher to easily access respondents who are readily available and willing to participate. A structured questionnaire was used as the primary instrument for data collection. The researcher, together with three research assistants, administered and retrieved the questionnaires to ensure clarity and maximize the response rate. A total number of 113 women librarians were studied. All the questionnaires were duly completed and returned, resulting in a 100% response rate. Data collected were analyzed using frequency counts and percentages, with findings presented on tables to provide visual representation and ease of interpretation.



Results

Respondents' Distribution by Institution

Academic Libraries	Number of Respondents
University of Port Harcourt, Rivers State	17
Ignatius Ajuru University of Education, Rivers State	10
Rivers State University, Port Harcourt, Rivers State	9
University of Uyo, Uyo, Akwa Ibom State	12
Akwa-Ibom State University, Akwa Ibom State	10
University of Calabar, Cross River State	13
University of Cross River State, Calabar, Cross River State.	9
Public Libraries	
Rivers State Library Board	5
Akwa-Ibom State Library Board	12
Cross River State Library Board	16
Total	113

The table above shows that the University of Port Harcourt tops the academic library list with 17 respondents, closely followed by the University of Calabar with 13, while the University of Uyo and Akwa Ibom State University contribute 12 and 10 respondents, respectively. Ignatius Ajuru University of Education has 10 respondents, while Rivers State University of Science and Technology and University of Cross River State have the lowest with 9 respondents each. In the public library category, the Cross River State Public Library Board records the single highest figure at 16 respondents, just ahead of the Akwa-Ibom State Public Library Board's 12, whereas the Rivers State Public Library Board has 5 respondents. In general, the figures show that although academic libraries have more total respondents, each public library had more participants than most individual academic libraries.

Table 1: Digital skills among women librarians

Items	Not at all	Slightly	Moderately	Greatly	Extremely
Use of integrated library systems (ILS)	22 (19.5%)	24 (21.2%)	20 (17.7%)	29 (25.7%)	18 (15.9%)
Proficiency in using online research databases	13 (11.5%)	14 (12.4%)	22 (19.5%)	44 (38.9%)	20 (17.7%)
Extent of undergoing formal digital literacy training	15 (13.3%)	22 (19.5%)	33 (29.2%)	23 (20.4%)	20 (17.7%)
Use of digital tools for cataloguing and classification	10 (8.8%)	35 (31.0%)	27 (23.9%)	23 (20.4%)	18 (17.4%)



Extent to which digital skills contribute to eligibility for promotion	17 (15.0%)	17 (15.0%)	25 (22.1%)	24 (21.2%)	30 (26.5%)
Extent of participation in webinars or online training related to librarianship	12 (10.6%)	19 (16.8%)	22 (19.5%)	40 (35.4%)	20 (17.7%)
Using social media or digital platforms for professional networking	14 (12.4%)	13 (11.5%)	34 (30.1%)	33 (29.2%)	19 (16.8%)
Extent to which digital competencies improved chances for leadership roles	6 (5.3%)	9 (8.0%)	18 (15.9%)	41 (36.3%)	39 (34.5%)

The data indicate that women librarians display varying levels of digital proficiency with meaningful contributions to their professional development. For skills in integrated library systems (ILS), 29 (25.7%) reported a great extent and 18 (15.9%) an extreme extent, while 22 (19.5%) said not at all. Proficiency in using online research databases showed stronger results, with 44 (38.9%) selecting "greatly" and 20 (17.7%) "extremely," while only 13 (11.5%) indicated "not at all." For formal digital literacy training, 33 (29.2%) had moderate exposure, with 23 (20.4%) and 20 (17.7%) selecting greatly and extremely, respectively. In terms of using digital tools for cataloguing, responses were more dispersed, with 35 (31.0%) indicating slight use and 18 (15.9%) saying extreme. Regarding eligibility for promotion, 30 (26.5%) responded extremely and 24 (21.2%) greatly, although 17 (15.0%) each said not at all and slightly. Participation in webinars was significant, with 40 (35.4%) reporting great participation and 20 (17.7%) at the extreme level. For digital networking, 34 (30.1%) indicated moderate use, while 33 (29.2%) and 19 (16.8%) chose greatly and extremely, respectively. Finally, digital competencies enhancing leadership prospects was strongly affirmed by 41 (36.3%) greatly and 39 (34.5%) extremely, with only 6 (5.3%) saying not at all. Therefore, the results demonstrate that digital skills are being moderately to greatly developed among women librarians and play a substantial role in career mobility and leadership readiness.

Table 2: Influence of digital literacy skills on career mobility and leadership aspirations of women librarians

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My digital literacy skills have positively influenced my career progression	8 (7.1%)	13 (11.5%)	6 (5.3%)	67 (59.3%)	19 (16.8%)
I have been able to apply for higher library positions because of my digital skills	14 (12.4%)	30 (26.5%)	4 (3.5%)	36 (31.9%)	29 (25.7%)



Digital competence is a key factor in being considered for leadership roles in my institution	18 (15.9%)	24 (21.2%)	10 (8.8%)	21 (18.6%)	40 (35.4%)
I feel confident competing for leadership positions due to my level of digital literacy	7 (6.2%)	8 (7.1%)	5 (4.4%)	30 (26.5%)	63 (55.8%)
I have received mentoring or guidance on how digital literacy affects career mobility	25 (22.1%)	51 (45.1%)	11 (9.7%)	16 (14.2%)	10 (8.8%)
I have experienced increased recognition at work due to my digital literacy	11 (9.7%)	13 (11.5%)	12 (10.6%)	28 (24.8%)	49 (43.4%)
Digital literacy has improved my decision-making ability in library management roles	9 (8.0%)	4 (3.5%)	18 (15.9%)	52 (46.0%)	30 (26.5%)

The responses show strong recognition of the influence of digital literacy on career mobility and leadership among women librarians. A large majority, 50 (44.2%), strongly agreed, and 39 (34.5%) agreed that digital literacy is essential for career advancement, while only 5 (4.4%) strongly disagreed. Also, 67 (59.3%) agreed and 19 (16.8%) strongly agreed that their digital literacy skills have positively influenced their career progression, whereas 8 (7.1%) strongly disagreed. For applying to higher positions, 36 (31.9%) agreed and 29 (25.7%) strongly agreed, although 30 (26.5%) disagreed and 14 (12.4%) strongly disagreed. Regarding leadership roles, 40 (35.4%) strongly agreed and 21 (18.6%) agreed that digital competence is a key factor, with 24 (21.2%) disagreeing and 18 (15.9%) strongly disagreeing. Confidence in leadership competition due to digital literacy was affirmed by 63 (55.8%) strongly agreeing and 30 (26.5%) agreeing, while only 7 (6.2%) strongly disagreed. However, mentoring support was notably low, with 51 (45.1%) disagreeing and 25 (22.1%) strongly disagreeing that they received guidance on how digital literacy affects career mobility. Increased workplace recognition due to digital literacy skills was confirmed by 49 (43.4%) strongly agreeing and 28 (24.8%) agreeing, while 13 (11.5%) disagreed. Finally, 25 (46.0%) agreed and 30 (26.5%) strongly agreed that digital literacy has enhanced their decision-making in management roles, with only 9 (8.0%) strongly disagreeing. In general, the data reflect strong positive perceptions of the role of digital literacy in shaping the professional growth of women librarians.



Table 3: Impact of gender-based inequalities in access to digital technologies on the career mobility of women librarians

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I face more challenges in accessing digital technologies than my male colleagues	19 (16.8%)	37 (32.7%)	17 (15.0%)	21 (18.6%)	19 (16.8%)
Gender-related barriers have limited my opportunities to develop digital skills	22 (19.5%)	22 (19.5%)	21 (18.6%)	28 (24.8%)	20 (17.7%)
There are fewer digital training opportunities targeted at women librarians	11 (9.7%)	13 (11.5%)	14 (12.4%)	40 (35.4%)	35 (31.0%)
I have been excluded from digital capacity-building programmes due to gender bias	17 (15.0%)	26 (23.0%)	16 (14.2%)	27 (23.9%)	27 (23.9%)
Gender stereotypes influence perceptions of women's competence in digital skills	9 (8.0%)	19 (16.8%)	13 (11.5%)	40 (35.4%)	32 (28.3%)
I have limited access to digital devices compared to male librarians in my workplace	20 (17.7%)	25 (22.1%)	30 (26.5%)	20 (17.7%)	18 (15.9%)
Gender inequality in digital access negatively affects women's leadership advancement	13 (11.5%)	14 (12.4%)	10 (8.8%)	49 (43.4%)	27 (23.9%)
Institutional policies in my library do not adequately address digital gender gaps	17 (15.0%)	23 (20.4%)	11 (9.7%)	31 (27.4%)	31 (27.4%)

The findings reveal that gender-based inequalities have a tangible impact on women's digital access and career mobility in librarianship. A significant number of respondents, 37 (32.7%), disagreed with the idea that women face more digital access challenges than men, while 19 (16.8%) agreed and another 19 (16.8%) strongly agreed. For skill development, 28 (24.8%) agreed and 20 (17.7%) strongly agreed that gender-related barriers limited their opportunities, though 22 (19.5%) each strongly disagreed and disagreed. About 54 (47.8%) of the respondents felt that they are excluded from digital capacity-building programmes due to gender bias, with equal



numbers agreeing and strongly agreeing with 27 each (23.9%). Similarly, 40 (35.4%) agreed and 32 (28.3%) strongly agreed that gender stereotypes influence how women's digital competence is perceived. Limited access to devices was confirmed by 20 (17.7%) agreeing and 18 (15.9%) strongly agreeing, although 30 (26.5%) remained neutral. The most significant concern was that gender inequality negatively affects leadership advancement, supported by 49 (43.4%) agreeing and 27 (23.9%) strongly agreeing. Lastly, 31 (27.4%) respondents each agreed and strongly agreed that institutional policies fail to address digital gender gaps. These responses highlight widespread concern about the effects of gender inequality on access to digital technologies, professional development, and leadership pathways for women librarians.

Discussion

The findings show that most women librarians believe digital literacy is essential for career advancement and has positively influenced their career progression. Many of them have been able to apply for higher positions and feel confident competing for leadership roles due to their digital skills. However, responses also reveal a lack of adequate mentoring and guidance on how digital literacy relates to career growth. Despite this gap, many respondents acknowledge the role of digital competency in gaining recognition among colleagues, making informed decisions in library management, and being considered for leadership positions. These highlight the positive impact of digital skills on their professional journey. The findings corroborate Joel and Ibrahim (2021), who found that digital literacy skills and competencies influence the work of librarians and their ability to make informed decisions and adapt their work habits, technical and interpersonal skills, and leadership styles, which are core guiding principles for career mobility.

The findings indicate that women librarians in South-South, Nigeria possess varying levels of digital skills. While many reported great or extreme proficiency in using online research databases and participation in webinars, others showed only moderate or limited exposure to tools like integrated library systems and digital cataloguing software. Formal training in digital literacy was fairly common, though not general among them. The responses suggest that digital competencies are increasingly important for eligibility, for promotions, participation in professional development activities, and enhancing leadership opportunities. This points to the growing value of digital literacy in their career paths. The findings are consistent with the study by Itsekor and James (2012), which demonstrated that digital literacy plays a significant role in the career progression and work motivation of librarians. It showed that possessing digital skills



contributes to career growth and job satisfaction, while the lack of such skills can discourage self-development and hinder advancement into leadership roles.

Responses in this study reveal that gender-based challenges still affect women's access to digital tools and opportunities for skill development. Many women librarians reported experiencing exclusion from training, unequal access to digital devices, and the influence of gender stereotypes on perceptions of their digital competency. Some agreed that institutional policies fail to adequately respond to digital gender gaps. The findings show that while digital literacy is significant, there are systematic gender-based inequalities that continue to create barriers that can hinder the career mobility and leadership prospects of women librarians. The findings correspond with the research of Shiferaw (2024), who found that women across African countries are experiencing inequality in access to digital devices when compared to men. There is lower rate of mobile phone and computer ownership among them as well as limited access to the internet. This finding suggests that there is a persistent gender gap in both internet usage and mobile device ownership.

Limitations of the Study

The study focused only on selected academic and public libraries in South-South Nigeria, which means the findings cannot be generalized to all libraries across South-South. Also, the use of a convenient sampling technique, which involves selecting women librarians who were within the researcher's reach and willing to participate, further limits the representativeness of the results. As such, the views captured in the study may not fully reflect the experiences and perspectives of all women librarians across different library settings in the south-south. To bridge this gap, a broader methodology involving a wider range of women librarians would be useful. This would allow for more diverse input and greater representation and provide deeper insights into the varying levels of digital literacy and career challenges experienced by women librarians throughout the region.

Conclusion

The study examined the role of digital literacy in enhancing career mobility among women librarians in South-South Nigeria. It explores how digital literacy skills influence their professional growth and leadership aspirations, assesses the extent to which these women possess and apply digital skills in their work, and investigates how gender-based inequalities in access to digital



technologies affect their career advancement. The study was guided by discussions on women in librarianship, career mobility and leadership opportunities, and the impact of technological innovations on the professional development of women librarians. Findings revealed that while women librarians have developed useful digital skills that contribute positively to their career progression and leadership readiness, several challenges are yet to be resolved. They include limited access to digital tools and training, unequal opportunities compared to male colleagues, and institutional barriers that do not adequately address gender gaps in digital access and capacity building.

Recommendations

The findings of the study highlight the need for the following recommendations:

1. Academic and public libraries in South-South Nigeria should organize regular workshops, short courses, and hands-on training sessions for women librarians. It should focus on digital competencies such as integrated library management systems, online databases, digital cataloguing and emerging technologies. In-person and virtual options for the training sessions should be scheduled at convenient times to accommodate different needs of women librarians. In order to make the training more inclusive, the libraries should collaborate with professional associations such as the Association of Women Librarians of Nigeria (AWLIN) and NGOs to secure funding and technical support and ensure that more women are encouraged to participate.
2. There is a need to regularly conduct library internal audits to assess digital access and usage patterns by gender and the results to make informed policy. The policy should guarantee equitable distribution of digital devices, access to software, and participation in technology-oriented projects.
3. There is a need to create mentorship programmes where experienced female professionals guide junior women librarians in developing digital skills and understanding how these skills contribute to promotions and leadership roles in libraries. In addition, success stories of women who advanced due to digital literacy should be shared to inspire others.

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