



EXPLORING LIBRARY AND INFORMATION SCIENCE EDUCATORS' ANXIETY AND FRUSTRATION TOWARD ARTIFICIAL INTELLIGENCE INTEGRATION IN SOUTH-EAST NIGERIAN UNIVERSITIES

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Abstract

The use of Artificial Intelligence (AI) In Library and Information Science (LIS) Education Has made teaching, learning and research a different ball game, but it has also come with a lot of anxiety and frustration to the educators of LIS in Nigerian universities. The study aimed to discuss the nature, magnitude and causes of anxiety and frustration among LIS educators about AI and to recommend strategies for facilitating effective AI incorporation in South-East Nigerian universities. The study employed a quantitative research type with a census survey of the entire 67 (all) LIS educators from three Universities in South-East Nigeria. Structured questionnaire was used to gather data and analyzed by frequency count, percentage, mean and standard deviation. The results indicated that the LIS teachers were anxious and frustrated with the use of AI in their classes, because of the lack of sufficient training, lack of facilities, problems with academic integrity, the absence of policies, and the teachers' workload. The respondents were most familiar with regular AI training, enhanced government funding, institutional AI policies, collaboration with technology companies, and AI innovation labs as key strategies for sustainable AI adoption. The study suggests that enhancing the capacity of educators, their digital infrastructure, and providing ongoing professional development is vital for diminishing teachers' anxiety and effective use of AI in Nigerian universities.

Keywords: Anxiety, Artificial Intelligence, Frustration, Nigeria University

Introduction

Artificial Intelligence (AI) has revolutionized education by revolutionizing the way education is delivered, learned, researched, and practiced in higher education in general, and in Library and Information Science (LIS) in particular. The application of AI technologies, such as generative AI, intelligent tutoring systems and adaptive learning platforms, has contributed to more effective teaching, research, and building of digital competencies in students (Bangani, 2025). This means LIS teachers are required to introduce these new technologies into the teaching-learning process to equip the graduates to live in an intelligent systems information world. While AI's potential is great, the swift integration has also raised concerns and frustrations for many LIS educators,



particularly in universities in Nigeria. As per the Frustration definition mentioned by Chitrakar, and Nisanth (2026) they said that Frustration may be felt when there is an emotional response to a perceived setback, disappointment or unmet expectation. We've seen so many mental health issues that have affected millions of people around the world, due to anxiety and frustration, such as lecturers working in different universities to adjust with academic standards, or are affected by the use of AI (Zhang & Cao, 2025).

Zhang and Cao (2026) describe Anxiety in this as the emotional disquiet, uncertainty, or fear felt by educators when faced with new AI technologies and the expectations surrounding their use in education and research. This fear could stem from issues with technology, lack of digital literacy, worry about making mistakes when using AI tools, being overwhelmed with new work demands, or worry that AI will take their jobs. Similarly, Melweth et al (2026), suggested that the situations of failure might arise due to issues like poor technological infrastructure, unstable internet connection, absence of institutional policies, inadequate professional development programmes, insufficient technical support, and difficulties in the effective incorporation of AI into the current curriculum.

Such experiences can have a negative impact on teachers' self-efficacy, motivation, satisfaction and openness to technological innovation. In the Nigerian university setting, the technological readiness, funding, digital literacy, and institutional capacity gaps persist, which impedes the successful adoption of AI in LIS education. Therefore, it is crucial to appreciate the anxiety and frustration of the LIS educators to create strategies that can improve AI readiness and aid in successful technological adoption. In this context, the study explored the anxiety and frustration that LIS may feel in the context of the introduction of AI in the university system, raised the issue of the root causes for these feelings and sought to identify factors that can help eradicate these feelings. We used two approaches to obtain a full perspective of the study.

Objective of the study

The main objective of this study is to exploring library and information educators' anxiety and frustration toward artificial intelligence integration in South-East Nigerian university



1. To examine the nature and extent of anxiety and frustration experienced by Library and Information Science (LIS) educators toward artificial intelligence integration in South-East Nigerian universities.
2. To identify the factors contributing to anxiety and frustration among LIS educators in the adoption and integration of artificial intelligence for teaching, learning, and research.
3. To examine the strategies employed to maximize the potential of Anxiety and frustration among Library and Information Science (LIS) Educators

Literature review

Anxiety and Frustration

Many people get anxious and frustrated at times, particularly during significant periods of growth or when adopting to changes. Tomaszek et al (2022) define anxiety as a normal emotional reaction to events that are considered threatening, stressful or very demanding. Typically includes a sense of fear, concern, and nervousness about anticipated events. Anxiety sufferers tend to anticipate unpleasant events, whether they are likely or not. Other physical symptoms of anxiety include a rapid heart rate, sweating, and restlessness. Research in youth has found that anxiety is common as a result of modern life, competitive school environments and social factors. Due to this, many students learn poor coping strategies, avoid challenging situations, feel lonely, and have poorer academic performance (Bondarchuk et al., 2023). He goes on to explain that anxiety is related to the body's "fight-or-flight" response. Many times, a person who is anxious wants to avoid (or run away from) situations that they feel are threatening.

Frustration is when someone meets an obstacle or faces a difficulty which prevents them from reaching a desired outcome. Frustration arises when a person's needs or goals are thwarted by a variety of obstacles including financial difficulties, family factors, lack of opportunities, bullying, and more, Chitrakar and Nisanth (2023) noted. Frustration differs from anxiety, where anxiety is fear of something that may happen in the future, frustration is caused by problems in the present. Frustrated individuals might respond in a number of ways: becoming angry, giving up, trying the same things over again that they failed at, or acting immaturely. As mentioned in Larsson et al (2025) one of the responses to frustration is to "fight" the obstacle that is causing the problem, rather than the person.



Anxiety and frustration are negative emotions, but they have several key distinctions. The primary reason for anxiety is that it is directed towards the future, since it stems from uncertainty and fear about what might occur in the future. Frustration is something that happens in the present because when someone realizes no goal is achievable or important needs are not being met (Srivastava et al., 2019). Secondly, anxiety typically causes individuals to either detach from challenging circumstances or to steer clear of them altogether. Frustration, on the other hand, may spur individuals to face the obstacle that is impeding them from achieving their goals. This may cause anger, emotional tension, and constant attempts to circumvent the obstacle (Bondarchuk et al 2023).

The other significant linkage between anxiety and frustration is emotional regulation. According to Tenny (2025), individuals who are unable to express their frustration in healthy manner will tend to keep their emotions suppressed. Repressing emotions and anger can heighten anxiety and depression and other mental health issues rather than alleviating emotional distress. Thus psychological health is important and it is important to learn to express emotions in a healthy way, which are related, but anxiety and frustration are not the same. Anxiety is primarily an anticipatory emotional reaction to unknown and even imagined threats that lead to worrying and avoidance. Frustration is a reaction to current barriers that stop individuals from reaching their aims, and frequently compels them to face the issue. The distinction between anxiety and frustration is important for educators, counsellors and mental health specialists to be aware of so they can provide the right supports. Strategies such as relaxation techniques, mindfulness, problem solving, and effective coping tactics could be beneficial as part of managing anxiety or frustration.

Understanding the Nature and Extent of AI-Related Anxiety and Frustration among LIS Educators in Nigerian Universities

The incorporation of Artificial Intelligence (AI) in higher education is a paradigm shift that raises both hope and great concern for teachers. The surge of AI tools has sparked a range of emotional and professional reactions in Nigerian universities, especially in the field of Library and Information Science (LIS), as they grapple with the potential for improved information retrieval and personalized learning experiences while facing challenges such as competency issues, infrastructure limitations, and concerns about professional independence (Oyetola et al., 2024). One of the main challenges faced by LIS teachers is the lack of formal training and professional



development in AI. The findings by Oyetola et al (2024) showed that 95% of the LIS Educators in the Library schools did not get any training in the area of AI technologies. Yet, there is a high level of awareness of the relevance of AI among the educators, but they are still highly frustrated because of the complex knowledge of AI (Luckin et al 2022). This is worsened by the fact that the curricula are still very old and there are no institutional workshops. Moreover, there is an environment of isolation because of negative institutional perceptions of educators, which is due to the system's neglect of educators, and the lack of the educators' ability to adapt their own practice, leading to a feeling of professional stagnation and helplessness (Oyetola et al., 2024).

In addition to skill gaps, the anxiety of job loss and the loss of autonomy amongst teachers is also a significant issue. Gopinath and Ramesh (2025) emphasize that AI systems that can perform grading, content delivery and tutoring are going to leave a place to the traditional role of the educator. In the perspective of Technology Determinism, teachers may feel their role is limited to facilitating machine-generated learning and lose their pedagogical autonomy (Mathew & Isaac, 2025). The "dehumanization of learning" and the possible duplication of the role of the educator is an issue of great concern to LIS teachers, whose teaching is closely related to the process of information curation and mentorship. Moreover, the special socio-technical setting in Nigeria magnifies these frustrations. "Epileptic power" and "poor internet connectivity" are identified by Mehdaoui (2024) as high barriers to AI implementation, which are causing educators to become frustrated with the failure to systemically address infrastructure that would otherwise enable them to innovate.

This frustration is compounded by the digital divide, where teachers in resource-limited schools are left behind in the curve as the world advances with innovative LIS methods, yet lack the necessary technology to keep up (Mulaudzi, & Klu, 2026). Moreover, there is a tremendous pressure on teachers about issues of academic dishonesty. He also said that "cognitive offloading" and plagiarising work using generative AI had become a bigger issue with students. Traditionally, LIS educators have been the guardians of information ethics, but are in an arms race with AI-generated academic dishonesty, and have a difficult struggle to maintain educational standards with no adequate institutional policies. The perceived inadequacies in training, the threats to the existence of LIS as a profession and the institutional issues of infrastructure and ethics are thus the three-pronged causes of anxiety and frustration among LIS educators in Nigerian universities.



These psychological and professional hurdles are critical and urgent to address with specific interventions. It is crucial for policy makers and university management to emphasize holistic programs for building AI capacities, investments in infrastructure, and the development of robust ethical guidelines for the empowerment of LIS teachers so that they can address the digital age with ease and not fear.

Factors Contributing to Anxiety and Frustration among Library and Information Science (LIS) Educators in the Adoption and Integration of Artificial Intelligence

The infusion of Artificial Intelligence (AI) in Library and Information Science (LIS) education in Nigeria has created anxiety and frustration issues for educators. This emotional and professional reaction is complex, deriving from deep competency deficiencies, infrastructural shortcomings, existential professional dangers and ethical issues. One of the main drivers of dissatisfaction is the stark contrast between the sophistication of the AI tools currently available and the current capabilities of LIS teachers. One of the reasons for frustration could be a significant mismatch between the capabilities of the AI tools and the skills of the LIS teachers. In their systematic review, Shahzad et al. (2025) confirm the importance of two main challenges that obstruct the adoption of AI in academic environments: the "skills and knowledge barriers" and the lack of IT-skilled staff. The lack of ease in incorporating or educating on cutting-edge AI instruments creates a professional anxiety for LIS teachers, whose field is grounded in the mastery of information.

In addition, teachers are very frustrated with the degradation of the infrastructure that hinders their pedagogical innovations in the system. Oyetola et al. (2024) also list "and poor Internet connection as big challenges to the integration of AI every day. Shahzad et al. (2025) also point out some technological challenges, such as unreliable internet connection and compatibility problems, that can hinder the seamless adoption of AI-based services. This can lead to a feeling of helplessness among educators who try to integrate these technologies into their teaching only to experience fundamental failures in the infrastructure that supports them, contributing to the digital divide between Nigeria and other countries (Mathew & Isaac, 2025).

These frustrations are compounded by existential fears of losing jobs and all that learning had lost its humanity. Gopinath and Ramesh (2025) express their argument that the role of an educator is under threat with AI systems that promise to automate the grading process, delivery of content,



and tutoring. From this perspective of Technology Determinism, teachers have become victimized as agents of machine-based learning, losing their teaching powers and mentoring authority (Schneider 2026). This is confirmed by Shahzad et al. (2025) who conclude that “fear of job loss and role changes” is a serious concern of the professions in the library and can evoke a lot of anxiety and resistance. The idea of AI algorithms setting the pace of the curriculum diminishes the human-centered nature of the librarianship profession and raises concerns about job security.

Academic dishonesty raises a moral dilemma and results in a great deal of pedagogical frustration. Students are now faced with the challenge of avoiding critical thinking by delegating tasks to generative AI, a trend Mathew and Isaac (2025) refer to as “AI plagiarism” and “cognitive offloading.” Traditionally, LIS educators were guardians of information ethics, and now they are in frustrating arms race with academic dishonesty created by AI. This is compounded by the fact that 78% of LIS educators feel that the current curricula are completely unsuitable to prepare students for an AI-driven world (Xing et al., 2026). Using outdated curricula, students using AI, and a lack of institutional policies makes teachers feel alone and overwhelmed in their responsibility to maintain academic standards.

Strategies employed to maximize the potential of Anxiety and frustration among Library and Information Science (LIS) Educators in the Adoption and Integration of Artificial Intelligence

The stakeholders in the Nigerian LIS departments and higher education institutions (HEIs) are suggesting and implementing several strategic interventions to navigate the turbulent landscape of the integration of AI in higher education. The goal of these strategies is to both alleviate educator anxiety and frustration and ensure that AI is used to its fullest potential in the context of library science education. The most important approach for reducing anxiety related to competition is to have specific, ongoing capacity-building initiatives. Dzogovic et al (2024) strongly suggest the creation of specialized training courses and workshops in basic and advanced AI concepts, within higher education institutes. AI can be a daunting concept for educators, but with the right understanding and tools like chatbots, RFIDs, and machine-learning algorithms, institutions can bring the subject out of the dark and into the realm of confidence. Shahzad et al. (2025) notes that sustained use of AI requires ongoing professional development (CPD) which directly helps to lower resistance and fear by providing librarians and educators with specific technical skills. In



addition, Moonasar (2024) call for a national digital literacy initiative that allows teachers to be effective users of AI tools, but also to grasp their inner workings and regain a sense of control.

Therefore, strategic policy formulation and curricular reform is necessary to solve the problem of frustration caused by moral conflicts, dishonesty in learning, and moral degradation. Okoronkwo, et al (2025) suggest the creation of National AI Education Policies and the formulation of strong AI Ethics and Integrity Frameworks in Nigerian institutions. The ethical implications of using AI and the revision of the assessment techniques give teachers the institutional support necessary to address the phenomenon of AI plagiarism in a fair manner. Simultaneously, Oyetola et al. (2024) call for a proactive integration of AI technologies into curriculum development and educational planning by the policymakers. Shifting away from the traditional, antiquated approaches to teaching, and introducing an AI-driven curriculum guarantees that teachers will be able to instruct the relevant, future-proof skills and ease the fear of becoming professionally irrelevant.

The third pillar for strategic intervention is infrastructural and organizational support. To overcome technological frustration, Shahzad et al. (2025) emphasize the importance of appropriate planning and the availability of adequate IT infrastructure for the use of AI applications, highlighting the link between technological frustration and environmental inadequacies. Salinger et al (2025) highlight the importance of inclusive infrastructure development and public-private partnerships in Nigeria to make high-speed internet and reliable power more accessible. Investment in the technological ecosystem from institutions is a key indicator of organizational support, which is critical for cultivating positive attitudes towards AI. Moreover, the authors recommend that AI technologies should be fully integrated in the library on campus so that teachers can impart knowledge of AI to their students by providing them with hands-on experience with the technology, instead of lecturing on it.

To optimize the potential of AI, a pedagogical approach should be developed that would take into account the technological automation with the preservation of human-centric values. AI should work alongside, not instead of, human efforts in educational settings, emphasizing the importance of the human touch in the learning process, according to Muhammad et al (2025) based on the Social Learning Theory. Collective learning, mentoring, and soft skills development will help to make educators a valuable role in the development of LIS students. It encourages a shift in mindset, where AI takes care of routine tasks and administrative information, allowing teachers to dedicate



more time to teaching critical thinking skills and ethics (Shahzad et al., 2025). In total, these comprehensive approaches that cover training, policy, infrastructure, and a pedagogical outlook ensure the removal of the fear factor and enable LIS teachers to actively engage with the digital revolution of library science in Nigeria with confidence.

Theoretical Framework

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Davis (1989), provides a useful theoretical foundation for understanding the attitudes of Library and Information Science (LIS) educators toward the integration of artificial intelligence (AI) in Nigerian universities. The model posits that an individual's acceptance or rejection of a new technology is primarily determined by two factors: Perceived Usefulness (PU), which refers to the extent to which a person believes that using a technology will improve job performance, and Perceived Ease of Use (PEOU), which refers to the degree to which the technology is perceived as being free from effort. These perceptions influence users' attitudes, behavioral intentions, and actual technology use.

TAM explains that the anxiety and frustration experienced by LIS educators may arise when AI technologies are perceived as difficult to use, complex, unreliable, or lacking clear instructional and professional benefits. Educators who have limited AI knowledge, inadequate technical support, or insufficient training are more likely to perceive AI systems as challenging, thereby increasing feelings of uncertainty, stress, and resistance toward their integration into teaching, research, and library operations. Conversely, educators who perceive AI applications as useful for improving teaching effectiveness, research productivity, information retrieval, and administrative efficiency are more likely to develop positive attitudes and reduced levels of anxiety. Therefore, TAM provides a valuable framework for understanding how educators' perceptions of AI influence their emotional responses and willingness to embrace AI technologies in Nigerian universities. Recent studies have shown that perceived usefulness, perceived ease of use, institutional support, and digital competence significantly influence AI acceptance among higher education educators (Venkatesh et al., 2022; Dwivedi et al., 2023)

Methodology



A quantitative research design was used in collecting and analyzing numerical data in this study that could be statistically interpreted to discover patterns, relationships and differences between the variables being studied. Quantitative research provides an objective way of measuring respondents' opinions, reduces researcher bias, and can be applied to the target population (Creswell & Creswell, 2018). This research design was appropriate as it gave empirical data to analyze the difference of variables statistically.

The study targeted 67 Library and Information Science (LIS) teachers from the three purposively selected universities that have accredited LIS programmes in South-East Nigeria. Specifically, the population included 15 LIS teachers from Imo State University, Owerri, 21 LIS teachers from Nnamdi Azikiwe University, Anambra state and 31 LIS teachers from Michael Okpara University of Agriculture, Umudike, Abia State. The choice of these Universities was based on their being the known LIS schools in the South-East geopolitical zone and their academic staff were experienced enough to give informed commentaries on the subject under study. Furthermore, census sampling technique was used because the number of LIS educators was relatively small and easily controlled, resulting in all 67 LIS educators being sampled. The census approach was seen as appropriate as it avoided sampling error, ensured that the entire target population was included and increased the reliability and validity of the findings. The study aimed to engage all the eligible LIS teachers in all three institutions, thereby collecting in-depth data that truly reflected the opinions and experiences of LIS academics about the phenomenon studied. Therefore, the sample size used in the study was 67 respondents which is 100% of the population of the study. This sample size was deemed to be representative as it incorporates the total population of LIS educators of selected universities making it meaningful to perform statistical analysis and reliable results of the study. Representing all of those who could respond provided for adequate representation of differing academic experiences and institutional perspectives from the three universities in the analysis.

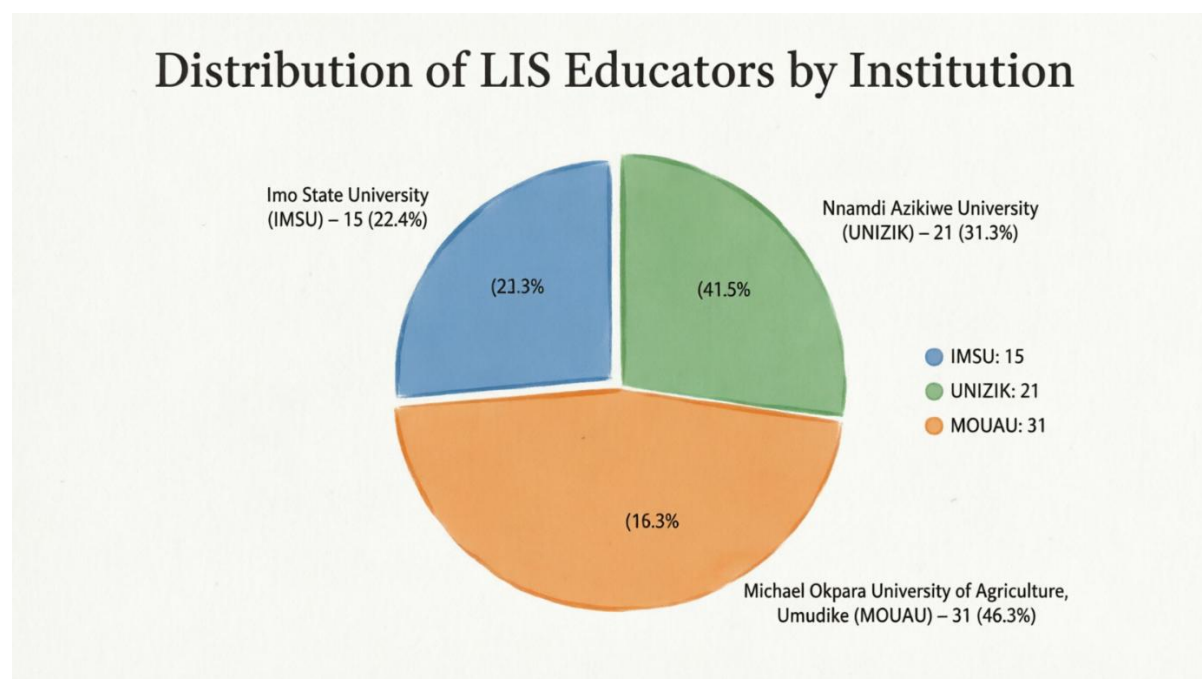
The data collection method was mainly survey which was used as the primary method in gathering structured and quantifiable data from the participants; structured questionnaires were designed to get information that is consistent to the research objectives. This method was used for its suitability for large samples, and ability to generate standardized data that can be easily compared and



statistically analyzed. The instrument was analysed through the use of frequency counts including percentages, means and standard deviations

Result Analysis and Interpretation

Demographic Distribution of LIS Educators by Institution



The pie chart and table above reveal the distribution of the 67 LIS educators across the three selected universities in South-East Nigeria. Michael Okpara University of Agriculture, Umudike (MOUUAU) has the highest representation with 31 educators (46.3%), followed by Nnamdi Azikiwe University, Awka with 21 educators (31.3%), and Imo State University, Owerri with the smallest representation of 15 educators (22.4%). This distribution indicates that MOUUAU has the largest LIS educator among the three institutions, the number of accredited specializations offered, or the institution's commitment to LIS education.



Research question 1: examine extent of anxiety and frustration experienced (LIS) educators toward artificial intelligence integration in South-East Nigerian university.

Table 1: Summary of mean and standard deviation on the extent of anxiety and frustration experienced (LIS) educators toward artificial intelligence integration in South-East Nigerian university

Statement	Mean	Std. Deviation	Decision
I feel anxious whenever I am required to use AI tools for teaching.	3.12	0.90	Agreed
Learning to use AI applications is frustrating for me.	3.03	0.88	Agreed
I lack confidence when using AI technologies for academic tasks.	2.88	0.93	Agreed
I fear making mistakes while using AI tools.	3.04	0.91	Agreed
The rapid advancement of AI makes it difficult for me to keep up.	3.22	0.89	Agreed
Poor internet connectivity contributes to my frustration in using AI.	3.36	0.84	Agreed
The absence of institutional AI policies creates uncertainty in my use of AI.	3.16	0.89	Agreed
Insufficient AI training increases my anxiety toward AI integration.	3.36	0.82	Agreed
I worry that AI-generated information may reduce academic integrity.	3.27	0.90	Agreed
I find AI applications too complicated for my teaching activities.	2.81	0.95	Agreed
Grand Mean =	3.13	0.89	Agreed

The data in Table 1 shows that the educators of LIS feel anxious and frustrated with the use of AI in language instruction with a grand mean of 3.13, which exceeds the criteria for acceptance of 2.50. Poor internet connectivity (Mean = 3.36, SD = 0.84) and insufficient AI training (Mean = 3.36, SD = 0.82) had the highest mean scores, indicating that these are the biggest problems with the adoption of AI. Additionally, respondents noted that AI is rapidly evolving (Mean = 3.22, SD = 0.89) and hard to stay up-to-date with. They were also anxious about academic honesty (Mean = 3.27, SD = 0.90) and about no AI policies existing in their institutions (Mean = 3.16, SD = 0.89). Additionally, teachers indicated that they were feeling anxious about using AI in their teaching



(Mean = 3.12, SD = 0.90), worried about making mistakes (Mean = 3.04, SD = 0.91), and frustrated by learning to use AI applications (Mean = 3.03, SD = 0.88). The application of AI that was too complicated had the lowest mean (Mean = 2.81, SD = 0.95), but it still had a higher score than the decision benchmark, suggesting agreement. The relatively small standard deviation values (0.82–0.95) indicate that the opinion of the respondents was very similar with regard to these issues.

Research Question 2: what are the factors contributing to anxiety and frustration among LIS educators in the adoption and integration of artificial intelligence?

Table 2: Summary of mean and standard deviation on the factors contributing to anxiety and frustration among LIS educators in the adoption and integration of artificial intelligence

Item Statement	Mean	SD	Decision
Inadequate institutional training and capacity-building programmes on artificial intelligence tools increase my anxiety about integrating AI into teaching and learning.	3.37	0.79	Agree
Poor technological infrastructure, including unreliable internet connectivity and limited access to AI software, frustrates my efforts to adopt AI in Library and Information Science education.	3.45	0.77	Agree
The absence of clear institutional policies and ethical guidelines on the use of artificial intelligence creates uncertainty and frustration in my teaching practice.	3.34	0.78	Agree
Concerns about academic integrity, particularly AI-generated plagiarism and unauthorized student use of AI, increase my anxiety when preparing and assessing academic work.	3.48	0.78	Agree
The rapid advancement and continuous evolution of artificial intelligence technologies make it difficult for me to keep my knowledge and course content up to date, resulting in frustration.	3.40	0.80	Agree
Heavy teaching, research, and administrative responsibilities leave me with insufficient time to learn and integrate AI tools effectively, thereby increasing my stress and frustration.	3.39	0.79	Agree
Grand mean	3.41	0.78	Agreed

The results showed that the majority of the LIS educators' participants were generally agreed that the following three institutional, technological, and professional factors are responsible for their anxiety and frustration towards the use and integration of Artificial Intelligence in Nigerian Universities with a grand mean of 3.41 (SD = 0.79). There was a high concern for maintaining academic integrity in the AI-learning environment, with concerns regarding plagiarism, specifically produced by AI, and students using AI without authorization listed as the highest rated (M = 3.48, SD = 0.78). Poor technological infrastructure, such as internet connectivity that was



not always reliable, and access to AI software ($M = 3.45$, $SD = 0.77$), followed. They also strongly believe that AI technology's rapid development ($M = 3.40$, $SD = 0.80$), heavy teaching and administrative burdens ($M = 3.39$, $SD = 0.79$), inadequate institutional training and capacity development programmes ($M = 3.37$, $SD = 0.79$) and lack of clear institutional policies and ethical guidelines ($M = 3.34$, $SD = 0.78$) are significant factors in their anxiety and frustration. The relatively low standard deviations across all items suggest high homogeneity of opinion of the respondents concerning these challenges.

Research Question 3: what are the strategies that can mitigate anxiety and frustration while promoting the effective integration of artificial intelligence among LIS educators in South-East Nigerian university ?

Table 3: Summary of mean and standard deviation on the strategies that can mitigate anxiety and frustration while promoting the effective integration of artificial intelligence among LIS educators in Nigerian universities.

Statement	Mean	SD	Decision
Regular AI training will increase workforce readiness.	3.48	0.69	Agree
Collaborations with technology companies will enhance AI adoption.	3.45	0.68	Agree
Government funding is necessary for AI integration in Library and Information Science education.	3.51	0.70	Agree
AI innovation laboratories will encourage experimentation and innovation in Library and Information Science education.	3.43	0.67	Agree
Developing AI-related institutional policies will ensure sustainable AI integration in Library and Information Science education.	3.42	0.66	Agree
Grand mean	3.46	0.68	Agreed

The results indicate that the respondents expressed high agreement that regular AI training, collaboration with technology companies, government funding, AI innovation laboratories, and institutional AI policies are essential strategies for promoting sustainable AI integration in Library and Information Science education. Government funding received the highest rating (Mean = 4.36,



SD = 0.92), while the development of AI-related institutional policies and AI innovation laboratories were also rated highly (Mean = 4.24 each). The overall grand mean of 3.46 demonstrates a strong consensus among the 67 LIS educators regarding the importance of these strategies.

Discussion of Findings

The result showed that South-East Nigerian university educators in Library and Information Science (LIS) have high level of anxiety and frustration about the infusion of Artificial Intelligence (AI) into teaching, learning and research. Lack of AI training, limited internet connectivity, changing technologies, fear of making wrong decisions, and the lack of institutional AI policies were the primary anxiety areas. The results indicate that lack of institutional preparedness is a greater concern for teachers than resistance to innovation. The findings align with those of Oyetola et al. (2024), who reported that lack of digital competencies and institutional support is a challenge for the adoption of AI among Nigerian LIS educators, and Mathew and Isaac (2025) that weak technological infrastructure negatively impacts educator confidence in using AI for academic activities.

The study also confirmed that the factors of institutional, technological, and professional are also great factors that cause anxiety and frustration for educators. The main concerns were academic integrity, such as plagiarism with AI tools and student misuse of AI, as well as poor technological infrastructure, insufficient institutional training, workload, fast development of AI, and unclear ethical guidelines. The results show that teachers worry about learning AI technologies as well as preserving academic quality and professional standards in an AI-enabled educational world. Our discovery aligns with the work of Shahzad et al. (2025) and Xing et al. (2026), which both noted that a lack of institutional support, ethical issues, and technological resources are significant constraints in implementing AI in higher education.

The findings also revealed high levels of agreement among respondents on the actions required to calm down and usher in sustainable AI integration. All of the above were seen as effective interventions, among which regular AI training, government funding, cooperation with tech companies, the setting up of AI innovation labs, and the creation of institutional AI policies. The



findings indicate a need for institutional collaboration on infrastructure, capacity, and policy development, not just individual educators' efforts, for successful AI integration. Luckin et al. (2022) and Moonasar (2024) focused on continuous professional development to cultivate AI readiness and emphasize on the need for ongoing digital skills development, respectively, while Okoronkwo et al. (2025) looked at the significance of institutional AI governance and ethical frameworks for responsible AI use.

Overall, the study indicated that the anxiety felt by the LIS educators is multidimensional, including technological, institutional, ethical and professional concerns. The results suggest that, to be effective in using and accepting AI, institutions need to provide extensive support to educators in the form of reliable technological infrastructure, sufficient funding, and clear policies on how to use AI. These results confirm the assumptions of the Technology Acceptance Model (TAM), which states that people are more likely to adopt a technology if they believe that it is useful and easy to use in an enabling organizational climate. Hence, the removal of these institutional and technological obstacles will not only alleviate teachers' stress but also help to ensure the successful integration of AI in Library and Information Science education in the Nigerian universities in a sustainable manner.

Conclusion

The study identifies that the use of artificial intelligence in the fields of teaching, learning, and research is such a significant change that has been felt by the educators of Library and Information Science but at the same time there are huge anxieties and frustrations among the educators due to the lack of proper training, poor technology facility, concerns of academic integrity and lack of proper institutional support. To overcome these challenges, the capacity of teachers in Library and Information Science needs to be strengthened, improved infrastructure needs to be provided, institutional policies need to be tightened, and the investments of AI initiatives needs to be increased so that it fosters successful integration of AI and increases the confidence of teachers in LIS education in Nigerian universities.



Recommendations

1. Government and university management needs to have reliable internet connectivity, stable electricity, and modern AI infrastructure to enable effective AI integration.
2. The higher education sector must create comprehensive policies and ethics for the responsible use of AI in education, learning and research. Enhancing the cooperation between universities and technology companies and professional bodies to offer technical support, AI innovation laboratories and consistent knowledge sharing.
3. Library and Information Science education should be regularly evaluated to include new technologies and applications in AI and their uses so that library educators and students are prepared for the changing landscape of digital information.

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