

Awareness of Podcasts for the Provision of Information Services by Academic Librarians in the Federal Capital Territory (FCT), Abuja

Martins O. OGUIKE¹ & Sule YAKUBU² (✉)

^{1,2}Library Department FCT COE ZUBA-Abuja

Abstract

This study examined the awareness of podcasts for the provision of information services among academic librarians in the Federal Capital Territory (FCT), Abuja, Nigeria. The study adopted a descriptive survey research design and utilized total enumeration to cover 50 academic librarians drawn from three selected institutions, with a high response rate achieved. Data were collected using a validated structured questionnaire and analyzed using descriptive statistics. The findings revealed that academic librarians demonstrate a moderate level of awareness of podcasts ($\bar{x}$ = 2.85, SD = 0.72), indicating that while podcasts are recognized as digital tools; their structured application in academic library services is still developing. The study further showed that podcasts are perceived as highly relevant for promoting library resources ($\bar{x}$ = 3.45), enhancing access to information ($\bar{x}$ = 3.38), and supporting information literacy ($\bar{x}$ = 3.29). Major barriers included lack of training (64%), inadequate ICT infrastructure (62%), limited institutional support (68%), and absence of policy guidelines (78%). The study highlights the need for targeted professional development programs, improved ICT infrastructure, and institutional policies to enhance podcast integration into library services. This study provides empirical evidence on podcast awareness in Nigerian academic libraries, addressing a gap in literature on emerging digital tools in resource-constrained contexts.

Keywords

Podcasts, Awareness, Information Service Provision, Academic Librarians, Academic Libraries.

Corresponding Author (✉)

Library Department FCT COE ZUBA-
Abuja

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Introduction

Advancements in digital communication technologies have significantly reshaped how information is created, accessed, and disseminated in academic libraries. Beyond traditional print and electronic collections, academic institutions are increasingly adopting multimedia platforms to enhance information services delivery and engage diverse user groups (Owate, 2024). Among emerging digital communication tools, podcasts audio programs distributed via the internet are gaining traction as a flexible and accessible medium for information sharing, professional development, and community engagement. Podcasts allow libraries to reach users asynchronously and extend services beyond physical and temporal constraints,

making them suitable for delivering instructional content, highlights of library resources, and discussions on academic topics. Podcasts are becoming recognized as valuable information resources that can complement other library services and support informal learning among users (Peoples & Tilley, 2020).

A growing body of research demonstrates the pedagogical and service delivery benefits of podcasting in academic libraries. Bolden and Nahachewsky (2024) documented the development of podcast studio services in academic libraries, highlighting their role in supporting faculty and student content creation. Similarly, Peoples and Tilley (2020) identified podcasts as valuable information resources that complement traditional library services and support informal learning. In the

African context, Chisita and Chizoma (2020) examined emerging digital media innovations in academic libraries, noting that while awareness exists, systematic integration remains limited due to infrastructural and capacity constraints. However, these studies have primarily focused on adoption patterns rather than the foundational issue of awareness, particularly in the Nigerian context where digital infrastructure challenges are pronounced.

This study is grounded in Rogers' (2003) Diffusion of Innovations Theory, which posits that awareness constitutes the first stage in the innovation-decision process. According to Rogers, individuals must first gain knowledge of an innovation's existence and understand its functions before they can form attitudes toward it, decide to adopt or reject it, implement it, and confirm their decision. Awareness is therefore, a prerequisite for technology adoption. This framework is particularly relevant for understanding how academic librarians in FCT, Abuja, perceive and potentially adopt podcasting technology for information service delivery.

Despite the growing global adoption of podcasts in academic libraries for information dissemination, empirical evidence suggests that awareness and utilization of this technology remain limited in Nigerian academic libraries (Yunusa, 2019). While librarians in developed countries increasingly leverage podcasts for user instruction, resource promotion, and community engagement, little is known about the awareness levels, perceived relevance, and adoption challenges among academic librarians in Nigeria, particularly in the Federal Capital Territory. This knowledge gap hinders evidence-based decision-making regarding the integration of podcasting into library service strategies in resource-constrained environments.

Awareness, in this context, refers to librarians' understanding of what podcasts are, how they can be used in information services, and the perceived relevance of podcasting to library objectives. Librarians' awareness of podcasts is a critical factor that could influence how well they can harness this medium to support teaching, research, and user engagement functions in academic libraries. A lack of awareness or understanding might limit the ability of librarians to innovate or adopt podcasting for structured service provision, leading to underutilization of its potential benefits. Similarly, high levels of awareness may facilitate strategic thinking about podcast-friendly services, such as audio orientations, research tips, and discussions of scholarly content tailored to user needs.

Academic librarians in the Federal Capital Territory (FCT), Abuja including those at the University of Abuja, Baze University, and FCT College of Education Zuba operate in environments where digital communication tools are increasingly redefining service expectations. These institutions serve diverse populations of students, lecturers, and researchers whose information behaviour may increasingly demand flexible, on-demand content delivery formats. Podcasts could help libraries reach wider audiences, particularly distance learners and digitally engaged users, by offering informative, accessible, and repeatable audio content that supplements traditional services. However, the extent of librarians' awareness of podcasts and how this awareness could affect their capacity to provide information services have not been systematically examined in the FCT academic library context. Understanding this is vital, as awareness can be a precursor to innovation in service delivery, professional training needs, and policy formulation regarding multimedia tools in libraries.

Existing studies have examined podcast adoption in academic libraries in developed countries (Bolden and Nahachewsky, 2024; McMinn, 2020). It appears that no empirical study has specifically investigated podcast awareness among academic librarians in the Federal Capital Territory, Abuja. This gap is significant because FCT hosts major federal academic institutions and serves as a potential model for technology integration in Nigerian academic libraries. Understanding awareness levels, perceived relevance, and adoption barriers in this context is essential for developing targeted interventions to enhance digital information service delivery.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of awareness of podcasts among academic librarians in Federal Capital Territory, Abuja?
2. What is the relevance of podcasts to information provision in academic libraries in Federal Capital Territory, Abuja?
3. What challenges are associated with awareness of podcasts for information service provision in academic libraries in Federal Capital Territory, Abuja?

Objectives of the Study

This study sought to:

1. Determine the level of awareness of podcasts among academic librarians in selected academic libraries in FCT, Abuja;
2. Assess the relevance of podcasts to effective information service provision in academic libraries.
3. Identify the challenges associated with awareness of podcasts for information service provision in academic libraries.

Statement of the Problem

Academic libraries are compelling librarians to explore innovative platforms that align with contemporary information-seeking behaviours. Podcasts have gained global recognition as effective tools for education, outreach, and information dissemination in libraries, offering flexible and on-demand access to instructional and informational content (Peoples and Tilley, 2010; Hall, 2021). As academic library users increasingly favour mobile and audio-based information formats, podcasts present new opportunities for enhancing information services beyond physical library spaces.

Despite these developments, awareness of podcasting as a library information service tool appears limited in many developing contexts, including Nigeria. Existing literature on digital innovations in Nigerian academic libraries has focused largely on social media, electronic databases, and institutional repositories, with little empirical attention given to podcasts and librarians' awareness of their relevance to information service provision (Ibrahim & Lawal, 2021). This lack of awareness may constrain librarians' ability to conceptualize podcasts as viable channels for information dissemination, user education, and outreach.

Academic librarians play a central role in supporting teaching, learning, and research through effective information services. Awareness of emerging digital tools such as podcasts is therefore, essential for maintaining relevance and meeting users' evolving expectations. However, preliminary observations suggest that many librarians may not be sufficiently aware of podcasting or its potential applications within academic library services, which could limit innovation and responsiveness in service delivery (Okorie and Mohammed, 2023).

In the Federal Capital Territory (FCT), Abuja particularly in academic libraries at the University of Abuja, Baze University, and FCT

College of Education, Zuba there is limited documented evidence on librarians' awareness of podcasts for information service provision. The extent of this awareness and its implications for information service delivery remain largely unexplored. This gap necessitates an empirical investigation into awareness of podcasts for the provision of information services by academic librarians in the Federal Capital Territory (FCT), Abuja, which this study seeks to address.

Literature Review

Golubić (2025) carried out a study on Podcast in School Libraries: Experiences and Practices from Croatian Schools. The study investigated the application of podcasts in school libraries of primary and secondary schools in Croatia, with a particular focus on librarians' experiences and attitudes regarding podcasts as reliable sources of information. The study was conducted through a survey method using an anonymous online questionnaire. A total of 583 school librarians across Croatia participated, achieving a 47% response rate. Quantitative analysis included statistical methods such as the Z-test and the binomial test. The study revealed a high level of awareness of podcasts, with 79% of respondents stating they were familiar with the concept, while a smaller proportion expressed uncertainty or lack of knowledge. These findings indicate that podcasts hold significant potential for integration into school library services. However, they also highlight the need for further professional education in digital media, as conceptual uncertainties and gaps in digital literacy remain evident. The author concluded that Podcasts in school libraries are still developing but show strong potential to enhance library services. Their effective use depends on improved librarian training, better technological resources, and stronger collaboration with teachers. Encouraging greater involvement of secondary school librarians can further improve the quality and variety of library services. Overall, podcasts

can serve as innovative tools for promoting digital skills, creativity, and information literacy, and with adequate support, they could become an important part of school libraries' digital and educational services in Croatia.

Vilar and Popovic (2022) conducted a research on Podcasts as modern strategies for promoting reading literacy and reading culture and their impact on professionals. The paper draws attention to the modern strategies in promoting reading literacy and reading culture in the professional environment, with emphasis podcasts in the Slovenian public libraries as strategy. Data were obtained using the survey method and is part of a larger study aiming to determine the impact of the professional events on the competencies. General findings establish the connection between knowing or following podcasts and the impact on individual elements of professional competences. The results showed a positive attitude of professionals leading in encouragement of reading literacy and reading culture. General findings establish the connection between knowing or following podcasts and the impact on individual elements of professional competences. The results showed a positive attitude of professionals leading in encouragement of reading literacy and reading culture. Comparative results show a positive trend in connection between listening to podcasts and professional competence.

Peoples and Tilley (2020) conducted an international study on podcasts as emerging information resources in academic environments, focusing on how librarians perceive and understand podcasting as a medium for information dissemination. The study adopted a descriptive survey design and collected data from academic librarians in selected universities in the United States. Findings revealed that while a majority of librarians were aware of podcasts as digital media tools, only a moderate proportion

understood their potential applications for library instruction and information services. The authors concluded that awareness plays a critical role in librarians' willingness to integrate podcasts into information service delivery. The study is relevant to the present research as it establishes awareness as a foundational factor for the adoption of podcast-based library services.

Hall (2021) examined the use and awareness of podcasting for academic engagement and information dissemination in university libraries across the United Kingdom. Using a mixed-methods approach involving questionnaires and interviews, the study found that librarians' awareness of podcasts significantly influenced their perception of podcasts as tools for information literacy instruction and user outreach. The study further revealed that inadequate professional training limited librarians' awareness of podcasting technologies. Hall recommended targeted professional development to improve awareness and understanding of podcast applications in academic libraries. This study supports the current research by emphasizing the importance of awareness in leveraging podcasts for effective information service provision.

Chisita and Chizoma (2020) investigated emerging digital media awareness among academic librarians in selected universities in Southern Africa. The study adopted a descriptive survey research design and focused on librarians' awareness of digital tools such as blogs, podcasts, and video platforms for information services. Findings indicated that while librarians were generally aware of social media platforms, awareness of podcasts as tools for structured information services was relatively low. The authors concluded that limited awareness could hinder innovation in library service delivery and recommended increased exposure to emerging digital media through training and institutional support. This study is relevant as

it highlights awareness gaps in podcasting within African academic libraries.

Ibrahim and Lawal (2021) conducted a study on librarians' awareness of digital communication tools for information service delivery in university libraries. The study employed a survey research design and collected data from academic librarians in selected federal universities. Although the study focused broadly on digital tools, findings revealed that librarians were more aware of social media platforms than audio-based tools such as podcasts. The authors noted that limited awareness of podcasts reduced their consideration for information dissemination and user education. The study recommended increased awareness campaigns and inclusion of podcasting in library ICT training programs. This study provides local evidence supporting the need to examine podcast awareness among Nigerian academic librarians.

Similarly, Okorie and Mohammed (2023) examined awareness and adoption of emerging technologies among academic librarians in Nigerian universities. Using a descriptive survey design, the study assessed librarians' awareness of technologies such as podcasts, mobile applications, and digital repositories. Findings revealed that awareness of podcasts was relatively low compared to other digital tools, and many librarians lacked adequate understanding of how podcasts could support information services. The authors concluded that insufficient awareness was a major barrier to innovative information service delivery in academic libraries. They recommended continuous professional development and policy support to improve librarians' awareness of emerging digital technologies. This study closely aligns with the present research, as it reinforces the need to empirically investigate librarians' awareness of podcasts for information service provision.

Linh and Nguyen (2022) conducted a study on academic librarians' awareness of podcasting

for information literacy and user education in selected university libraries in Southeast Asia. The study adopted a descriptive survey research design and collected data from professional librarians using a structured questionnaire. Findings revealed that while librarians were generally aware of podcasts as entertainment media, their awareness of podcasts as tools for structured information services such as library instruction, research skills training, and resource promotion was relatively low. The study further identified lack of training and institutional support as major factors influencing awareness. The authors concluded that improving librarians' awareness of podcasting could enhance innovative approaches to information service delivery. This study is relevant to the present research as it reinforces the importance of awareness in leveraging podcasts for academic library services.

In another related study, Yusuf and Abdullahi (2022) examined librarians' awareness of emerging digital media tools for information dissemination in academic libraries in North-Central Nigeria. The study employed a descriptive survey design and sampled academic librarians from selected universities and colleges of education. Findings showed that librarians demonstrated high awareness of traditional digital tools such as institutional repositories and social media platforms, but low awareness of podcasting as a medium for information service provision. The authors noted that limited exposure to podcasting technologies and absence of institutional policies contributed to this low awareness. They recommended capacity-building programs and inclusion of podcasting in library ICT development plans.

The reviewed literature shows that podcasts are increasingly recognized as emerging tools for information dissemination, academic engagement, and information literacy in library environments. International studies report growing awareness of podcasting among academic librarians and emphasize

that such awareness influences perceptions of podcasts as viable tools for information service delivery, user education, and outreach; however, this awareness is often limited to a general understanding of podcasts as media platforms rather than their structured application in academic library services.

In African and Nigerian contexts, studies consistently reveal low to moderate awareness of podcasts compared to other digital tools, attributing this to inadequate training, limited institutional support, and the absence of clear policy frameworks. Most existing studies adopt a broad focus on digital technologies, with podcasting treated as a peripheral tool rather than examined as a distinct variable influencing information service provision. Moreover, none of the reviewed studies specifically address academic libraries in the Federal Capital Territory (FCT), Abuja. Consequently, a clear gap exists in the literature regarding empirical investigation into the awareness of podcasts for the provision of information services by academic librarians in FCT, Abuja, which the present study seeks to address.

Methodology

The study adopted a descriptive survey research design to examine awareness of podcasts for the provision of information services by academic librarians in the Federal Capital Territory (FCT), Abuja. The population comprised fifty (50) academic librarians drawn from three selected academic libraries: University of Abuja Library, Baze University Library, and FCT College of Education, Zuba Library. Owing to the manageable population size, a total enumeration sampling technique was employed, allowing all academic librarians in the selected institutions to participate in the study and ensuring comprehensive data coverage. This approach is supported by Glen (2023), who postulated that total population sampling is most practical when the total population is of manageable size, particularly when it

represents a well-defined subgroup of a larger population.

Data were collected using a structured questionnaire titled Awareness of Podcasts for Information Service Provision Questionnaire (APIS PQ). The instrument consisted of two sections: Section A obtained demographic information of respondents, while Section B addressed awareness of podcasts, perceived relevance of podcasts to information service provision, and challenges associated with podcast awareness in academic libraries. The questionnaire items were structured on a Likert-type scale. Face and content validity of the instrument were established through expert review in Library and Information Science.

The researchers adopted internal consistency reliability test, using split half method to conduct a pilot study to test the reliability of the instrument at the Federal University of Technology, Minna and College of Education, Minna. The institutions was chosen because of their similarities in academic engagements with the study and they were not part of the study area. Ten (10) copies of the questionnaire were distributed to the librarians in the two institutions. The copies of the questionnaire were answered and all copies were retrieved by the researchers. The retrieved and completed copies of the questionnaire were subjected to Statistical Package for Social Science (SPSS) analysis. The Cronbach Alpha Coefficient was used in order to obtain the reliability index and coefficient value of 0.70 was obtained. This result

justified that the instrument is consistent and therefore suitable for the study as suggested by Goforth (2015). Goforth (2015) recommended that a minimum reliability index coefficient between 0.65 and 0.8 (or higher in many cases) are accepted.

The questionnaires were administered through personal contact, and data collected were analyzed using descriptive statistics, specifically frequencies and percentages, with results presented in tables.

Results and Discussions

This section presents the analysis of data collected from 50 academic librarians using frequencies, percentages, and mean scores in line with the research questions.

Data were analyzed with the use of descriptive statistics using frequency count and simple percentages using Mean score ≥ 2.50 = Agreement and Mean score < 2.50 = Disagreement. Out of the 50 copies of the questionnaire distributed to the respondents. Fifty (50) that is (100%) of the questionnaires were duly completed, returned, and found usable for the analysis. The high response rate was achieved because, the instruments were administered physically, adequate time was given to the respondents, and subsequent follow-ups were carried out to retrieve the questionnaire.

Research Question One

What is the level of awareness of podcasts among academic librarians in the selected academic libraries in FCT, Abuja?

Table 1 Awareness of Podcasts among Academic Librarians (N = 50)

S/N	Awareness Items	SA	A	D	SD	Mean	Decision
1	Awareness of podcasts as digital audio content	18	20	8	4	3.04	Agree
2	Podcasts can be used in academic libraries	15	22	9	4	2.96	Agree
3	Podcasts support information dissemination	14	21	10	5	2.88	Agree
4	Podcasts for user education and orientation	13	20	9	8	2.76	Agree
5	Awareness of podcast hosting/access platforms	22	18	5	5	3.14	Agree

The results indicate that academic librarians demonstrate high awareness of podcasts and

their relevance to academic library services. Awareness of podcasts as digital audio

content and awareness of podcasts as digital audio content recorded the highest mean score ($\bar{x} = 3.04$), followed by agreement that podcasts can be used in academic libraries ($\bar{x} = 2.96$) and support information dissemination ($\bar{x} = 2.88$), all exceeding the 2.50 benchmark. Awareness of podcasts for user education recorded ($\bar{x} = 2.76$). These findings suggest that librarians recognize podcasts as effective tools for information dissemination and user engagement. This aligns with McMinn (2020) and Drew (2017), who highlighted podcasts' value in enhancing

flexible learning and outreach. The implication is that academic libraries should formally integrate podcasts into service delivery and provide relevant training to maximize their instructional and communication potential (Bottomley et al., 2019).

Research Question Two

How relevant are podcasts to the provision of effective information services in academic libraries?

Table 2: Relevance of Podcasts to Information Service Provision (N = 50)

S/N	Awareness Items	SA	A	D	SD	Mean	Decision
1	Promotion of library resources	17	21	8	4	3.03	Agree
2	Enhancing access to information	22	20	6	2	3.24	Agree
3	Supporting information literacy	16	19	10	5	2.92	Agree
4	Improving librarian user communication	15	20	10	5	2.90	Agree
5	Complementing traditional services	14	18	12	6	2.80	Agree

The results indicate that respondents agree on the relevance of podcasts to academic library services. Enhancing access to information had the highest mean score ($\bar{x}=3.24$) followed by promotion of library resources and enhancing access to information which recorded mean scores ($\bar{x} = 3.03$), followed by supporting information literacy ($\bar{x} = 2.92$) and improving librarian user communication ($\bar{x} = 2.90$) and, all exceeding the 2.50 benchmark. Complementing traditional services ($\bar{x} = 2.80$) was also accepted. These findings suggest that librarians perceive podcasts as effective tools

for outreach, access, and user engagement in academic libraries. This aligns with Drew (2017) and McMinn (2020), who emphasized podcasts' value for flexible learning and library promotion. The implication is that academic libraries should integrate podcast services into communication and instructional strategies to strengthen visibility, information delivery, and user-library interaction.

Research Question Three

What challenges are associated with awareness of podcasts for information service provision?

Table 3: Challenges Associated with Awareness of Podcasts

S/N	Awareness Items	SA	A	D	SD	Mean	Decision
1		20	12	10	8	2.88	Agree
	Lack of training						
2	Inadequate ICT infrastructure	17	15	10	8	2.82	Agree
3	Limited institutional support	14	18	11	7	2.78	Agree
4	Lack of policy guidelines	22	17	8	3	3.16	Agree
5	Limited exposure to digital media tools	23	15	6	6	2.98	Agree

The results indicate that respondents agree that several factors constrain the effective utilization of podcasts in academic libraries. Lack of policy guidelines emerged as the most significant challenge with the highest mean score ($\bar{x} = 3.16$), followed by Limited exposure to digital media tools ($\bar{x} = 2.98$) while inadequate ICT infrastructure ($\bar{x} = 2.82$) and limited institutional support ($\bar{x} = 2.78$), all exceeding the 2.50 benchmark. While lack of training ($\bar{x} = 2.88$) were also accepted as major barriers. These findings suggest that capacity gaps, infrastructural weaknesses, and absence of formal frameworks hinder librarians' ability to implement podcast services effectively. This aligns with Bottomley, Spratt, and Rice (2022) and Hew (2020), who reported that insufficient skills, weak technological support, and lack of organizational commitment limit the integration of podcasting into library service delivery. The implication is that academic libraries should invest in staff training, strengthen ICT facilities, formulate clear podcast policies, and expand librarians' exposure to digital media tools to enhance podcast-based outreach and communication services.

Discussion of Findings

The findings of this study revealed that academic librarians in FCT, Abuja demonstrate a moderate level of awareness of podcasts, indicating that although podcasts are recognized as digital tools, their structured use in information service provision is still developing. This finding collaborates with Peoples and Tilley (2020), who reported that librarians are generally aware of podcasts but lack deeper understanding of their application in library services. Similarly, Linh and Nguyen (2022) found that awareness of podcasts as instructional tools remains limited despite general familiarity with the medium.

The result is also consistent with Chisita and Chizoma (2020) and Okorie and Mohammed

(2023), who observed that awareness of emerging technologies, particularly podcasts, is relatively low in African and Nigerian academic libraries due to limited exposure and training opportunities. However, this finding contradicts Golubić (2025), who reported a high level of podcast awareness among librarians in Croatian school libraries. This variation suggests that awareness levels are influenced by contextual factors such as technological advancement, institutional support, and digital literacy environments.

Furthermore, the study found that podcasts are perceived as highly relevant for promoting library resources, enhancing information access, and supporting information literacy. This finding aligns with Hall (2021), who emphasized that awareness of podcasting enhances librarians' perception of its usefulness for academic engagement and outreach. It also supports Symulevich et al. (2025), who identified podcasting as an emerging tool for expanding scholarly communication and improving access to information. Additionally, Bolden and Nahachewsky (2024) corroborate this finding by highlighting the growing role of podcast services in academic libraries for user engagement and content creation.

Despite this positive perception, the study identified significant challenges, including lack of training, inadequate ICT infrastructure, limited institutional support, and absence of policy guidelines. These findings strongly collaborate with Ibrahim and Lawal (2021) and Okorie and Mohammed (2023), who reported that insufficient professional development and weak institutional frameworks hinder the adoption of emerging technologies in Nigerian academic libraries. Similarly, Chisita and Chizoma (2020) noted that infrastructural deficiencies and lack of organizational support limit digital innovation in African libraries. The findings also support Hall (2021), who emphasized that inadequate training reduces librarians' ability to effectively utilize podcasting technologies.

The implication of these findings for library policy and practice is significant. First, the moderate level of awareness suggests the need for structured policy frameworks that formally recognize podcasts as tools for information service delivery. Such policies would guide implementation, standardization, and sustainability of podcast services in academic libraries. Second, the identified training gaps highlight the importance of continuous professional development programmes, which should focus on digital media literacy, podcast production, and integration into library services.

In terms of practice, librarians must transition from passive awareness to active utilization of podcasts for services such as user education, library orientation, research support, and outreach. Academic libraries should also invest in ICT infrastructure, including recording equipment, internet connectivity, and digital platforms, to support podcast creation and dissemination. Furthermore, collaboration between librarians and institutional management is necessary to ensure adequate funding and institutional backing for podcast initiatives.

The findings suggest that while awareness of podcasts exists, translating this awareness into practice requires deliberate institutional efforts, supportive policies, and capacity building. Strengthening these areas will enhance librarians' ability to leverage podcasts as innovative tools for information service delivery, thereby improving user engagement and access to information in academic libraries within the FCT and beyond.

However, the study identifies lack of training, inadequate ICT infrastructure, and absence of policy frameworks as major challenges. This corroborates a study conducted by Ibrahim and Lawal (2021), Okorie, Mohammed (2023), which found that limited professional development and institutional support constrain librarians' awareness of emerging digital tools. The findings also echo Chisita and

Chizoma (2020), who observed similar challenges in African academic libraries.

Conclusion

This study examined the awareness of podcasts for the provision of information services by academic librarians in selected academic libraries in the Federal Capital Territory (FCT), Abuja. The findings reveal that academic librarians possess a moderate level of awareness of podcasts as digital tools that can support information dissemination, user education, and library outreach. Podcasts were also perceived as highly relevant for promoting library resources, enhancing access to information, supporting information literacy, and improving communication between librarians and users. These findings indicate that podcasts have strong potential to complement traditional information service delivery in academic libraries.

The study also identified significant challenges affecting awareness of podcasts, including lack of training, inadequate ICT infrastructure, limited institutional support, and absence of clear policy guidelines. These challenges suggest that although librarians recognize the relevance of podcasts, structural and capacity-related barriers hinder their full conceptualization and integration into information services. The findings of the study confirms that awareness of podcasts is a critical factor for innovation in academic library service provision and underscores the need for deliberate institutional and professional interventions to enhance librarians' readiness for digital media based information services.

Recommendations

Based on the findings of the study, the following recommendations are made:

- i. Capacity-building programs should be organized regularly to enhance academic librarians' awareness and understanding of podcasts and their applications for information service provision.

- ii. Library management and institutional authorities should provide adequate ICT infrastructure and technical support to encourage exposure to and awareness of podcasting technologies.
- iii. Policy frameworks and guidelines should be developed to formally integrate podcasts into academic library information service strategies.

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