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# Librarians' Acceptance of ChatGPT Generative AI: A Systematic Literature Review

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## Abstract

**Purpose.** This study examines the factors influencing librarians' acceptance of ChatGPT Generative AI, as identified in existing LIS literature.

**Design/ Methodology / Approach.** A systematic literature review was conducted using Scopus and Google Scholar. This study follows a systematic guide to literature review development. PICOC criteria were used to formulate the research question, and the systematic search process for articles followed the PRISMA approach.

**Findings.** The SLR provided insights into the factors influencing librarians' acceptance of ChatGPT Generative AI in library services and how the factors differ across various countries or library contexts, and what gaps or contradictions are evident in the existing literature. After a thorough review of the selected literature, 14 articles, eight from Scopus and six from Google Scholar have shown that there are several factors that influenced librarians' acceptance of ChatGPT generative AI. Factors including: performance expectancy, effort expectancy, social influence, facilitating conditions, and anxiety. Findings also reveal that ChatGPT's acceptance is not uniform across various countries and LIS contexts.

**Originality/ Value.** The study attempts to identify the factors that influence librarians' acceptance of ChatGPT Generative AI, as determined in existing LIS literature using key themes: performance expectancy, effort expectancy, social influence, facilitating conditions, and anxiety.

**Keywords:** ChatGPT; Generative artificial intelligence; Systematic literature review; User acceptance

## **Introduction**

As technology grows rapidly every single day, one recent trend is Artificial Intelligence (AI). This technological development has been designed to create intelligent tools that operate independently, increasing productivity and satisfaction among clients and users. AI is not one technology but a bundle of technologies with general applications across many sectors of activity (Cox & Mazumdar, 2022).

With the increasing implementation of Artificial Intelligence, libraries worldwide, particularly in the Philippines, are exploring the integration of AI into their library operations. Filipino academic librarians feel good about it. Many librarians support AI use to increase efficiency, improve personalization, and even revolutionize preservation (de Leon et al., 2024).

Among these AI innovations, ChatGPT, an advanced generative AI developed by OpenAI, has gained prominence for its ability to assist with reference inquiries, cataloging, and research support (Ali, 2024). While many librarians embrace these advancements, concerns regarding usability, ethical considerations, and job security persist (Susskind & Susskind, 2017; Wu et al., 2023). Although ChatGPT is a relatively new topic, some LIS researchers have already published papers on it. However, there remains a lack of studies examining the acceptance of ChatGPT within the field of library and information science. While specific studies have explored its applications and potential use in libraries, systematic reviews of these works are still lacking.

This systematic literature review (SLR) critically evaluates existing studies on librarians' acceptance of ChatGPT, addressing research gaps and providing insights into factors influencing librarians' acceptance of ChatGPT Generative AI and how do the factors differ across various countries or library contexts, and what gaps or contradictions are evident in the existing literature.

## ***Artificial Intelligence in Libraries***

Artificial Intelligence is the most influential and transformative innovation of recent years. According to Panda and Chakravarty (2022), AI in a library context involves library automation and intelligent information services. Furthermore, academic libraries must constantly keep up with extensive information. Such complex automation support comes from Intelligent Information Services (IIS), and machine and human communication occurs seamlessly and spontaneously. Eventually, the findings from the various endeavors reveal a generally favorable view of AI by librarians: academic librarians surveyed in the United States and Canada, and 77% of respondents felt AI could be a positive addition to their quality of service and productivity (Hervieux & Wheatley, 2021).

However, challenges exist in the implementation of AI tools. While AI does create employment displacement among some clerical and technical positions, it does not create a demand for no librarians; it merely redistributes librarians throughout the library to promote and engage higher-level cognitive abilities like digital literacy training and soft skills development (Cox, 2023). Furthermore, an ethical framework for using AI in the future is required to protect patrons from privacy and confidentiality issues, copyright violations, and accurate information versus misinformation (Wu et al., 2023).

### ***Chatbots in Library Services***

One of the most visible implementations of AI in libraries is through chatbots. Many patrons continue to have unpleasant experiences with chatbots, which could lead to doubt and opposition to the technology, preventing users from following instructions and suggestions created by the chatbot (Adam et al., 2021). However, many AI can be designed to avoid such issues. For example, the opportunity for chatbots must be user-driven, for AI tools work best when they meet the user's needs (Gasparini & Kautonen, 2021).

In Pakistan, for example, AI-driven text mining and Natural Language Processing (NLP) applications have been recognized as valuable. However, librarians still lack expertise in fully leveraging these tools (Ali et al., 2020). Nevertheless, the linked librarians did not possess the knowledge base to utilize the technology to their benefit. Thus, interprofessional collaboration between the Library and Computer Science was recommended (Ali et al., 2020). In a similar context, in the Philippines. Filipino librarians perceive AI as an opportunity rather than a threat, provided that they receive adequate training. Many Filipino academic librarians perceive AI as a potent tool for automating repetitive tasks like cataloging, indexing, and data entry (De Leon et al., 2024). Distor et al. (2021) focused their study to examine whether AI was utilized in the government offices of the Philippines and found that at first, the professionals were undecided—AI was too complex—but later, the professionals recognized the benefits of collaborative work with AI. This bodes well for similar findings in professional library settings, and offering in-person training may bolster engagement and availability (Rosales et al., 2020).

### ***ChatGPT and its application in Library Services***

ChatGPT is the most talked about of all the AI resources and programs up until now. ChatGPT is an OpenAI chatbot, an AI application that has taken the world by storm. In the library context, cataloging is the most significant area in ChatGPT that will change libraries. The creation of metadata and MARC records is a task that can primarily be done by ChatGPT (Ali, 2024). For cataloging, the time saved and the accuracy gained will allow librarians to better focus their time on larger-scale, sustainable projects in the foreseeable future. However, even with such improvements, library and information professionals must still assess AI-generated

records to catalog them effectively and format them for proper and timely use (Brzustowicz, 2023). In addition, some classrooms have been using ChatGPT to create engagement and learning. One case study evaluated where ChatGPT is accepted by the business administration students of Nueva Ecija as a companion study tool. They found that it gives them more significant levels of motivation, but, at the same time, challenges with misinformation and lowered engagement with peers who did not have access to ChatGPT (De Jesus et al., 2024).

### ***Ethical Considerations and Future Directions of AI in Libraries***

Another ethical concern with the inclusion of AI in libraries is the use, access, and copyright issues. Since these products use resources like ChatGPT as a generative tool from all the information compiled, it is challenging to pinpoint where something came from or if a statistic or theory is correct (Wu et al., 2023). This means things can be borderline plagiarism, and there is no basis for effective research. Therefore, the need for a professional development initiative lies in challenging boundaries with new ethical considerations for use in the classroom. Library staff and leaders must act as gatekeepers; for example, if a student needs to run something through an AI generator to ensure accuracy, that is fine. However, they must still possess ethical research practices that librarians advocate for through information literacy and AI activities (De Jesus et al., 2024).

In Zambia, for instance, library professionals showed an encouraging outlook but highlighted challenges related to cost, training, and the ethical implications of replacing human roles with AI. (Subaveerapandiyan et al., 2023).

### **Methodology**

This study employs a Systematic Literature Review (SLR) to analyze existing research on librarians' acceptance of ChatGPT generative AI. The SLR approach is used to define and refine the study by synthesizing relevant literature, identifying key trends, and examining the factors influencing librarians' acceptance of ChatGPT Generative AI. Through this process, the review aims to highlight research gaps and provide insights into how ChatGPT can be effectively integrated into library services.

To ensure a well-structured review, this study follows a systematic approach based on established guidelines. Since the focus is on identifying factors that influence librarians' acceptance of ChatGPT generative AI, it is essential to follow a clear and organized process.

Planning	1. Identify the Purpose 2. Draft Protocol and Train the Team
Selection	3. Apply Practical Screen 4. Search for Literature
Extraction	5. Extract Data 6. Appraise Quality
Execution	7. Synthesize Studies 8. Write the Review

Figure 1. A systematic guide to literature review development (Okoli, 2015).

As shown in Figure 1, the study follows the systematic literature review framework developed by Okoli (2015), which breaks the process into four major phases: planning, selection, extraction, and execution. Each phase contains sub-steps that help ensure a rigorous, transparent, and replicable review. This framework guided the study from initial question formulation through article selection, data extraction, and synthesis of findings, adding credibility and structure to the review process.

Following this guideline, the review began with the formulation of the research questions, selection of information sources, and the implementation of a systematic search strategy, which included identification, screening, and an eligibility assessment. Next, the review moved on to data extraction and the evaluation of the quality of the selected articles. Finally, the extracted data were analyzed and presented.

### ***Formulation of Research Question***

The objective of this study was to conduct an SLR to identify the factors that influence librarians' acceptance of ChatGPT Generative AI, as reported in LIS research, which is structured using the PICOC criteria, which consist of population, intervention, comparison, outcomes, and context. PICOC serves as a research tool to develop well-defined research questions, as outlined in the table below.

Table 1. PICOC Criteria

Scope	Criteria
P: Population/Participants	Librarians
I: Intervention	Acceptance
C: Comparison	Not applied
O: Outcome	Factors influencing acceptance
C: Context	ChatGPT in libraries

RQ 1: What factors influence librarians' acceptance of ChatGPT Generative AI, as identified in existing LIS literature?

RQ 2: How do the factors influencing librarians' acceptance of ChatGPT generative AI differ across various countries or library contexts? and what gaps or contradictions are evident in the existing literature?

As shown in Table 1, the study's research question was formulated using the PICOC framework: Population, Intervention, Comparison, Outcome, and Context. This table outlines the study's focus on librarians (Population), their acceptance of ChatGPT (Intervention), with no specific comparison group, and aims to identify the factors influencing that acceptance (Outcome) within the context of library environments using ChatGPT (Context). This framework provides a structured foundation for the systematic review and ensures clarity and focus in addressing the study's objectives.

### ***Information Sources***

To ensure a comprehensive and systematic review of existing literature, this study utilized a structured search strategy across academic databases, including Scopus and Google Scholar. These databases were chosen because they are widely used and provide extensive coverage of academic literature. Scopus, launched in 2004 by Elsevier, is a well-curated abstract and citation database known for its comprehensive indexing of peer-reviewed journals. Meanwhile, Google Scholar, introduced in 2004 by Google, offers a freely accessible search engine that indexes a broad range of scholarly articles, theses, books, and conference papers across various disciplines.

### ***The Search Strategy***

The systematic search process for articles followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Shamseer et al., 2015; Moher et al., 2015). PRISMA offers a structured approach for identifying, selecting, evaluating, and synthesizing studies to ensure a rigorous and transparent review process.

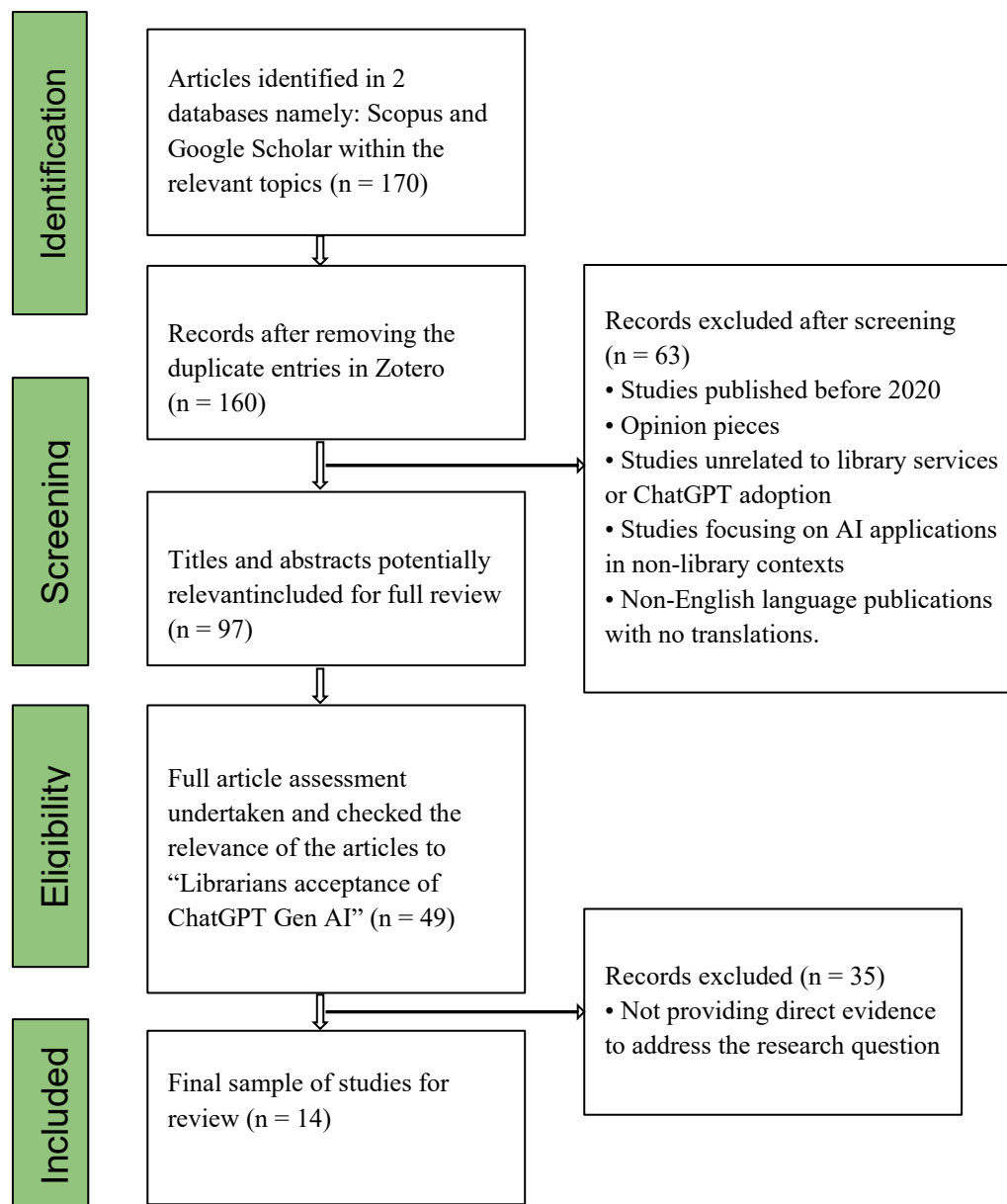


Figure 2. Flow chart of records retrieved, screened and included in the SLR based on the PRISMA approach (Moher et al., 2009).



As shown in Figure 2, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart illustrates the step-by-step process by which the literature was identified, screened, and selected for inclusion in this systematic review. Initially, a total of 170 records were retrieved from two major databases: Scopus and Google Scholar. These records were identified using a well-structured search string based on relevant keywords related to ChatGPT, AI, and libraries. During the screening stage, duplicate entries and records that did not meet the inclusion criteria were removed. This included articles that were published before 2020, opinion pieces, non-English publications, and studies unrelated to the use of AI or ChatGPT in library settings. Following this, titles and abstracts of the remaining articles were carefully reviewed for relevance. Thirty-five articles were excluded at this stage because they lacked direct evidence addressing the research questions or did not focus specifically on ChatGPT in the LIS context.

In the final stage of eligibility assessment, 14 high-quality, peer-reviewed articles were selected for full review and analysis, eight from Scopus and six from Google Scholar. These articles were determined to be most relevant to answering the research questions regarding librarians' acceptance of ChatGPT, the factors influencing it, and the variations and gaps across different settings.

### ***Identification***

A combination of Boolean operators ("AND," "OR") and truncation ("\*") was used to refine the search and maximize the search for relevant studies. The Boolean operator "AND" was used to combine the keywords, ensuring the search results were highly relevant to the study. Meanwhile, the "OR" operator helped broaden the search by including different variations of keywords within each category. Additionally, truncation (\*) was applied to expand the search scope by retrieving multiple word variations (e.g., "librar\*" to capture library and libraries). This study began with an initial retrieval of 170 papers through the search query.

Table 2. Keywords and Search Strings

<b>Databases</b>	<b>Keywords used</b>
Scopus	("ChatGPT" OR "AI" OR "Artificial Intelligence" OR "GPT" OR "Generative Pre-Trained Transformer" OR "chatbot") AND ("librar*" OR "public librar*" OR "special librar*" OR "acad* librar*" OR "school librar*") AND ("UTAUT" OR "tech* acceptance") AND ("perception" OR "acceptance" OR "use")
Google Scholar	("ChatGPT" OR "AI" OR "Artificial Intelligence" OR "GPT" OR "Generative Pre-Trained Transformer" OR "chatbot") AND

	("librar*" OR "public librar*" OR "special librar*" OR "acad* librar*" OR "school librar*") AND ("UTAUT" OR "tech* acceptance") AND ("perception" OR "acceptance" OR "use")
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Table 2 presents the comprehensive list of keywords and search strings that were meticulously chosen to gather relevant literature for this review. A combination of terms such as "ChatGPT," "AI," "Artificial Intelligence," "GPT," "Generative Pre-Trained Transformer," and "chatbot" was used to capture the core concept of generative AI and paired with variations of "library" using truncation ( "librar\*") to include terms like library, libraries, librarian, public library, academic library, special library, and school library. Additional terms such as "UTAUT," "tech\* acceptance," "perception," "acceptance," and "use" were also incorporated to focus the search on studies rooted in technology adoption. The Boolean operator "AND" was used to link distinct concepts and ensure focused search results, while "OR" expanded the scope within categories to retrieve a broader set of relevant articles. This thorough and strategic use of search terms and operators allowed for precision and breadth, ensuring the literature reviewed covered various contexts and perspectives relevant to adopting ChatGPT in library settings.

### ***Screening (Inclusion and Exclusion Criteria)***

To ensure the relevance, credibility, and timeliness of the selected studies, the following inclusion and exclusion criteria were applied:

Table 3. Inclusion and Exclusion criteria

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Publication Year	Studies published between 2020 and 2025	Studies published before 2020
Document Type	Journal articles	Opinion pieces
Research Focus	AI, chatbot, and ChatGPT adoption in libraries	Studies unrelated to library services and ChatGPT/AI adoption
Language	Studies written in English	Non-English publications without translations

As shown in Table 3, the inclusion and exclusion criteria were applied to ensure the relevance and quality of the studies. The inclusion criteria allowed for studies published between 2020 and 2025, focused on AI in library settings, written in English, and published as journal articles. Meanwhile, the exclusion criteria eliminated opinion pieces,

non-English papers without translation, and studies unrelated to library applications of AI. This table reinforces the study's validity by detailing how literature was carefully filtered for alignment with the research goals.

### ***Eligibility***

This process involved reviewing the titles and abstracts of the retrieved articles to ensure they aligned with the established criteria. This step was essential in selecting relevant studies. As shown in Fig 2, 35 studies were excluded for not providing direct evidence to address the research question, leaving only 14 articles to be reviewed, 8 from Scopus and 6 from Google Scholar.

### ***Validity and Reliability***

This study is strengthened by the application of a Systematic Literature Review (SLR), following the systematic guide to literature review development by Okoli (2015) and the PRISMA guidelines (Moher et al., 2009). Formulating the research question using the PICOC framework further supports internal validity by ensuring alignment between the study objectives and the literature selected for review. Two researchers conducted this literature review, and all steps involved were thoroughly discussed and compared before and after the review. The search process is illustrated in Figure 2 flow chart, which outlines all stages of the review process, including article identification, screening, eligibility assessment, and data extraction.

### ***Findings***

This section provides a detailed discussion of the outcomes of the search process. The article search was conducted using two databases, Scopus and Google Scholar. The systematic literature review provided insights into the factors influencing librarians' acceptance of ChatGPT Generative AI in library services and how the factors differ across various countries or library contexts, and what gaps or contradictions are evident in the existing literature. Analyzing the selected literature through the Unified Theory of Acceptance and Use of Technology (UTAUT) constructs helped identify key themes related to AI acceptance, including performance expectancy, effort expectancy, social influence, facilitating conditions, and anxiety. After a thorough review, only the most relevant articles were selected. To ensure the highest quality and relevance, a quality assessment was performed. Finally, a total of 14 articles were included in the final records for this study. The findings from this search will be examined in relation to the research questions.

RQ 1: What factors influence librarians' acceptance of ChatGPT Generative AI, as identified in existing LIS literature?

From the review of the selected literature, 14 articles have shown that there are several factors influenced librarians' acceptance of ChatGPT generative AI (Adam et al., 2021; Ali et al., 2020; Ali, 2024; Brzustowicz, 2023; Cox, 2023; De Jesus et al., 2024; De Leon et al., 2024; Distor et al., 2021; Gasparini & Kautonen, 2021; Hervieux & Wheatley, 2021; Panda & Chakravarty, 2022; Rosales et al., 2020; Subaveerapandiyan et al., 2023; Wu et al., 2023). Below are some factors that influence librarians' acceptance of ChatGPT generative AI.

### ***Performance Expectancy***

Performance Expectancy is how librarians perceive that ChatGPT can enhance their productivity and increase efficiency. Many LIS studies document how AI technologies like ChatGPT will increase productivity and efficiency. For example, AI can assist with data management activities such as cataloging, indexing, and generating metadata for effective library collection organization, and general automation of repetitive library tasks is widely supported. In the Philippines, academic librarians view AI as a critical tool for data management activities such as inputting data entry and automating repetitive library routine tasks so that librarians can focus on higher value-added library functions (De Leon et al., 2024). In addition, Pakistani librarians acknowledge that such AI-enabled text mining and Natural Language Processing (NLP) interventions serve researchers better and help during reference questions (Ali et al., 2020).

Additionally, many AI-generated cataloging efforts have been reported as a great burden relief, as research shows that ChatGPT can generate MARC records and help automate metadata creation (Ali, 2024). Thus, such innovations will reduce human work and enhance workflow productivity. According to a study from several colleges and universities throughout the United States and Canada, it was discovered that librarians believe that AI will positively impact service quality and productivity (Hervieux & Wheatley, 2021).

Furthermore, once Intelligent Information Services (IIS) was adopted by academic libraries, seamless communication between AI tools and patrons allowed for more effective communication and easier finding of necessary information (Panda & Chakravarty, 2022). These findings imply that librarians have a generally positive perception of ChatGPT concerning time-saving factors, decreased repetitive tasks, and increased library productivity.

### ***Effort Expectancy***

Effort Expectancy is the perceived ease of use of ChatGPT and AI-driven tools in daily library operations. While many librarians understand the advantages of AI, understanding this technology and finding it user-friendly will foster acceptance going forward. Filipino librarians view AI as a new opportunity, and the findings suggest that proper training can allow full potential use (De Leon et al., 2024). For example, one study found that Filipino professionals from different government institutions acquired similar findings; first, the professionals found AI complicated to use, but over time, with training and collaborative work, they accepted the advantages of AI to make their work more effortless (Distor et al., 2021).

AI chatbots are becoming a reality in libraries to ensure better reference services and patron engagement. At the same time, patron complaints reveal inconsistent findings; some appreciate the ease of having chatbots, yet others get frustrated that the chatbots do not satisfactorily answer all complicated inquiries (Adam et al., 2021). Therefore, to foster AI use, researchers found that AI should be adaptable and easy to use and integrate into librarians' professional existence (Gasparini & Kautonen, 2021).

These findings indicate that for librarians to accept ChatGPT, ease of use and training accessibility must be prioritized. Without proper training, AI's complexity may hinder widespread adoption despite its recognized benefits.

### ***Social Influence***

The factor of Social Influence assessed how peer suggestions, institutional involvement, and the focus on professional networks would either promote or prevent attributions to using ChatGPT. Findings showed that Interprofessional Collaboration between library and computer sciences was necessary to combat the digital divide (Ali et al., 2020). Where institutions provide opportunities for collaborative learning, mentorships, and policies focused on engagement with digital transformation, acceptance of AI was higher. The librarians in Zambia had a relatively favorable stance toward AI but emphasized the need for planned training and institutional support for its use (Subaveerapandiyan et al., 2023). In addition, face-to-face training workshops and peer mentoring helped librarians embrace AI (Rosales et al., 2020). This corresponds with the claim that libraries and their administration helping their colleagues to advocate and promote appropriate use is more likely to help librarians embrace ChatGPT.

Therefore, administrative support and continual professional training and development are required to improve the likelihood of acceptance. Where the administration supports

collaborative efforts to educate on AI tools and provide staff with AI training, they are more likely to see increased acceptance and use of ChatGPT.

### ***Facilitating Conditions***

Facilitating Conditions are the availability of technological devices, resources within the organization, and policy-supporting frameworks to adopt AI. However, without such standard operating procedures in place, the powerful opportunities of ChatGPT and other generative AIs remain ineffective when their effectiveness depends on stable infrastructure, staff training, and administrative support. Filipino Academic librarians recognize AI's potential but cite inadequate training and lack of technological resources as barriers to full adoption (De Leon et al., 2024). Automating metadata creation and digital reference services using ChatGPT can streamline operations, but studies caution that AI-generated metadata still requires manual verification for accuracy and proper formatting (Brzustowicz, 2023).

Concerns about AI-generated misinformation and unreliable research outputs further highlight the need for quality control mechanisms (De Jesus et al., 2024). To ensure that ChatGPT is effectively integrated into library workflows, structured policies must be established to guide AI implementation, staff training, and data validation processes.

### ***Anxiety***

Anxiety refers to the concern over the implementation of AI in the profession, as the integration of AI is most feared. This occurs primarily through job loss, ethical concerns, and technology complexity. For instance, the sentiment is that AI implementation will ultimately eliminate what it means to be a librarian; however, the data suggest otherwise. AI does not eliminate what it means to be a librarian; it reallocates tasks to focus on higher-order thinking engagement, such as teaching digital literacy and assisting with research (Cox, 2023).

In addition, the resources are believed to be plagiarized, and questions of disinformation, privacy, and copyright concerns foster anxious mindsets. For example, AI-generated works, specifically those generated through ChatGPT, are increasingly difficult to attribute to the proper work; this is concerning for issues of plagiarism and accuracy (Wu et al., 2023).

One barrier to the use of AIs is anxiety; people are scared they will not be able to trust what is generated by AI, that AI will be more detrimental in providing misinformation than assistance, and that they will be too reliant on automated systems to think for themselves.

Therefore, workshops for professional development related to morality and ethics of use should be implemented.

RQ 2: How do the factors influencing librarians' acceptance of ChatGPT generative AI differ across various countries or library contexts? and what gaps or contradictions are evident in the existing literature?

While this study has identified key factors influencing librarians' acceptance of ChatGPT namely, performance expectancy, effort expectancy, social influence, facilitating conditions, and anxiety, it is equally important to contextualize how these factors vary across countries and library contexts and to explore gaps and contradictions within the existing literature.

### ***Geographic and Institutional Variations***

The reviewed literature reveals that geographic and institutional contexts shape librarians' acceptance of ChatGPT. In the Philippines, academic librarians express intense performance expectancy toward ChatGPT, particularly its potential to automate repetitive tasks such as cataloging and data entry (De Leon et al., 2024). However, their acceptance is moderated by limited training opportunities and insufficient technological infrastructure issues reflected in the facilitating conditions.

In Pakistan, librarians similarly value ChatGPT's role in supporting research and natural language processing applications (Ali et al., 2020), but challenges persist due to a lack of interprofessional collaboration with IT departments and limited AI proficiency.

On the contrary, in the United States and Canada, where technological infrastructure and administrative support are stronger, librarians view AI tools more favorably and report higher confidence in the technology's ability to enhance productivity and service quality (Hervieux & Wheatley, 2021). Meanwhile, library professionals in Zambia exhibit a positive outlook on AI but emphasize the need for cost-effective training, supportive policies, and institutional investment to overcome adoption barriers (Subaveerapandian et al., 2023).

Regarding library context, the existing literature is heavily focused on academic libraries, where innovation and experimentation are more common. In contrast, public, school, and special libraries remain underrepresented.

### ***Gaps and Contradictions in the Literature***

A notable contradiction in the literature lies in the simultaneous enthusiasm for ChatGPT's productivity benefits and anxiety over its ethical and professional implications. On the one hand, ChatGPT is celebrated for improving efficiency and reducing workloads (Ali, 2024; Panda & Chakravarty, 2022); on the other, it raises concerns about misinformation, potential job displacement, and a loss of professional identity (Wu et al., 2023; Cox, 2023). This tension suggests that while librarians recognize the practical value of AI, deeper concerns about autonomy, trust, and information ethics continue to hinder full-scale adoption.

Additionally, although many studies emphasize the importance of training and professional development (Distor et al., 2021; Rosales et al., 2020), few document structured, long-term implementation strategies. This highlights a practice gap wherein theoretical readiness does not always translate into operational integration. Moreover, while several articles adopt theoretical models such as UTAUT to structure their analysis, comparative evaluations of these frameworks remain limited, indicating an opportunity for future theoretical enrichment.

## **Discussion**

The integration of ChatGPT and similar generative AI tools in libraries represents more than just a technological upgrade, it marks a significant shift that affects how librarians work, what skills they need, and how they uphold ethical standards. Across the 14 studies reviewed, it is clear that librarians are not rejecting AI out of fear. Instead, they approach it carefully, depending on whether their institutions have the right resources, training, and policies.

One common point in the literature is that AI does not replace librarians; it changes what they do. As Cox (2023) explains, automation allows librarians to move away from repetitive tasks and focus more on essential roles like supporting research, teaching digital skills, and ensuring information is used ethically. However, this shift also means librarians need to learn new technologies, which can be difficult in libraries with limited resources.

How easily librarians can use ChatGPT depends on where they work. For instance, librarians in countries like the United States and Canada are more confident about using AI because they often have better technology and more support from their institutions (Hervieux & Wheatley, 2021). On the other hand, librarians in places like the Philippines and Zambia are interested in AI but struggle with poor internet access, lack of training, and unclear policies (De Leon et al., 2024; Subaveerapandiyan et al., 2023). This shows



that accepting AI is not just about having a positive attitude, it also depends on whether the library has the right tools and training.

The studies also highlight a balance between the excitement about AI's benefits and concerns about its risks. For example, AI can help with tasks like creating metadata for catalogs (Ali, 2024; Brzustowicz, 2023). However, at the same time, librarians must carefully check the results because AI can make mistakes or produce content that lacks proper formatting or causes problems like accidental plagiarism (Wu et al., 2023). This shows that AI works best in libraries when used together with human supervision.

Some researchers suggest teamwork between librarians and IT experts to deal with technical challenges. Ali et al. (2020) and Gasparini and Kautonen (2021) say that this kind of collaboration is key to solving technical problems and ensuring AI is used well. In the Philippines, studies by Distor et al. (2021) and Rosales et al. (2020) show that librarians feel more confident when receiving hands-on training and peer support, especially in public and academic libraries. How users experience AI tools also affects how willing librarians are to use them. If patrons have bad experiences, like getting unhelpful or robotic answers, this can discourage librarians from using the tools (Adam et al., 2021). However, when AI tools are designed to be easy to use and meet real library needs, librarians and users are more likely to accept them. This highlights the importance of designing AI systems with the everyday realities of libraries in mind.

ChatGPT's use in schools and universities also shows its strengths and limits. De Jesus et al. (2024) found that students liked using ChatGPT to help them study, but they also warned about relying on it too much and getting incorrect information. This is similar to how librarians see AI as helpful, but never a replacement for trained professionals who ensure accuracy and ethics. Panda and Chakravarty (2022) add that AI plays an even bigger role in managing huge amounts of information. They describe how Intelligent Information Services (IIS) can allow smooth and effective communication between humans and machines. According to their study, using AI in academic libraries is not just about convenience, it is essential for keeping up with the growing demands for fast, high-quality service, as long as it includes human oversight.

The 14 studies reviewed show strong interest and careful acceptance of ChatGPT in libraries. However, success depends on the presence of proper training, reliable infrastructure, clear ethical guidelines, and supportive leadership. Librarians are open to using new tools like AI, but they need the right resources, knowledge, and institutional backing to use them responsibly and effectively.

## **Limitations of the Review**

The review primarily focused on journal articles excluding books and other relevant sources that might provide additional perspectives. Moreover, the study relied solely on secondary data from existing literature, and no empirical testing was conducted to measure the actual impact of ChatGPT adoption in library settings.

## **Conclusion**

The emergence of ChatGPT Generative AI is a trending topic in LIS research relative to AI technology in library settings. Through a systematic literature review (SLR), this research analyzes the factors influencing the adoption of ChatGPT among librarians, highlighting both the potential benefits and challenges of AI integration in libraries and how the factors differ across various countries or library contexts, and what gaps or contradictions are evident in the existing literature. The findings indicate that librarians' views of ChatGPT are affected by performance expectancy, effort expectancy, social influence, facilitating conditions, and anxiety. ChatGPT increases productivity and efficiency and assists with data management activities such as cataloging, indexing, and generating metadata for effective library collection organization and general automation of repetitive tasks. AI chatbots also enhance interprofessional collaboration, which is essential to bridging the digital divide and promoting effective integration of ChatGPT in a library setting. While some viewed AI chatbots as efficient and helpful, there is still a need for quality control mechanisms and proper training for the integration of AI in the library workflow. In addition, people's anxiety related to misinformation, fear of job displacement, and reliance on AI-generated content, which leads to copyright concerns, fosters an anxious mindset in people.

ChatGPT's acceptance is not uniform across various countries and LIS contexts. With the widespread use of ChatGPT, librarians in countries like the United States and Canada have strong infrastructure and administrative support, and they are confident in using AI tools, unlike in regions of the Philippines, Pakistan, and Zambia, which face adoption challenges due to limited infrastructure and librarian training. Regarding library context, the literature is disproportionately centered on academic libraries. While these institutions are more likely to experiment with innovative technologies, there is a lack of research on adopting ChatGPT in public, school, and special libraries. This presents a significant gap in understanding how contextual factors, such as community needs or funding availability, may influence AI acceptance in diverse library environments. The literature also reveals several contradictions and research gaps that must be addressed to foster a more holistic understanding of how generative AI can be responsibly and effectively integrated into library settings.

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