

PROVISION AND USE OF DIGITAL LIBRARY AT UNIVERSITY LEVEL: ANALYSIS OF TEACHERS AND STUDENTS PERSPECTIVE

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ABSTRACT

The utilization of digital libraries in the academic sphere has become increasingly prevalent, with universities worldwide integrating digital resources into their educational infrastructure. This research explores the provision and usage of digital libraries at the university level. Focusing on the perspective of both teachers and students. Through a mixed-method approach involving between teachers and student perceptions regarding digital library resources. A sample of (377) University level students and teachers respectively were selected from different educational universities in Multan. The study aims to explore the effectiveness of digital libraries in supporting academic endeavors examining factors such as resource accessibility, user-friendliness, satisfaction levels, and the impact on academic performance, insight from both teachers and students and students provide a comprehensive analysis of digital library in higher education. The findings reveal areas of agreement and divergence between teachers and students, highlighting potential areas for improvement in digital library provision and usage. The study highlights the importance of aligning digital library services with the needs and expectation of both students and teachers to enhance the overall academic experience. Overall this research contributes to the ongoing discourse on digital library development and implementation in university settings, offering valuable insights for educators, and administrators, striving to optimize digital resources for teaching and learning.

Keywords: Digital Library, University Level, Teachers, Students

INTRODUCTION

Digital libraries encompass a wide range of resources, including e-books, academic journals, databases, multimedia content, and more. They play a crucial role in supporting teaching,

learning, and research by providing easy access to scholarly materials and fostering a more flexible and collaborative educational environment. For teachers, digital libraries offer

tools for curriculum development, research, and the facilitation of innovative teaching methods. For students, they provide the necessary resources for academic success, from research papers to supplementary learning materials (Hwang, I., Tam, M., Lam, S. L., & Lam, P. 2012).

The provision of digital libraries involves various elements such as the technological infrastructure, availability of resources, user interface design, and support services. Universities invest significantly in the development and maintenance of digital libraries to ensure they meet the needs of their users. This includes securing access to premium content, integrating digital libraries with other academic systems, and providing training and support to help users navigate and utilize these resources effectively (Calhoun, K. et al., 2014). Understanding how digital libraries are used by teachers and students is critical for optimizing their provision and enhancing their effectiveness. Teachers may use digital libraries to access up-to-date research, incorporate digital resources into their teaching materials, and guide students in their research activities. Students, on the other hand, might rely on digital libraries for completing assignments, preparing for exams, and conducting independent research. Analyzing their usage patterns and perspectives can provide insights into the strengths and challenges of digital libraries, highlighting areas for improvement and opportunities for further development (Sivarajah, U., Kamal, M. M., Irani, Z., & Weerakkody, V. 2017).

Higher education is widely acknowledged as a form of capital investment that perform a significant role in fostering both social and economic development. It encompasses a comprehensive range of courses, curricula, educational materials, institutes, and faculty engaged in instructing students beyond the intermediate level (Wang Q et al., 2021). The digital age has led to significant changes in how information is stored and accessed. This transformation has resulted in a reimagining of the concept of libraries, their collections, and the services they provide. Terms like digital

libraries, libraries without boundaries, and virtual libraries have emerged to describe the libraries of today. A digital library can be seen as the electronic version of a library, where information is stored digitally and can be accessed directly. This type of library combines technology with data sources to enable remote access, eliminating physical barriers between resources. Digital libraries ensure preservation, information retrieval, and delivery for enhanced convenience (Khan., 2021).

Statement of the Problem

The provision and usage of digital libraries at the university level are crucial for enhancing academic outcomes, yet they are often hindered by various challenges. These include issues related to the accessibility and availability of resources, the usability of digital library interfaces, and the adequacy of support and training for users. Teachers and students may encounter difficulties in navigating digital libraries, integrating them into teaching and learning processes, and fully leveraging the available resources due to these barriers. Additionally, disparities in digital literacy and technological infrastructure further complicate effective usage.

Objective of the Study

This study will achieve following goals

1. To assess the range and quality of resources provided by digital libraries.
2. To investigate the usability and user-friendliness of digital library interfaces.
3. To examine the support services available to users, including training and instructional materials.

1.3 Research Questions

1. What types of resources are available in university digital libraries, and how comprehensive are these collections?
2. How easily can teachers and students access these resources, and what barriers to access do they encounter?
3. How user-friendly and intuitive are the interfaces of digital libraries?

Significance of the study

The main significance of this study will evaluate students' performance to utilizing a digital library. Digital libraries offer students the flexibility to learn in a comfortable environment of their choice. They provide access to a wide range of library materials, including eBooks, audiobooks, and on-demand videos, available 24 hours a day and accessible from any preferred device. Digital libraries ensure that students can access up-to-date resources using the latest technology. Unlike traditional libraries, which may struggle to acquire the latest editions of books, magazines, and other content resources, digital libraries in higher education institutions or organizations can regularly update their digital collections.

Research methodology

A quantitative descriptive design was used, and it was the descriptive method.

Population of the Study

The current investigation involved a sample of male and female students from the 3 Public and 3 Private Universities of Multan were taken as population of study. The study's population comprises 200 teachers (male, 120 female 80), 380 students, of whom 198 are male and 182 are female, who studied at University Level.

Sampling Technique and Sample Size

A sample is a subset of a population that possesses all the defining characteristics of the entire population. The present study employs census sampling to survey students, limited size of the student's population, thereby encompassing the entire population as a sample. The findings of our study were derived from a representative sample of male and female students who studied at Public and Private Universities teachers and Students located in Multan.

Table 3.1 Gender Wise and Level Wise Detail Of Sample

Variable	Category	Frequency	Percentage
Male Teachers	Male	120	31.83%
Female Teachers	Female	80	21.22%
Total Teacher		200	
Designation	Lecture	20	5.30%
	Assistant Professor	10	2.65%
	Professor	19	5.03%
Total		49	
Qualification	M.Phil	21	5.57%
	PhD	18	4.77%
Total		39	
Total		49+ 39 = 88	

Male & Female Student of Public and Private Universities

ISP Multan	Male	60	15.91%
	Female	46	12.20%
Times Institute	Male	25	6.63%
	Female	20	5.30%
B.Z.U Multan	Male	35	9.28%
	Female	32	8.48%
Emerson University	Male	21	5.57%
	Female	21	5.57%
The Women University	Male	14	3.71%
	Female	15	3.97%
Total		377	100%

Table 3.1 showed that showed that the population of the study was comprised of 88 university teachers (Lecture 20, Assistant Professor 10, Professor, 19, M.Phil, 21, PhD, 18) Total, 377 students (119 male and 170 female) from the public and private universities of Multan.

Procedure of Instrument Development

In order to explore the variables that influences the Provision and Usage of Digital Library at University Level: Analysis of Teachers and Students Perspectives, the current study used a questionnaire with a 5-point Likert scale. The researcher created the questionnaire after doing a comprehensive examination of the relevant literature and consulting with the supervisor.

Expert opinion

After preparing the tool, an expert opinion was taken by researcher. Researcher took the opinion of the Head of Department and

requested them to check the items of test, their language, and difficulty level. After taking consent from experts, the correction was made in research tool and changes were made as per directions of experts (Creswell, 2012).

Pilot Testing

Pilot study of the test was taken nearby University; same survey was taken by the 10 teachers and 10 students (Total 20 respondents). The researcher made request to them to check the difficulty level, language understanding, and item strength and difficulty level.

Reliability of the Tool

Reliability of tool was analyzed by Chronbach Alpha. The reliability shows the content validity and constructs validity of the tool. The reliability of test items was 0.83 which having a good value for further studies.

Table 3.2
Reliability of questionnaire

No.	Category	No. of Items	Cronbach's Alpha Value
1	Teacher	10	0.83
2.	Student	10	0.83
Total		20	0.83

3.6 Statistical Tools and Techniques

The assessment of data is crucial to comprehending the outcomes of the information that has been gathered. In the studies under consideration, unique statistical methods were employed utilizing the SPSS software.

Descriptive Analysis

Descriptive analysis is a crucial aspect of data analysis as it enables the determination of the mean values of variables based on the gathered facts. The subject matter comprises unique components encompassing measures of central tendency, variability, and occurrence rate.

Inferential Statistics

The study employed inferential statistical methods, specifically SPSS and ANOVA, to draw inferences about the participants' opinions based on their demographic characteristics.

Data Analysis

The analysis of responses is a crucial step in any research process, as it is a prerequisite for obtaining valid and reliable findings. The selection of statistical analysis is contingent upon the nature of the research design. The data in this study underwent analysis through the utilization of both descriptive and inferential statistical techniques.

Table 4.1

Descriptive analysis of Provision and Usage of Digital Library students Perspectives

Sr #	Statement	SA	A	N	DA	SDA	Total	Mean	SD
1	My teacher uses the digital library to enhance our engagement in the classroom.	201 54.32 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
2	My teacher uses digital libraries to affect our learning outcomes.	96 25.46 %	70 18.91 %	60 16.21 %	101 27.29 %	50 13.51 %	377 100 %	0.125	1.23
3	My teacher needs sufficient training to use digital library tools effectively.	257 68.16 %	110 29.72 %	3 0.81 %	3 0.81 %	4 1.08 %	377 100 %	3.21	1.301
4	Digital library infrastructure and technical support are available in my institution.	237 62.86 %	80 21.62 %	10 2.70 %	18 4.86 %	32 8.64 %	377 100 %	3.06	1.760
5	My teacher uses the digital library in the teaching and learning process to enhance collaboration.	300 81.08 %	70 18.91 %	7 1.85 %	0 % %	0 % %	377 100 %	3.06	1.760
6	My teacher faces challenges in accessing reliable internet connectivity for effective use of digital library tools.	127 33.68 %	60 16.21 %	10 2.70 %	80 21.62 %	100 27.00 %	377 100 %	3.11	1.98
7	My teacher demonstrates a positive attitude towards the use of digital libraries in his/her teaching practice.	208 55.17 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
8	The availability of a digital library enhances my academic experience	207 54.90 %	90 24.32 %	1 0.27 %	70 18.91 %	9 2.43 %	377 100 %	3.90	1.081
9	Access to a digital library saves me time compared to traditional library visits.	208 55.17 %	120 32.43 %	2 0.54 %	35 9.45 %	33 8.91 %	377 100 %	3.07	1.571
10	The digital library provides up-to-date and relevant information for	208 55.17 %	120 32.43 %	2 0.54 %	35 9.45 %	33 8.91 %	377 100 %	3.07	1.571

	my coursework.								
11	The integration of digital library in learning processes enhances my creativity and critical thinking skills	201 54.32 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
12	I feel adequately supported by librarians or support staff when utilizing the digital library.	108 28.64 %	80 21.62 %	60 16.2 %	100 27.03 %	29 7.84 %	377 100 %	2.61	0.91
13	Digital library tools facilitate collaboration and communication among students.	298 79.04 %	80 21.62 %	0 %	0 %	0 %	377 100 %	3.91	1.082
14	The digital library has improved my overall academic performance	300 81.08 %	70 18.91 %	7 1.85 %	0 %	0 %	377 100 %	3.06	1.760
15	The digital library provides access to the latest information enhancing the quality of my learning experience.	300 81.08 %	70 18.91 %	7 1.85 %	0 %	0 %	377 100 %	3.06	1.760
16	I encountered any challenges or difficulties when using the university's digital library	60 16.62 %	47 12.46 %	100 27.03 %	170 45.95 %	0 %	377 100 %	2.65	1.062
17	The digital library platform is user-friendly and easy to navigate.	207 54.90 %	50 13.51 %	40 10.81 %	60 16.22 %	20 5.41 %	377 100 %	3.07	1.571
18	Digital library contributes significantly to my ability to conduct research effectively.	187 49.60 %	20 5.41 %	100 27.03 %	50 13.51 %	20 5.41 %	377 100 %	0.635	0.810
19	I am satisfied with the responsiveness and reliability of the digital library platform.	167 44.29 %	100 27.03 %	50 13.51 %	30 8.11 %	30 8.11 %	377 100 %	3.64	1.532
20	I would recommend the digital library to other students for their academic pursuits	201 54.32 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
Overall performance								3.88	1.28

The findings of a descriptive study that was conducted to Provision and Usage of Digital

Library students Perspectives are shown in Table 4.1. The analysis of the data yielded mean

values, standard deviations, and percentages of agree, no idea, and disagree answers for each of the 20 questions. The answers "agree" and "strongly agree" were consolidated into one choice, "agree," for the sake of analysis. Similar to this, the options "disagree" and "strongly

disagree" were consolidated into one choice. The findings are also shown graphically in Figure 4.1 based on mean values, followed by an explanation of the results.

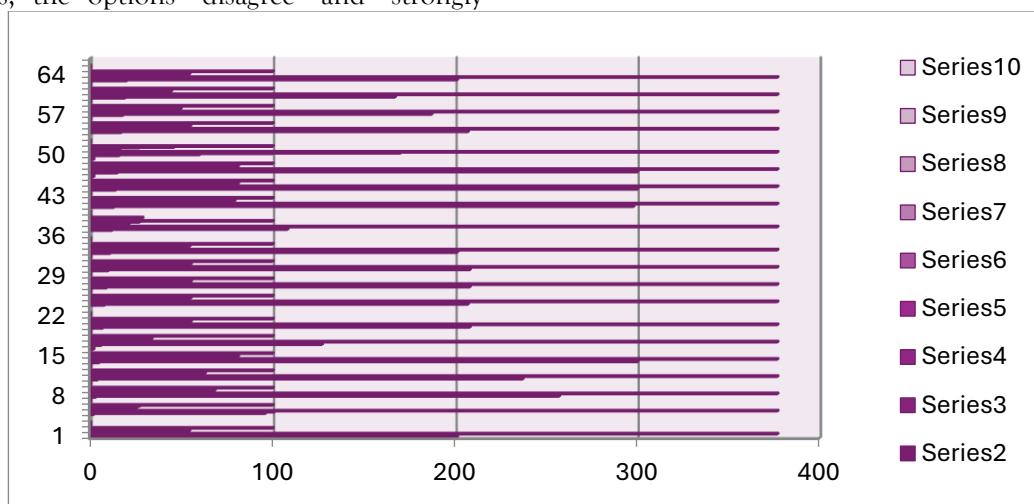


Figure 4. 1
Descriptive analysis of Provision and Usage of Digital Library students Perspectives

Table 4.1 and Figure 4.1 indicate that the mean values for the Digital library tools facilitate collaboration and communication among students on all the twenty items ranged between 3.91 to 0.125. Table 4.3 further reveals that the lower most mean value (0.636) was for a negative scale item number eleven i.e., "The integration of digital library in learning processes enhances my creativity and critical thinking skills" while scale item five "My teacher uses the digital library in the teaching and learning process to enhance collaboration" has the mean value of 3.91 which is the highest among all the items of this subscale. (Table 4.3). The results of data analysis further depict mean values for the remaining twenty items i.e., I would recommend the digital library to other students for their academic pursuits is difficult for working students (3.21), The digital library has improved my overall

academic performance at the same time.(3.06), Digital library contributes significantly to my ability to conduct research effectively (0.636), The availability of a digital library enhances my academic experience (3.90), I am satisfied with the responsiveness and reliability of the digital library platform.(3.64), Job satisfaction can positively influence academic performance.(6.36), I feel adequately supported by librarians or support staff when utilizing the digital library (2.61), I am satisfied with the responsiveness and reliability of the digital library platform. (2.64), The digital library platform is user-friendly and easy to navigate (3.07), Working on campus can have a positive impact on academic performance (3.64), I would recommend the digital library to other students for their academic pursuits 2.31as well.

Table 4.2

Descriptive analysis of usage and Integration of the digital library into teaching

Sr #	Statement	SA	A	N	DA	SDA	Total	Mean	SD
1	I am aware of the digital library resources provided by the university.	201 54.32 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
2	I use digital library resources regularly in my teaching activities.	96 25.46 %	70 18.91 %	60 16.21 %	101 27.29 %	50 13.51 %	377 100 %	0.12	1.23
3	I think it is easy to access and use digital library resources.	257 68.16 %	110 29.72 %	3 0.81 %	3 0.81 %	4 1.08 %	377 100 %	3.21	1.301
4	I find digital library resources essential for enhancing the learning experience.	237 62.86 %	80 21.62 %	10 2.70 %	18 4.86 %	32 8.64 %	377 100 %	3.06	1.760
5	I smoothly integrate digital library resources into my lectures and assignments.	300 81.08 %	70 18.91 %	7 1.85 %	0 % %	0 % %	377 100 %	3.06	1.760
6	Digital Library resources contribute significantly to my teaching method	127 33.68 %	60 16.21 %	10 2.70 %	80 21.62 %	100 27.00 %	377 100 %	3.11	1.98
7	The University provides adequate support to address challenges related to digital library usage.	208 55.17 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
8	I have received sufficient training on the effective use of digital library resources	207 54.90 %	90 24.32 %	1 0.27 %	70 18.91 %	9 2.43 %	377 100 %	3.90	1.081
9	I think support and training are necessary to maximize the benefits of digital library resources.	208 55.17 %	120 32.43 %	2 0.54 %	35 9.45 %	33 8.91 %	377 100 %	3.07	1.571
10	I am satisfied with the current digital library services provided by the university.	208 55.17 %	120 32.43 %	2 0.54 %	35 9.45 %	33 8.91 %	377 100 %	3.07	1.571
11	I believe improvements in digital library services would enhance the overall teaching and learning experience.	201 54.32 %	110 29.72 %	50 13.51 %	6 1.62 %	10 2.65 %	377 100 %	3.01	0.89
12	I encourage my students to utilize digital libraries.	108 28.65 %	80 21.62 %	60 16.2 %	100 27.03 %	29 7.84 %	377 100 %	2.61	0.91

		28.64	%	%	%	%	%		
		%							
13	I think that digital libraries will eventually replace traditional libraries in universities.	298	80	0	0	0	377	3.91	1.082
		79.04	21.62	%	%	%	100		
		%	%				%		
14	I think digital libraries can be improved to better meet the needs of teachers and students.	300	70	7	0	0	377	3.06	1.760
		81.08	18.91	%	%	%	100		
		%	%	1.85			%		
15	I think that digital libraries have improved the quality of education for students.	300	70	7	0	0	377	3.06	1.760
		81.08	18.91	%	%	%	100		
		%	%	1.85			%		
Overall performance								3.9	1.29

Table 4.2 and Figure 4.1 indicate that the mean values for the I think that digital libraries will eventually replace traditional libraries in universities on all the fifteen items ranged between 3.91 to 0.125. Table 4.3 further reveals that the lower most mean value (0.636) was for a negative scale item number eleven i.e., “I believe improvements in digital library services would enhance the overall teaching and learning experience” while scale item five “I smoothly integrate digital library resources into my lectures and assignments” has the mean value of 3.91 which is the highest among all the items of this subscale (Table 4.3). The results of data analysis further depict mean values for the remaining twenty items i.e., I think it is easy to access and use digital library resources. (3.21), I find digital library resources essential for

enhancing the learning experience (3.06), Digital library contributes significantly to my ability to conduct research effectively (0.63), The availability of a digital library enhances my academic experience (3.90), I am satisfied with the responsiveness and reliability of the digital library platform.(3.64), Job satisfaction can positively influence academic performance.(6.36), I feel adequately supported by librarians or support staff when utilizing the digital library (2.61), I am satisfied with the responsiveness and reliability of the digital library platform. (2.64), The digital library platform is user-friendly and easy to navigate (3.07), Working on campus can have a positive impact on academic performance (3.64), I would recommend the digital library to other students for their academic pursuits 2.31 as well.

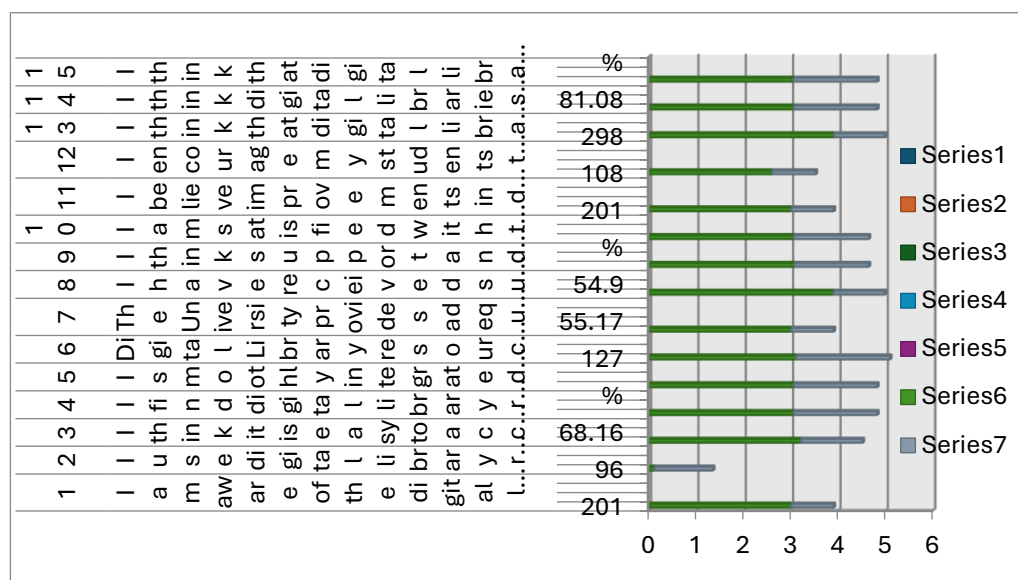


Figure 4.2
Descriptive analysis of usage and Integration of the digital library into teaching

Additionally, all of the SD values in Table 4.4 are in the range of 0.46. The working students at Multan's universities, including B.Z.U. Multan, Emerson University Multan, ISP Multan, NCBA&E Multan, and Times' Institute Multan,

have a high degree of agreement on these SD values. Overall, it can be concluded that students generally agreed that they had exceptional abilities to handle their studies and jobs at the same time.

Table 4.3

Descriptive analysis no idea and agree students

Sr.#	Statement/Theme	Agree %	No idea %	Disagree %	Mean	SD
1	I think that digital libraries will eventually replace traditional libraries in universities.	79.04 %	0 %	0 %	3.91	1.08
8	I have received sufficient training on the effective use of digital library resources	54.90 %	0.27 %	18.91 %	3.90	1.08
2	I use digital library resources regularly in my teaching activities.	25.46 %	16.21 %	27.29 %	0.12	1.23
Overall managing others' emotions					2.25	0.50

The results of a descriptive study of working students are shown in Table 4.3. The data analysis shows the means, standard deviations, and percentages of agree, no idea, and disagree answers for each of the five questions. The "agree" and "strongly agree" replies have been

consolidated into a single choice, "agree," for the sake of analysis. Like "agree," "strongly agree," and "disagree" were merged into a single choice, "disagree." Mean-based findings are also graphically shown and interpreted.

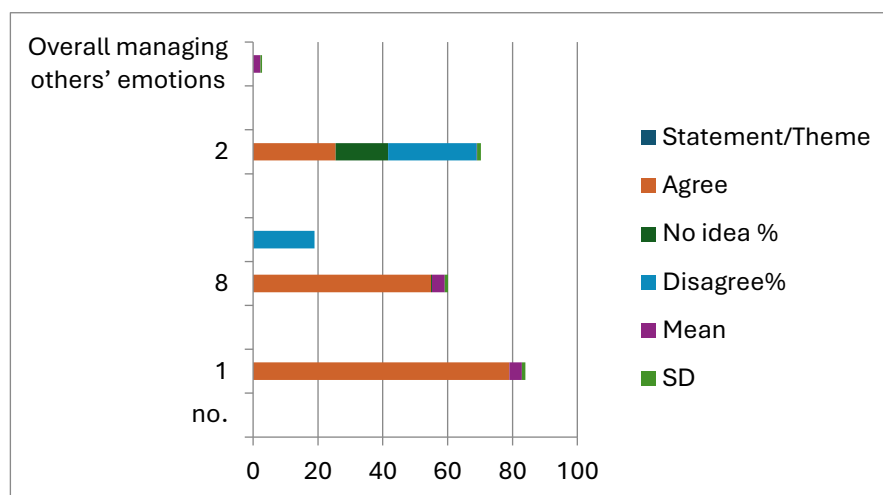


Figure 4.3
Descriptive analysis no idea and agree students

The average scores of students who work while they study on the five questions that make up this sub-scale varied from 3.91, as shown in Table 4.4 and Figure 4.3. In addition, scale item 1 ("I think that digital libraries will eventually replace traditional libraries in universities") had the lowest mean value (1.512) as shown in Table 4.5. The highest mean score in this subscale was found for item #1, which reads, "Employed students feel stressed because they have to balance work and studies at the same time."

All three items had mean values that were greater than the median (1.67), as shown in

Table 4.4. According to the data, most of the people in the sample had a favorable impression of earning while studying. Overall, a mean score of 2.25 indicates that respondents are confident in their ability as both students and workers.

In addition, Table 4.4 displays SD values for those components that are close to 0.50. Students who are working in addition to their studies have reached a high degree of consensus, as shown by these SD values. In general, it is safe to say that pupils who do nothing but study are not learning as much as they may be.

Table 4.4

Descriptive analysis of positive outcomes.

Sr. no.	Subscale/scale	Mean	SD
1	My teacher uses the digital library to enhance our engagement in the classroom.	3.01	0.89
2	The digital library provides access to the latest information enhancing the quality of my learning experience.	3.06	1.760
3	Digital library infrastructure and technical support are available in my institution.	3.0	1.7
4	The digital library platform is user-friendly and easy to navigate.	3.07	1.57

The findings of the descriptive analysis are shown in Table 4.4. A successful outcome analysis was conducted to determine whether or not the student was also working. Reasons for working include the enhancement of one's skills and the development of a more entrepreneurial

mindset. Some responders have speculated that doing so might instill a sense of self-assurance and excellence in leadership. Mean-based findings are also graphically shown and interpreted in Figure 4.5.

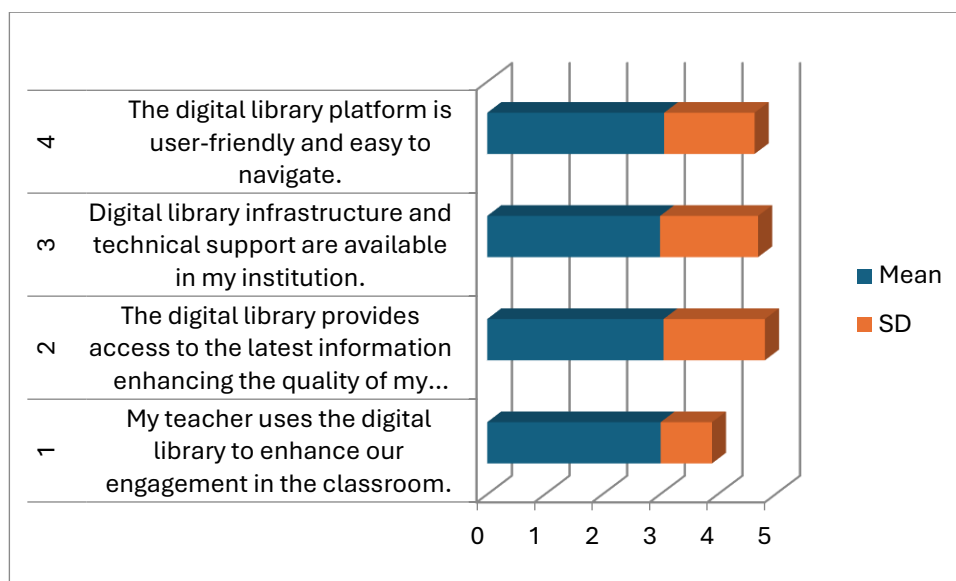


Figure 4.4
Descriptive analysis of positive outcomes.

The working students' mean values on all items varied from 3.42 to 4.93, as shown in Table 4.4 and Figure 4.3. The lowest median (3.42), as shown in Table 4.5, is also noteworthy. Analysis of the remaining 13 items shows that their means fell within the aforementioned intervals. All of the elements in Table related to leadership behaviors had mean values that were higher than the median. According to the data, most of the respondents in the survey think that they are very good leaders if they work and study together. The mean score of 4.53 indicates that respondents generally approve of the leadership techniques they have been exposed to.

In addition, Table 4.8 displays SD values for those components that are close to 0.50. Working students agree on these SD ideals, indicating a high degree of unanimity in their leadership methods. Working students, as a whole, were unanimous in their belief that their

methods of leadership were extremely successful.

5.2 Findings

Following findings were made on the basis of data analyses:

1. It was found that 198 (52.10%) respondents are male and 182 (47.89%) of respondent are female.
2. As regards the university based data, It was found 63(16.57%) students of our respondents are from "ISP Multan", 63(16.57%) from "NCBA&E Multan" and 63(16.57%) of our respondents from "Times Institute Multan" Same as the amount of our respondent remain same i.e. 63(16.57%) in NUML University and Emerson University Multan. and 65(17.10%) of our respondents where from B.Z.U Multan
3. As regards Table 4.3 and Figure 4.1 indicate that the mean values for the student's

views about their perceived emotions on all the twenty three items ranged between 3.91 to 0.125.

4. Table 4.3 further reveals that the lower most mean value (0.125) was for a negative scale item number six i.e., “It is a fact that work-related stress leads to academic performance negatively” while scale item five “Financial stress affects the academic performance of working students.” has the mean value of 3.91 which is the highest among all the items of this subscale

5. The results of data analysis further depict mean values for the remaining twenty items i.e., working while studying affects the academic performance of working students (3.01), maintaining the top Position in academic performance is difficult for working students.

Conclusion

1. The mean score of 3.88 indicates that respondents had a favorable impression of all techniques for enhancing one's employability.

2. It was concluded that it's good thing that a student should have to do job along with studies it's another source of learning about the practical life.

3. It was concluded that participants believed that there are some troubles those a student with job have to face but it's teach us how to manage different things at a time.

4. It was concluded that participants believed with a high level of consensus that it's not only for those students who are facing financial problems, this practice should be continued by other students that may be good for their future.

5. It was concluded The overall mean value of 3.88 also exhibits that respondents have positive perception about the working students.

Discussion

The provision and usage of digital libraries at the university level reveal diverse perspectives among teachers and students, reflecting both opportunities and challenges in higher

education. Digital libraries have revolutionized access to academic resources, offering a vast array of materials that are accessible anytime and anywhere, which significantly enhances the learning and teaching experience. From the teachers' perspective, digital libraries are invaluable for curriculum development, enabling the incorporation of up-to-date research and diverse multimedia resources into their lectures.

Teachers appreciate the ease of access to peer-reviewed journals and the ability to recommend specific readings to students, which enriches the academic discourse. However, they also express concerns about the reliability of some digital sources and the digital divide that may affect students' access to these resources. On the other hand, students find digital libraries to be essential for their academic success, appreciating the convenience of remote access and the vast selection of materials available, which supports their research and assignments.

Recommendation

1. Enhance digital literacy training programs for both students and teachers to maximize utilization of digital library resources.

2. Invest in improving the quality and authenticity of digital resources available in university libraries.

3. Provide ongoing technical support and user assistance to address challenges in navigating digital library platforms effectively.

4. Foster collaboration among university stakeholders to ensure continuous improvement and innovation in digital library services.

5. Conduct regular assessments and surveys to gather feedback from students and teachers and adapt digital library offerings accordingly.

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