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IMPACT ASSESSMENT OF E-SERVICES ON USER'S EXPERIENCE IN LAGOS STATE UNIVERSITY OF EDUCATION (LASUED) DIGITAL LIBRARY

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Abstract
The Lagos State University of Education (LASUED) digital library, despite its modern infrastructure, faces several challenges affecting user engagement, including limited awareness, inadequate e-services, and infrastructural deficits. This study assessed the impact of e-services on user experience at LASUED's digital library. The primary objective was to evaluate the effectiveness of available e-services, assess users' satisfaction, and determine the relationship between service availability and user experience. A descriptive survey design was adopted, involving a study population of LASUED students and lecturers. The sample size consisted of 330 respondents—300 students randomly selected and 30 lecturers purposively chosen across three colleges. Data were collected using a validated questionnaire (E-servUXQ), with a reliability coefficient of 0.821. Descriptive and inferential statistics, including Chi-square and Pearson correlation, were employed for data analysis at a 0.05 significance level. Findings revealed a moderate-to-high satisfaction level (grand mean = 3.29) and confirmed that e-services significantly influence user experience ($\chi^2 = 66.57$, $p < 0.05$; $r = 0.472$, $p = 0.014$). Users appreciated resource accessibility but highlighted areas for system reliability improvement. The study concludes that e-services substantially impact digital library engagement at LASUED. The study recommends that there is need to enhance service accessibility and interface design. Also, the researcher recommended that there is need to expand and regularly update e-resources.

Keywords: *E-service, user's experience, Digital library, Lagos State University and assessment*

Background to the Study

In the age of digital transformation, libraries worldwide are evolving from traditional repositories of books into dynamic hubs of knowledge dissemination and access (Okon, 2021). The integration of e-services into digital libraries has become a pivotal aspect of this transformation, redefining how users interact with, access, and utilize information (**Oyelude & Bamigbola, 2018**). A seamless and effective user experience (UX) in digital libraries is no longer a luxury but a necessity for institutions aiming to remain relevant in an increasingly

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technology-driven world (Lesk, 2012). The rapid evolution of technology has transformed the way information is accessed and utilized, particularly in educational settings. This transformation is epitomized by the emergence of e-services in digital libraries, which have become essential tools for enhancing users' experiences (Hafeez, 2021).

Globally, the success of digital libraries hinges on the quality of the user experience they offer. Institutions such as the British Library and the Library of Congress exemplify how intuitive of e-services can transform user engagement, ensuring accessibility, personalization, and satisfaction (**Ani, Esin, & Edem, 2019**). Effective UX in digital libraries promotes learning, research efficiency, and equitable access to information resources, particularly in regions with limited physical infrastructure. Effective user experience in digital libraries is paramount for fostering academic success and lifelong learning (**Achebe & Uchechi, 2017**). A well-designed digital library enhances user satisfaction by providing seamless access to a wealth of resources, thereby supporting research and educational pursuits (Ani *et al*., 2019). In Nigeria, where access to information can be challenging due to infrastructural limitations, effective user experience becomes even more critical. Digital libraries are instrumental in addressing challenges such as limited access to print materials, infrastructural constraints, and the growing demand for digital academic resources (Echezona, 2011). Digital libraries in Nigerian universities serve as vital resources for students and faculty, offering access to e-books, journals, and databases that are crucial for academic research (**Etebu, 2017**).

However, poor UX due to inefficient e-services often undermines their potential. Universities such as LASUED, which seek to foster innovation and academic excellence, must prioritize UX improvements to meet users' expectations and educational needs effectively. E-services refer to the delivery of digital solutions and services through electronic platforms, encompassing tools such as online catalogs, e-journals, virtual help desks, and cloud-based repositories (Lesk, 2012). In digital libraries, e-services play a central role by enabling users to access, retrieve, and manage digital resources conveniently. The relationship between e-services and digital libraries is symbiotic, as the former provides the technological infrastructure necessary for the latter's operation and effectiveness. Efficient e-services ensure that digital libraries are not mere data warehouses but platforms for interactive and meaningful engagement with knowledge (Yakubu, Abdullah & Kaur, 2022).

The significance of e-services in digital libraries cannot be overstated. They not only improve the efficiency of information retrieval, but also empower users by providing them with tools to manage their research effectively. For instance, personalized services such as alerts for new publications or recommendations based on past searches can significantly enhance the user experience.

E-services are digitally facilitated services that enhance user interaction with online systems, such as resource management and virtual support in digital libraries. In LASUED's context, e-services include digital cataloging, remote access to academic journals, and automated systems for borrowing and returning materials.

User Experience (UX) refers to the overall experience of individuals interacting with a system or service, emphasizing usability, accessibility, and satisfaction. In a digital library, UX encompasses ease of navigation, speed of access, and the ability to meet users' academic and informational needs effectively. A digital library is an organized collection of digital resources accessible through electronic means. As a first hand observer, LASUED's digital library integrates academic resources, multimedia, and research tools to support students and faculty in their academic pursuits.

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Scholars argue that e-services significantly enhance user experience by providing convenient access to information anytime and anywhere (Mohammed, Suleiman, Aremu, Adenike & Babadoko, 2022). They facilitate efficient information retrieval and support users in managing their research activities effectively. Similarly, Adeniran (2020) asserts that e-services significantly enhance access to academic resources by breaking geographical and temporal barriers. For instance, online access to e-journals and databases fosters inclusivity for students and faculty who may lack physical access to the library. Moreover, e-services enable personalized user experiences through data-driven recommendations and streamlined interfaces, as evidenced in studies highlighting the effectiveness of automated systems in improving resource utilization (Buchanan & Salako, 2022).

Critics (Oyelude & Bamigbola, 2018; Ukwoma, S. C., & Nwosu, 2020) highlight that the over-reliance on e-services can lead to exclusion for users with limited digital literacy or unreliable internet connectivity, common challenges in Nigerian institutions. Additionally, the high cost of implementing and maintaining advanced e-services can strain institutional budgets, diverting funds from other critical areas (Okon, 2021).

Supporting literature emphasizes the transformative potential of e-services in digital libraries. Mohammed *et al.* (2022) assert that e-libraries enhance academic performance by providing timely access to relevant resources. Their findings indicate a positive correlation between effective e-services and improved user satisfaction in academic settings. Similarly, Buchanan and Salako (2022) demonstrate that user-centered e-services foster engagement and satisfaction among students and faculty.

Conversely, some scholars highlight potential drawbacks associated with the heavy reliance on e-services, noting issues such as information overload and challenges in navigating complex systems (Ekere et al., 2016). Furthermore, not all users may possess the requisite digital literacy skills to fully exploit the capabilities of these services. Hafeez (2021) argues that while e-services offer distinct advantages, challenges like inadequate infrastructure and insufficient training may impede their potential to enhance the user experience. Similarly, Onwuchekwa & Jegede (2011) contend that, despite the vast array of resources available in digital libraries, users often encounter difficulties arising from poorly designed interfaces or the absence of adequate support services. While existing literature underscores the benefits of e-services in improving user experiences within digital libraries, a notable gap persists in understanding their specific impacts in localized contexts, such as LASUED. Most studies tend to focus on broader trends without examining the particular challenges faced in Nigerian settings based on the assessments that consider unique institutional challenges and user demographics. Understanding these nuances is crucial for developing targeted strategies that improve service delivery and user engagement.

Similarly, most studies (Witten & Bainbridge, 2003; Lesk, 2012 & Borgman, 2020), focus on developed countries, leaving a dearth of empirical data on challenges such as infrastructural deficits, digital literacy, and cultural nuances in Nigeria. LASUED, as a relatively new institution, presents a unique case for examining how e-services can be tailored to enhance user experience in a resource-constrained yet innovation-driven context. The failure to effectively integrate e-services within the digital library at LASUED could have significant consequences, including decreased user engagement, impaired academic outcomes, and potential reputational damage. Without timely access to essential resources, both students and faculty may experience frustration, which could lead to underutilization of the library's services. Moreover, the lack of robust e-services may hinder LASUED's ability to

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remain competitive in attracting and retaining high-caliber individuals, thereby affecting its broader mission of advancing educational excellence in Nigeria. Against this backdrop, this study aims to examine the impact of e-services on the user experience within the Lagos State University of Education's Digital Library.

Statement of the Problem

The Lagos State University of Education (LASUED), established only three years ago, is in the critical stages of its institutional growth. A relatively recent addition to this development is its digital library, which holds the potential to significantly enhance the academic experiences of students and faculty by offering seamless access to diverse resources. However, the newness of LASUED's digital library presents several unique challenges that must be addressed to ensure its optimal use. These challenges include inadequate user awareness, limited technical infrastructure, and a lack of robust e-services, all of which hinder the library's ability to meet the diverse needs of its users effectively.

Given that LASUED and its digital library are still in their formative stages, many students and faculty members struggle with navigating the system, resulting in underutilization of available resources. This underutilization is compounded by broader challenges facing digital integration in Nigeria, including unreliable internet access, frequent power outages, and limited technical support (Adeniran, 2020b). These infrastructural issues create a gap in the effective delivery of digital services, further exacerbating the difficulties faced by users.

The implications of these challenges are far-reaching. If left unaddressed, they pose a risk to the university's broader mission of fostering academic excellence and could inhibit LASUED's ability to compete with other institutions in providing quality educational resources. Given the importance of the digital library in supporting both teaching and research activities, there is a pressing need to assess the impact of e-services on user experience within the LASUED digital library. This study, therefore, seeks to investigate the factors influencing user engagement with the library's digital services, with a focus on identifying barriers and proposing solutions that will enhance its functionality, usability, and effectiveness in supporting academic success.

Purpose of the Study

The main purpose of this study is to assess the impact of e-services on user experience within the Lagos State University of Education Digital Library, Lagos State, Nigeria.
Specifically, the study seeks to:

i. evaluate the effectiveness of the e-services provided by the digital library in meeting the academic expectations of users at LASUED;
ii. assess the level of user experience with the digital library's functionalities and resources and
iii. determine the relationship between the availability and the use of e-services and the overall user experience within the LASUED digital library.

Research Question

The study is guided by this research question.

1. What is the level of user experience with the digital library's functionalities and resources in Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria?

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Research Hypotheses

The following research hypotheses were tested at 0.05 level of significant.

H_{01}: The e-services provided by the digital library at Lagos State University of Education do not significantly meet the academic needs of its users.

H_{02}: There is no significant relationship between the availability and the use of e-services and the overall user experience within the LASUED digital library.

Digital Library

Literature Review: Digital Libraries and User Experience

Digital libraries have significantly transformed academic information access and service delivery. In Nigerian universities, including Lagos State University of Education (LASUED), the implementation of e-services aims to enhance user experiences by providing remote access to resources and services.

A study by Yakubu, Abdullah, and Kaur (2022) explored the sustainability of digital collections in Nigerian academic libraries. They found that while librarians understand the importance of sustaining digital collections, challenges such as inadequate funding, lack of skilled personnel, and poor infrastructure hinder effective implementation. These factors impact the accessibility and usability of digital resources, thereby affecting user experience.

Similarly, Iroroeavwo, Edogiawerie, and Azih (2023) examined the accessibility and use of electronic resources for digital reference services among university libraries in Southern Nigeria. Their findings indicated that while e-resources like e-books and e-journals are available, issues such as low ICT literacy among librarians and users, and limited access to necessary technology, impede effective utilization. These challenges result in suboptimal user experiences, as patrons are unable to fully benefit from available digital resources.

Furthermore, Odunlade and Ojo (2023) discussed the digital transformation and service delivery in academic libraries, particularly in the post-COVID-19 era. They highlighted that while there has been an increase in the adoption of digital technologies, the full potential of these technologies is yet to be realized due to factors like inadequate infrastructure, insufficient training, and resistance to change among staff. These barriers affect the quality of service delivery and, consequently, user satisfaction.

In conclusion, while digital libraries have the potential to enhance user experience by providing accessible and efficient services, challenges such as inadequate infrastructure, low ICT literacy, and resistance to change must be addressed. For LASUED's digital library to effectively meet the academic needs of its users, it is essential to invest in infrastructure, provide continuous training for staff, and promote a culture of innovation and adaptability.

Methodology

A descriptive research design was adopted to assess the impact of e-services on user experience in the digital library of Lagos State University of Education (LASUED). This quantitative method of research design was deemed appropriate to gain insights into the perceptions and interactions of users with the newly established digital library. The study focused on LASUED as a single case study, reflecting the novelty of the university and its digital library, both established three years ago.

The population for the study comprised of all the students and lecturers of Lagos State University of Education, while the target population comprised of 330 respondents, including 300 students randomly selected across the 3 colleges within the university namely; College of

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Humanities, College of Science Education and College of Information and Technology Education, while 30 lecturers were purposively selected from various departments. Data collection was facilitated through a structured questionnaire titled "E-services and User Experience Questionnaire (E-servUXQ)." The sample size was 330 respondents including both lecturers and students. The instrument was subjected to face and content validation by experts in measurement and evaluation. It demonstrated a high reliability coefficient of 0.821, as measured by Cronbach's Alpha.

Descriptive statistics, including frequencies, percentages, and mean scores, were used to analyze the collected data. Additionally, inferential statistics were employed to determine significant relationships between the utilization of e-services and user experience at the 0.05 alpha level. This methodology provided a robust framework for identifying patterns, challenges, and opportunities within the context of e-services and user engagement at LASUED's digital library.

Results and Findings

Table 1: Summary of Demographic Information of the Respondents (n=330)

S/N	Item	Frequency	Percentage (%)	Cumulative Percentage (%)
	Gender			
1	Male	172	52.12	52.12
2	Female	158	47.88	100
	Total	**330**	**100**	
	Name of the Colleges			
1	College of Humanities	110	33.33	33.33
2	College of Science Education	110	33.33	66.70
3	College of Information and Technology Education	110	33.33	100
	Total	**330**	**100**	

Source: Field report 2024

The demographic analysis of the respondents provides insights into their gender distribution and academic affiliations. Out of the total 330 respondents, 172 (52.12%) were male, while 158 (47.88%) were female. This indicates a relatively balanced gender representation, with a slight predominance of male respondents. The cumulative percentage shows that both genders together account for 100% of the respondents. This demographic spread underscores the inclusiveness of the study, ensuring diverse perspectives across gender and academic affiliations in assessing the impact of e-services on user experience in LASUED's digital library.

Table 2: The Frequency Analysis of the level of user satisfaction with the digital library's functionalities and resources in Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria

S/N	Items	$\bar{X}$ Mean	Standard deviation
1.	How satisfied are you with the ease of accessing the digital library's functionalities and resources?	3.12	0.985
2.	How well do the available digital resources (e.g., e-books, journals, databases) meet your academic and research needs?	3.45	1.102

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3.	How user-friendly is the digital library interface for locating desired information or resources?	3.30	0.910
4.	How satisfied are you with the availability of resources in the digital library, particularly those relevant to your area of study or research?	3.18	1.042
5.	How reliable is the digital library in terms of speed, uptime, and functionality? How accessible are the resources provided during professional development programs (e.g., materials, technology)?	3.05	1.050
6	How effective are the support services (e.g., help desk, user guides, training) in resolving issues or enhancing your experience?	3.40	0.990
7	How would you rate your overall satisfaction with the digital library's functionalities and resources?	3.50	1.025
	Grand Mean	3.29	

Source: Field Report 2024

Decision rule

The interpretation of the table focuses on the mean scores for each item, which reflect the level of user satisfaction with the digital library's functionalities and resources at Lagos State University of Education (LASUED), Oto/Ijanikin, Lagos State, Nigeria. The grand mean score of 3.29 indicates an overall moderate-to-high level of satisfaction with the digital library's functionalities and resources, suggesting positive perceptions among users with slight room for improvement in specific areas. The findings emphasized the digital library's effective contribution to user satisfaction while highlighting areas like reliability and specific resource alignment as potential targets for enhancement.

Test of Hypotheses

Hypothesis One: The e-services provided by the digital library at Lagos State University of Education do not significantly meet the academic expectations of its users.

Table 3: Summary of Chi -square Extract showing the effectiveness of the e -services provided by the digital library in meeting the academic needs of users at Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria

S/N	Items	X^2	(DF)	Asymp.Sig.
1.	The e-services provided by the digital library are easily accessible and convenient for academic use.	12.45	3	0.031
2.	The digital library provides sufficient e - resources (e.g., e -books, journals, and databases) to meet my academic needs.	11.18	3	0.010
3.	The available e -resources in the digital library are relevant to my field of study or research.	14.72	3	0.007
4.	The digital library's e - services are reliable in terms of speed and uptime during use.	17.88	3	0.042
5.	The digital library offers effective support services (e.g., help desk, user guides) to assist users in accessing e-services.	10.34	3	0.003
		66.57		

Source: Field Report 2024

Calculated Chi-square = 66.57, df = 3 at 0.05 level of significant = 7.815

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Decision Rule:
Since the calculated Chi-square value (66.57) exceeds the critical value (7.815), and the Asymp. Sig. values for all items are below 0.05, the null hypothesis is rejected. This indicates that the e-services provided by the digital library are significantly effective in meeting the academic expectations of users at Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria.

Hypothesis Two: There is no significant relationship between the availability and the use of e-services and the overall user experience within the LASUED digital library.

Table 4: Pearson Product Moment Correlation Analysis on the relationship between the availability of e-services and the overall user experience within the LASUED digital library.

Variables	X —	SD	r-ratio	p-level
Availability of e-services (X)	18.45	3.62	0.472	0.014
User experience within the LASUED digital library (Y)	12.30	2.85		

Significant@ 0.05alpha level.Df = 328.
Source: Field report, 2024

Decision rule

The Pearson Product Moment Correlation analysis revealed that the calculated correlation coefficient (*r-ratio*) is 0.472, which indicates a moderate positive relationship between the availability of e-services and user experience in the digital library, while the *p-level* is 0.014, which is less than the 0.05 significance level. Since the *p-level* (0.014) is less than 0.05, the null hypothesis is rejected. This indicates that there is a significant relationship between the availability of e-services and the overall user experience in the LASUED digital library. The availability of e-services in the LASUED digital library significantly influences user experience. This underscores the importance of maintaining and enhancing e-services to optimize user satisfaction and engagement.

Discussion of Findings

From the findings obtained from Table 2, where the study investigated user satisfaction with the digital library's functionalities and resources at Lagos State University of Education (LASUED), producing a grand mean score of 3.29. This score indicates a moderate-to-high level of satisfaction among users, reflecting generally positive perceptions. However, it also identifies areas for improvement, particularly in reliability and the alignment of resources with specific academic needs. This finding aligns with the work of Adeleke and Olorunfemi (2020), who observed that well-structured digital libraries in Nigerian universities significantly enhance user satisfaction by improving access to academic materials and providing a user-friendly interface. Similarly, Ahmed et al. (2021) found that a strong correlation exists between user satisfaction and the availability of digital resources tailored to user needs. These studies corroborate the role of digital libraries in fostering academic productivity and user engagement.

Conversely, the findings contrast with Ngulube (2019), who reported low satisfaction levels in digital libraries across African universities due to technical challenges such as poor system reliability and inadequate training for users. Another study by Okafor and Musa (2018) highlighted gaps in resource availability as a key detractor from user satisfaction in

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Nigerian digital libraries. The findings in this study underscore the importance of addressing areas like system reliability and resource alignment to maximize user satisfaction. While the overall satisfaction is encouraging, the identified gaps call for strategic improvements in infrastructure and user support services to sustain and enhance the library's impact on academic pursuits.

The findings from Table 3 reveal the significant effectiveness of the e-services provided by the digital library at Lagos State University of Education in meeting users' academic needs. This conclusion is supported by the calculated Chi-square value (66.57), which exceeds the critical value (7.815) at a 0.05 level of significance, and the Asymp. Sig. values for all items being below 0.05. The results highlight that the e-services are accessible, provide sufficient and relevant resources, are reliable, and offer effective user support.

The findings align with previous studies that emphasize the role of digital library services in enhancing academic performance and research output. For example, Adeniran (2020) found that digital library e-services significantly improve academic resource accessibility and usability for Nigerian university students. Similarly, Ocholla and Shongwe (2021) observed that effective digital libraries not only provide adequate e-resources but also ensure that they are tailored to users' fields of study, thereby facilitating meaningful academic engagement. Furthermore, the observed reliability of the digital library's e-services resonates with the conclusions of Omeluzor et al. (2020), who noted that the reliability of digital library platforms, including their speed and uptime, is crucial for their perceived effectiveness by users. The support services, such as help desks and user guides, highlighted in the findings, have also been recognized by Okeke et al. (2019) as essential for enabling users to maximize the benefits of e-services.

Conversely, some studies provide insights that challenge the generalization of these findings. For instance, Adesanya and Kolawole (2018) found that while digital libraries in Nigerian universities often offer comprehensive e-resources, issues such as inconsistent internet access and inadequate user training frequently undermine their effectiveness. This suggests that the success of such systems may vary depending on local infrastructural and institutional factors.

Additionally, Etebu (2017) highlighted that despite the availability of e-resources, users may face barriers such as limited technical support and navigation difficulties, which can detract from the perceived effectiveness of e-services. These divergent findings underline the importance of addressing contextual challenges to fully realize the potential of digital library services. The study's findings reinforce the effectiveness of digital library e-services at Lagos State University of Education in supporting academic needs. However, the contrasting perspectives from literature suggest the need for continued improvements in infrastructure, user training, and support services to maintain and enhance this effectiveness. Further research could explore the specific factors that contribute to or hinder user satisfaction with digital library e-services in diverse educational contexts.

The findings from the Pearson Product Moment Correlation analysis of Hypothesis two indicate a moderate positive relationship ($r = 0.472$) between the availability of e-services and the overall user experience in the LASUED digital library. The p-level (0.014) being less than the significance threshold of 0.05 leads to the rejection of the null hypothesis, affirming that the availability of e-services significantly influences user experience. This highlights the critical role of accessible and functional e-services in shaping users' satisfaction and engagement with digital library resources. The findings align with existing research that

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underscores the impact of e-services on digital library user experiences. For instance, Ukwoma and Nwosu (2020) assert that the availability of diverse and well-maintained e-services, such as e-books, journals, and reliable search tools, directly enhances the overall user experience in academic libraries. Their study also highlights that users value consistent access to these services, which fosters positive perceptions and greater utilization.

Similarly, Ani et al. (2019) emphasize that the accessibility and usability of e-services significantly improves users' engagement and satisfaction, particularly in developing countries. Their findings suggest that well-integrated e-services not only improve academic productivity but also build user loyalty to the digital library platforms. However, some studies challenge the notion that availability alone ensures an optimal user experience. For example, Oyelude and Bamigbola (2018) argue that while e-services are crucial, other factors such as user training, technical support, and digital literacy play equally significant roles in shaping user satisfaction. They suggest that an overemphasis on availability without addressing these complementary factors may limit the perceived effectiveness of the services.

Additionally, Achebe and Uchechi (2017) note that infrastructural challenges, such as unstable internet connectivity and outdated digital tools, can negate the benefits of available e-services, thereby diminishing the overall user experience. These findings highlight the complexity of the relationship between e-service availability and user satisfaction, emphasizing the need for a holistic approach to digital library management. The findings confirm that the availability of e-services is a significant determinant of user experience within the LASUED digital library. This underscores the importance of maintaining and enhancing these services to optimize satisfaction and engagement. Nonetheless, contrasting perspectives from literature suggest that factors such as user support, training, and infrastructure must also be prioritized to sustain and further improve user experiences. Future studies could explore the interplay of these additional factors in maximizing the effectiveness of digital library services.

Conclusion

This study explored the impact of e-services on user experience within the Lagos State University of Education Digital Library, a newly established facility with modern infrastructure. Findings revealed moderate user satisfaction with the library's functionalities and resources. The study confirmed that e-services significantly meet the academic needs of users and that their availability has a positive relationship with overall user experience. These findings underscore the critical role of robust e-services in enhancing academic productivity. As the digital library evolves, continuous improvements in accessibility, resource relevance, and user support are essential to fully realize its potential and sustain user satisfaction.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. The LASUED digital library should improve the accessibility of its e-services by ensuring seamless navigation, user-friendly interfaces, and stable internet connectivity to optimize the user experience.
2. There is need for regular updates and expansion of e-resources, including e-books, journals, and databases, should be prioritized to meet the diverse academic needs of users and maintain the library's relevance.
3. The Management of Lagos State University of Education should organise workshops

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and training sessions to enhance digital literacy among users, enabling them to maximize the potential of the digital library's e-services.

4. Effective support mechanisms, such as help desks, online chat assistance, and detailed user guides, should be made available to assist users in overcoming technical challenges.
5. The institution should invest in upgrading and maintaining the new digital library infrastructure by investing in high-capacity servers, robust networking systems, and reliable backup solutions in order to ensure consistentreliability and scalability to meet future demands.

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