

Utilization, Satisfaction and Challenges of Digital Library Resources at Royal British College

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Abstract

This study was conducted to examine the utilization, satisfaction, and challenges associated with digital resources among students at Royal British College. The respondents were composed of 213 undergraduate students of Royal British College. The study utilized a descriptive-correlational research design, and a researcher-made questionnaire served as the primary instrument for data collection.

The results revealed that the students of Royal British College show a high level of academic engagement through the utilization of digital resources particularly in terms of frequency of use, purpose of use and depth of use (overall weighted mean = 3.23). Similarly, the satisfaction of the students on digital library resources had a very high level (overall weighted mean of 3.29), in terms of content quality and its relevance, ease of access and its usability also the support and services. Furthermore, the challenges encountered in using digital resources were high across three domains: technical, skill-related, and resource-related challenges (overall weighted mean = 3.16). The study found significant relationships between the level of utilization and satisfaction of digital library resources, as well as between the level of utilization and the challenges encountered in using digital library resources. A significant relationship was also noted between the level of satisfaction and challenges encountered by the students at Royal British College Inc. To sustain these positive outcomes, an action plan should be implemented to improve the digital library resources. This study provides valuable insights for the librarians regarding the utilization and satisfaction of digital library resources and highlights the need for further research to explore these relationships in library settings.

Keywords: Descriptive Correlational Study, Utilization, Satisfaction, Challenges, Digital Library Resources, Royal British College Inc.

INTRODUCTION

The utilization of digital resources, user satisfaction levels, and challenges to efficient use have become important topics of concern as academic libraries undergo a major digital transformation, especially as digital collections continue to supplement or replace print items.

A utilization refers to the process of making use of resources, such as time, materials, or personnel, in an efficient and effective manner. It measures how well an organization or individual is using available resources to achieve specific goals or maximize productivity. The study of Panhilason (2024) revealed that library users often utilize online library information resources and services. As to utilization, the study of Yap et al. (2022) revealed that electronic resource utilization has one of the highest means among the library resources.

On the other hand, satisfaction implies that one has reached his expectations on something or pleasure received from others. To improve user satisfaction with digital libraries, it is important for library staff to invest in new technologies that make it easier to personalize and customize the experience, actively seek feedback from users, and provide training and education programs for library staff to support user engagement and community building efforts (Malik, 2023).

Despite these developments, several challenges continue to affect the effective use of digital resources. One major issue is, digital content becomes outdated or unavailable. In addition, Kalerao (2025) stated challenges also arise from privacy and copyright issues. Notably in ensuring that content is accessible while complying with legal and ethical norms. To mitigate these issues, Lagas (2023) recommends organizing more consultancy programs in digitization, teaching digitization ICT applications in LIS schools, information companies offering digitization services, digitization communities of practice, and consortia for sharing facilities and expertise. Moreover, Hapsari (2025) showed that in order to maximize its impact, an extensive strategy is required, that includes enhancing technology investment, external cooperation, and digital literacy. Significant challenges by academic professionals included a narrow selection of digital resource platforms, ugly visuals, insufficient technical dynamism and digital literacy abilities (Tenya, 2023).

There is no study conducted yet on the utilization, satisfaction and challenges of digital library resources on Royal British College Inc. Specifically there is a lack of data on how the students use the digital library materials, their level of satisfaction with services provided and the difficulties they encounter in using these resources.

This study sought to determine the utilization, user satisfaction, and challenges of digital library resources at the Royal British College, indicating a need for institution-specific studies to understand local user behavior and needs as well as challenges including low internet bandwidth, insufficient digital infrastructure, hinder effective utilization of digital library resources. There is a need for detailed studies on how these challenges manifest and can be mitigated at Royal British College. The study also determined if there is a correlation between the above mentioned variables of the study.

LITERATURE REVIEW

Challenges in Digital Library Resources

Utilization describes how frequently students use digital library resources and how deeply they rely on them for academic work. In fact, the increasing preference for digital materials has led to a decline in the use of physical library collections (Abimajee et al., 2025). While, the studies of Marini, A. (2022) stated that students no longer need to carry real books for reading or studying because they can easily access a variety of information sources by using the application. Because students can access instructional resources at any time and from any location, learning becomes more flexible and effective.

Additionally, digital materials are acknowledged as useful instruments at all educational levels. Kremneva (2022) emphasized that when multimedia digital information is carefully crafted to meet the developmental needs of young learners, it can effectively assist learning even in early educational contexts, such as preschool education.

Furthermore, a number of studies have determined important variables that affect the efficient use of digital resources. Yu and Song (2021) discovered that students' satisfaction with learning results is highly influenced by their technological proficiency, awareness of available digital resources, and the learning environment. Since students who are more knowledgeable about digital resources are more likely to use

them successfully for academic purposes, awareness plays a critical mediating function among these elements.

Challenges in Digital Library Resources

According to a study by Imoro et al. (2025), postgraduate distance education students' satisfaction with e-library services significantly influences their intention to use these services continuing forward. According to this research, in order to effectively assist and improve the satisfaction of students with e-library services, distance educators and librarians must set up robust infrastructure and clear regulatory frameworks. Positive user experiences and sustained usage can be promoted by providing dependable access, effective systems, and prompt support services. In a similar vein, Riady et al. (2025) emphasized that customer happiness is significantly influenced by perceived usability. Additionally, their research demonstrated that user satisfaction is the most significant measure of net benefits, emphasizing its direct impact on the overall efficacy of digital library services.

Furthermore, Gunarathna (2024) discovered that perceived utility has a significant impact on customers' satisfaction with digital libraries. This suggests that users' satisfaction levels rise dramatically when they find digital materials useful and pertinent to their academic demands. According to Bayeta et al. (2023), satisfaction for users is positively and significantly impacted by the quality of online library services, which supports these findings. Overall, these studies show that users' happiness with digital library resources is influenced by usability, usefulness, and service quality, which in turn affects their continuing usage and perceived positive benefits.

Challenges in Digital Library Resources

Digital libraries offer great benefits for access to information, but several legal and licensing challenges still limit their effectiveness. Libraries' finances are severely strained by growing subscription fees for electronic journals, databases, and e-book platforms, which frequently force them to make tough choices about reducing service offerings or canceling resources (Ashikuzzaman, 2025).

Also the study of found of Okunnu et al. (2022) that the evident gap in the majority of library schools' curricula between the theoretical and practical facets of librarianship, financial limitations, insufficient IT infrastructure in libraries, poor leadership, and low professional status and income range, limited training and expertise, poor digital literacy and information literacy personnel, a lack of library resources, inadequate communication abilities, non-accreditation, and a lack of LIS professional societies' passive role and incentives.

Iqbal et al. (2021) stated that the Internet was unable to meet users' information needs and university libraries as a result of inadequate access to the digital library. Rahmani (2022) also highlighted that digital libraries' efficacy is constrained by legal and organizational issues, suggesting that without clear frameworks and policies, digital resources cannot fully meet user needs.

METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to describe the level of utilization, satisfaction and challenges they encountered on digital library resources. Further, the study aimed to determine if there was a correlation between the utilization, satisfaction and challenges of using digital library resources. A descriptive-correlational study describes variables and tests the statistical relationship between and among the variables (Bhat, 2025).

Sources of Data

The primary source of data for this study was the responses gathered from selected students of Royal British College who were enrolled during the 2nd semester of the Academic Year 2025–2026.

Population of the Study

The population of this study consisted of all 498 undergraduate students enrolled in the various academic programs at Royal British College Inc. Using the Raosoft Sample Size Calculator, a sample of 213 students at a 90% confidence level and 5% margin of error was determined. To ensure representation from each program, a stratified random sampling technique was applied. This method allows for proportional representation, enhancing the reliability and generalizability of the findings. Stratification is based on the students' program of study, with respondents randomly selected from each group. These respondents will provide the primary data for the study.

Instrumentation and Validation

The study used a self-made questionnaire to gather data on the use, satisfaction, and challenges of digital library resources. To ensure validity and reliability, the questionnaire underwent review by the three experts in library science and statisticians, followed by evaluation and approval from the researcher's adviser. After validation, the questionnaires were administered to the selected participants for data collection. The internal consistency, as a measure of the reliability of the survey instrument, was computed using Cronbach's Alpha. The reliability calculations resulted in utilization indicators of .935 (excellent internal consistency), satisfaction indicators of .956 (excellent internal consistency), and challenges indicator of .956 (excellent internal consistency).

Data Gathering Procedure

The researcher collected the data through the use of structured survey questionnaires. A formal letter was submitted to Royal British College Inc. to request permission to conduct the study. Upon the approval, the researcher distributed the questionnaire via Google Forms to the selected student respondents. Each respondent received the questionnaire along with clear instructions on how to answer the items. In compliance with the Data Privacy Act of 2012, confidentiality and anonymity were strictly maintained, and no personally identifiable information was collected. After all questionnaires have been completed, the researcher organized the collected data, tally the responses, and analyze those using appropriate statistical procedures. The results were interpreted in accordance with the objectives of the study.

Statistical Treatment of Data

The following statistical tools were used:

1. Weighted mean and ranking were used to describe the a) level of utilization of digital resources in terms of frequency of use, purpose of use and depth of use; b) level of satisfaction with digital resources in terms of content quality and relevance, ease of access and usability and support and services and c) challenges encountered in using digital resources in terms of technical challenges, skill-related challenges and resource-related challenges.
2. Pearson's r Moment Correlation Coefficient was used to determine the relationship between the level of utilization, level of satisfaction and challenges encountered in using digital resources at Royal British College.

RESULTS AND DISCUSSION

1. Level of Utilization of Digital Resources at Royal British College

Table 1
Level of Utilization of Digital Resources at Royal British College

| Scale | Domains | WM | Interpretation | Rank |
|----------------------------------|------------------|-------------|----------------|------|
| Utilization of Digital Resources | Frequency of use | 3.13 | High | 3 |
| | Purpose of use | 3.27 | Very High | 2 |
| | Depth of use | 3.29 | Very High | 1 |
| OVERALL | | 3.23 | High | |

As shown in Table 1, the overall level of utilization of digital resources at Royal British College has a composite weighted mean of 3.23, interpreted as High. This indicates that students generally demonstrate a strong level of engagement with digital resources across all domains. Among the domains, Depth of Use ranked 1 with a weighted mean of 3.29, interpreted as Very High, suggesting that students use digital resources in a more comprehensive and meaningful manner. This is followed by Purpose of Use, which ranked 2 with a mean of 3.27, also interpreted as Very High, indicating that students clearly understand and maximize the academic purposes of digital resources. Meanwhile, Frequency of Use ranked 3 with a mean of 3.13, interpreted as High, showing that although students regularly use digital resources, it is slightly lower compared to the depth and purpose of their usage.

Overall, the findings reveal that students at Royal British College not only use digital resources frequently but also utilize them purposefully and in-depth to support their academic activities. This study was supported by Maslova, Burdina, and Krapotkina (2021), who emphasized that electronic educational resources expand instructional approaches and enhance flexible learning opportunities. In addition, Yu and Song (2021), who found that students' awareness and skills in using digital tools positively influence learning satisfaction and academic outcomes.

2. Level of Satisfaction with Digital Resources at Royal British College

Table 2
Level of Satisfaction with Digital Resources at Royal British College

| Scale | Domains | WM | Interpretation | Rank |
|-------------------------------------|-------------------------------|-------------|------------------|------|
| Satisfaction with digital resources | Content quality and relevance | 3.27 | Very High | 3 |
| | Ease of access and usability | 3.30 | Very High | 1.5 |
| | Support and services | 3.30 | Very High | 1.5 |
| OVERALL | | 3.29 | Very High | |

As presented in Table 2, it shows the overall satisfaction of students with digital resources at Royal British College, obtaining an overall weighted mean of 3.29, interpreted as Very High. This result indicates that students generally have a highly positive perception of the institution's digital resource system. The domains Ease of Access and Usability and Support and Services both received the highest rating, with a weighted mean of 3.30 and a rank of 1.5. This suggests that students greatly appreciate the user-friendly

design of digital platforms as well as the availability of assistance when needed. These aspects appear to play a major role in shaping their overall satisfaction. On the other hand, Content Quality and Relevance obtained a mean of 3.27, ranking 3, yet still interpreted as Very High. This indicates that students consider the digital materials accurate, appropriate and aligned with their academic requirements.

This means that students are highly satisfied with the digital resources provided by Royal British College. They find the platforms easy to access and navigate, while the support services effectively assist them in using these resources. Although content quality and relevance ranked slightly lower, students still perceive the materials as accurate, appropriate and beneficial for their academic needs. Overall, the results highlight that both the usability of the system and the library support contribute significantly to a positive digital learning experience.

This study was supported by concur with Riady et al.'s study from 2025, which highlighted how important perceived usability is in determining user pleasure. According to the findings, students' overall good experience is greatly enhanced by the digital platforms' accessibility and ease of use. Additionally, as noted by Imoro et al. (2025), a high level of satisfaction with support and services highlights the significance of dependable systems and prompt assistance. Strong infrastructure and efficient support services improve satisfaction for users and have an impact on students' intention to keep utilizing digital library resources, according to their study. The study's conclusions suggest that Royal British College has effectively implemented these crucial elements, promoting students' continued use of digital resources. Furthermore, the overall "Very High" satisfaction level validates Bayeta et al. (2023)'s finding that user satisfaction is positively and significantly impacted by the quality of online library services.

3. Challenges Encountered in Using Digital Resources at Royal British College

Table 3

Challenges Encountered in Using Digital Resources at Royal British College

| Scale | Domains | WM | Interpretation | Rank |
|------------------------|------------------|-------------|----------------|------|
| Challenges encountered | Technical | 3.11 | High | 3 |
| | Skill-related | 3.20 | High | 1 |
| | Resource-related | 3.19 | High | 2 |
| OVERALL | | 3.16 | High | |

Table 3 presents the overall challenges encountered in using digital resources at Royal British College across three domains: technical, skill-related, and resource-related challenges. Students are generally competent to navigate and manage the demands associated with using digital resources, as indicated by the overall weighted mean of 3.16, which is verbally determined as High. Skill-related problems came in first among the domains with a weighted mean of 3.20. This shows that students understand the significance of research techniques, digital literacy, and appropriate citation styles. The findings show a solid base of competencies, but they also point to chances for additional skill development through seminars and ongoing training. Resource-related issues came in second with a weighted mean of 3.19, indicating that students typically find digital resources accessible and helpful for their academic requirements. The institution's high ranking indicates that it offers easily available and relevant academic resources, which enhance students' educational experiences. Finally, technological problems was the least difficult of the three domains, ranking third with a weighted mean of 3.11.

This implies that problems like power supply, platform compatibility, system performance, and internet access exist but are comparatively less troublesome than those pertaining to expertise and resources. Overall, the results show that although Royal British College students have difficulties utilizing digital resources, these are more closely associated with skill development and resource sufficiency than with technical infrastructure. In order to further increase the efficacy and sustainability of digital library services, the findings emphasize the significance of strengthening user training programs, improving digital literacy initiatives, and consistently growing digital collections. These results support the study of Rahmani's (2022) claim that fundamental challenges including organizational and structural constraints frequently hinder the efficacy of digital libraries. The existence of technological, skill-related, and resource-related difficulties implies that some obstacles still prevent digital resources from being used to their full potential even when they are available.

4. Relationship Between the Level of Utilization and Level of Satisfaction with Digital Resources at Royal British College

Table 4

Relationship Between the Level of Utilization and Level of Satisfaction with Digital Resources at Royal British College

| Independent | Dependent | Pearson's r^a | p-value | Decision | Interpretation^b |
|--------------------|------------------|--------------------------------|----------------|-----------------------|-----------------------------------|
| Utilization | Satisfaction | .764 (strong) | <.001 | Reject H ₀ | Significant |

Table 4 presents the relationship between the level of utilization and the level of satisfaction with digital resources at Royal British College. Utilization and satisfaction are strongly positively correlated, according to the calculated Pearson's r value of 0.764. This implies that students' satisfaction tends to rise in tandem with their increased use of digital resources. The relationship's intensity indicates a strong correlation between students' satisfaction with digital resources and how often and deeply they use them. Furthermore, the null hypothesis (H₀) was rejected because the p-value of <.001 is substantially below than the 0.05 criterion of significance. This suggests that there is a statistically significant and non-random association between utilization and satisfaction. The results suggest that frequent and efficient use of digital resources leads to increased student satisfaction. Students are more likely to value the quality, usability, and accessibility of the digital library services when they actively interact with digital materials through searching, assessing, and incorporating resources into their academic work. Overall, the findings show how closely utilization and satisfaction are correlated. Improving students' use of digital resources could boost their satisfaction even more, highlighting the significance of ongoing development in Royal British College's digital library services, training initiatives, and resource accessibility.

This result corresponds to the study of Soltani-Nejad et al. (2020) found that when users believe digital systems are high-quality, practical, and easy to use, they tend to utilize them more frequently and express greater satisfaction. This validates the current outcome since students who actively use digital resources are more likely to see its importance and efficacy, which raises their level of satisfaction. In a similar, Riady et al. (2025) discovered that while perceived ease of use increases satisfaction, perceived usefulness has a large impact on actual utilization. Perceived net benefits are influenced by all of these factors. This explains why students who find digital resources useful and accessible are more likely to use them frequently and feel satisfied with their experience, which is why higher use in the current study correlates

with better satisfaction.

5. Relationship Between the Level of Utilization and Challenges Encountered in Using Digital Resources at Royal British College

Table 5
Relationship Between the Level of Utilization and Challenges Encountered in Using Digital Resources at Royal British College

| Independent | Dependent | Pearson's r ^a | p-value | Decision | Interpretation ^b |
|-------------|------------------------|--------------------------|---------|-----------------------|-----------------------------|
| Utilization | Challenges Encountered | .763 (strong) | <.001 | Reject H ₀ | Significant |

The findings presented in Table 14 demonstrate a strong and statistically significant correlation between the level of usage and the challenges encountered when utilizing digital resources at Royal British College. According to Pearson's r value of 0.763, there is a significant positive correlation between students' use of digital resources and their awareness and experience of the challenges they encounter. This may mean that students who use digital resources more frequently become more aware of technical, skill-related, or access-related issues rather than problems that limit usage. Additionally, the null hypothesis (H₀) is rejected because the p-value of less than .001 indicates that the relationship is statistically significant. Overall, the results indicate that although students actively use digital resources, they may also face a number of challenges. This can also be seen favorably, though, since increased use indicates that people will continue to rely on digital resources in spite of these challenges.

These results support the study that students are more likely to use digital resources when awareness and usability are high, according to Panhilason (2024). This is consistent with the current findings since higher usage may essentially expose users to greater system constraints or challenges, particularly when they engage with various digital platform features. Additionally, the findings are consistent with Laskar and Chakraborty's (2021) emphasis that libraries must constantly enhance their offerings and adjust to the demands of their patrons. The existence of difficulties in conjunction with high use identifies areas in which system design, accessibility, and user support need to be improved.

6. Relationship Between the Level of Satisfaction and Challenges Encountered in Using Digital Resources at Royal British College

Table 6
Relationship Between the Level of Satisfaction and Challenges Encountered in Using Digital Resources at Royal British College

| Independent | Dependent | Pearson's r ^a | p-value | Decision | Interpretation ^b |
|--------------|------------------------|--------------------------|---------|-----------------------|-----------------------------|
| Satisfaction | Challenges Encountered | .838 (very strong) | <.001 | Reject H ₀ | Significant |

Table 6 findings show a highly strong and statistically significant correlation between the degree of satisfaction and the difficulties encountered when utilizing digital resources at Royal British College. A very strong beneficial relationship is seen by the Pearson's r value of 0.838, indicating that students who report

higher levels of satisfaction also tend to report facing challenges more frequently. The null hypothesis (H₀) is rejected since the p-value of less than .001 indicates that the relationship is statistically significant. In connection to the studies of Puertos (2022), Mutawali and Saputra (2023), and Malik (2023), users are generally quite satisfied with digital library services, even in spite of current challenges. This confirms the current finding that users continue to value the accessibility and advantages of digital resources, and that satisfaction is high even in the face of challenges.

7. Proposed Action Plan

Table 7
Action Plan

| Areas of Concern | Objective | Strategies/ Activities | Person Involved | Time Frame | Budget/ Source of Fund | Indicators of Success |
|--------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------|
| Utilization of Digital Resources | Increase the regular use of digital library resources. | Libraries should regularly host orientations, inform patrons about new resources, and advertise access via the LMS and social media. | Librarian, Faculty | Start of Semester , Ongoing | 25,000 Institutional Budget | The frequency of logins has increased, as has the usage of digital resources for research and assignments . |
| Satisfaction on Digital Library Resources | Boost the value and relevance of digital materials. | The digital library should extend and update its holdings on a regular basis, match resources to the curriculum, and solicit user input to make improvements. | Librarian, Academic Heads IT Staff, Administration | Semi-Annual | 100,000 Institutional budget | Increased satisfaction ratings on usefulness |
| Challenges in Digital | Reduce technological | Upgrade systems; | IT Staff | Monthly / | 20,000 Institutional | Reduce in technical |

| | | | | | | |
|--------------------------|------------------------------|------------------------------------------------------------|--|---------|----------|--------------------|
| Library Resources | 1 problems and interruptions | conduct regular maintenance; establish IT support/helpdesk | | Ongoing | 1 Budget | problems reported. |
|--------------------------|------------------------------|------------------------------------------------------------|--|---------|----------|--------------------|

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Royal British College students exhibit high levels of academic engagement by using digital tools thoughtfully and thoroughly. Even though access may be less frequent, it shows a preference for quality-driven and meaningful use, highlighting the fact that students value effective learning over frequent use.
2. Royal British College students exhibit a very high level of satisfaction with digital resources, reflecting a consistently positive overall experience. This satisfaction is primarily driven by the system’s ease of access, usability, and strong support services, while the high rating of content quality confirms that the resources are relevant and aligned with academic needs. Overall, the findings indicate that the institution’s digital library services effectively support and enhance students’ academic experience.
3. Royal British College students demonstrate a high level of competence in handling challenges related to the usage of digital resources. Technical problems are the least important, but skill-related difficulties continue to be the leading issue, followed by resource-related constraints. These results imply that increasing access to resources and improving digital literacy will boost the efficacy of digital library services and better meet the academic needs of students.
4. Those who use digital resources more often and efficiently typically express greater levels of satisfaction. This underscores the importance of active engagement in maximizing the benefits of digital library services and enhancing students’ overall academic experience.
5. Even though they face and identify more difficulties, students who use digital resources more frequently nevertheless depend on them for their academic work. This shows that high usage is accompanied by a greater awareness of challenges but does not prevent continuous use, demonstrating strong engagement, flexibility, and the crucial role that digital resources play in enhancing learning at Royal British College.
6. There is a strong and significant correlation between the two variables; students who express more satisfaction with digital resources also typically face more challenges. This shows that students continue to rely on and value digital resources for their academic needs, even in the face of challenges.
7. The action plan should be implemented to improve the digital library resources at Royal British College, Inc.

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