



Assessing User Needs and Preferences for a Web-Based E-Library Platform at Paktia University: A Survey Study

Baitullah Bareer¹, Mengru Xue², Hameedullah Mohammadi³

Ningbo Innovation Center, Zhejiang University, Ningbo, China¹

Computer Science Department, Education Faculty, Paktia University, Paktia, Afghanistan¹

Ningbo Innovation Center, Zhejiang University, Ningbo, China²

Computer Science Department, Education Faculty, Paktia University, Paktia, Afghanistan³

Abstract: As universities embrace the digital age, web-based tools have become integral for resource management and information accessibility. This project focuses on gathering and analyzing data to inform the development of an interactive and user-friendly web-based e-library platform tailored to the needs of Paktia University.

The methodology involved administering questionnaires to a sample of university instructors and students, resulting in 57 respondents providing insights through responses to 24 survey questions. Descriptive statistics were employed to analyze the acquired data, with findings presented through tables and graphs.

The research highlights a strong demand for a web-based platform characterized by easy navigation, efficient search functionality, and an interactive interface. Notably, respondents expressed a desire for the platform to be accessible on both computers and mobile devices. Additionally, the importance of facilitating communication between users and platform administrators was underscored.

This study concludes that a responsive, dynamic, and user-friendly web-based platform holds significant promise, offering benefits such as convenient access to information anytime and anywhere, streamlined data management, secure, and cost-effectiveness. Furthermore, the platform's potential to foster communication between students and university administrator's promises to enhance collaboration, idea-sharing, and feedback mechanisms, contributing to a more enriched academic experience.

Keywords: Web-based E-library Platform, Digital Library, Educational Resources, User-friendly, Interactive.

I. INTRODUCTION

The digital library is one of the key ideas that changed the vision of the traditional library. This phrase is used to refer to libraries that don't have books, libraries that have information in electronic format and provide access in digital format. It is a library with digital collections, and using a computer is how you may access them [1]. As well as in an era defined by digital transformation, access to educational resources has become synonymous with academic empowerment. The ability to retrieve, study, and share educational materials online has revolutionized the learning and teaching landscape. Yet, this transformation is not evenly distributed, and disparities in access persist, particularly in regions where technological infrastructure remains limited.

Paktia University, situated in the east of Afghanistan, faces such challenges. While dedicated educators and students strive for academic excellence, obstacles related to accessing educational resources have hindered their progress. The traditional methods of accessing textbooks, articles, monograph, and research materials are often cumbersome and inadequate.

This research project seeks to address this critical issue by investigating the challenges and preferences of Paktia University's academic community regarding the accessibility of educational materials. We aim to bridge the knowledge gap surrounding the demand for online educational resources and the barriers that impede their access.



The importance of this study lies not only in recognizing the existing challenges but also in envisioning potential solutions. By understanding the unique needs and preferences of students and educators at Paktia University, we aim to pave the way for the development of an e-library platform tailored to their requirements. Such a platform has the potential to revolutionize access to educational materials, making learning more flexible, efficient, and equitable.

In this Introduction, we provide an overview of the research objectives, methodology, and significance. We will delve into the research methodology in detail, discussing how data was collected, analysed, and interpreted. Subsequently, we will present the study's results, followed by a comprehensive discussion and conclusion. Ultimately, this research aims to inspire innovation and positive change within the academic community, ensuring that the benefits of digital education are accessible to all.

II. LITERATURE REVIEW

i. Role of Academic Libraries in Educational Institutions

Academic libraries play a pivotal role in higher education institutions, serving as essential sources of electronic information resources crucial for research, learning, and teaching [2]. Despite the challenges in implementing e-learning, [3] emphasizes the core role of libraries in advancing digital education. [4] Recommends that libraries integrate e-resource search and retrieval skills into university "Use of Library" curricula while raising awareness through university-wide lectures.

Electronic resources offer distinct advantages over print-based materials, such as current information, advanced search features, flexible storage, and unrestricted access, making them indispensable for study, learning, and research [5]. Integrating electronic library resources into the digital educational landscape is valuable, promoting digital competencies among students and enhancing their information navigation, analytical, and synthetic skills [6]. Embracing the concept of e-libraries and integrating electronic librarianship into university services can enhance education quality and provide students with improved services [7].

ii. Key Characteristics and Functionality of E-Library Platforms

[8] Study suggests that certain interface characteristics, such as terminology, screen design, and navigation, indirectly affect perceived usefulness by influencing perceived ease of use in e-library systems. These findings underscore the significance of e-library system characteristics, particularly system quality.

[9] Discusses functionality that provides librarians with user-friendly, cost-effective options featuring manageable learning curves. These technologies, including audience response systems and web-based resources like tutorials and screen casting, offer versatility and enrichment in diverse educational environments.

iii. The Need for a Web-Based E-Library Platform

Amid the challenges faced by higher education in Afghanistan, the pressing need for a web-based e-library platform becomes increasingly evident. This platform offers multifaceted solutions to address persistent issues within the educational landscape.

One primary benefit of a web-based e-library platform is the transition from manual to digital systems, significantly enhancing the efficiency and accessibility of educational resources [10]. Digitization eliminates the pitfalls of paperwork, reduces costs associated with physical books, and mitigates the risk of missing or damaged files.

Furthermore, a web-based e-library platform addresses the challenge of accessibility to academic resources, emphasizing the importance of simplicity in accessing online information and the efficiency of digital library (DL) services [11].

In addition to enhancing accessibility, a web-based e-library platform facilitates the centralization of digital resources, making it easier for librarians and administrators to manage and maintain a vast collection of materials [12]. This centralized approach aids in the preservation and organization of critical knowledge resources, preventing further loss and damage.

In summary, the adoption of a web-based e-library platform at Paktia University is not merely a convenience but a necessity. It addresses fundamental issues related to access, efficiency, and resource management, ultimately bolstering the institution's ability to provide quality education and research opportunities.



iv. Data Collection Methods in Research

In research, a systematic process is followed, involving hypothesis formulation, data collection, analysis, and the derivation of generalized conclusions [2]. This study places a significant emphasis on data collection, which comprises three key phases: problem identification, user demand assessment, and content acquisition.

Data collection is fundamental to research and encompasses various methodologies based on study objectives and target audiences [3]. This study primarily relies on surveys as its data collection method. Surveys offer efficient data gathering, wide-ranging reach, and standardized responses that enhance data reliability and validity [5]. However, it is essential to acknowledge the limitations of surveys, such as response bias and the influence of question wording and structure [5]. This literature review provides an overview of the research process, emphasizing the importance of problem identification and data collection, primarily through surveys.

In summary, this literature review highlights the significance of data collection in the research process, particularly through surveys. It is essential to recognize the limitations of this method while emphasizing its strengths. To enhance the study's scientific rigor, a comprehensive survey methodology should be outlined. Additionally, considering technological aspects and accessibility is crucial to creating an inclusive e-library platform.

III. METHODOLOGY

In this chapter, we will discuss the methodology used in the Preparation Stage of our research study. The Preparation Stage comprises two key phases: Data Collection and Data Analysis. The primary objective of this stage is to gather and analyze data through a survey to establish a foundation for the subsequent Implementation and Assessment stages.

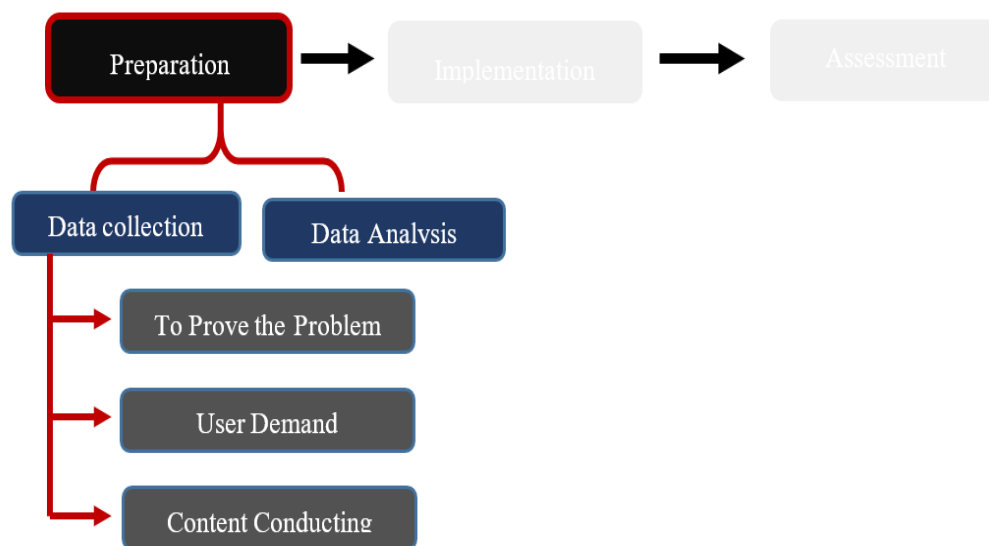


Fig.1 Preparation stage methodology process

i. First Phase

The first phase of the preparation stage involves data collection, which is crucial for informing our research objectives. To develop the questionnaire used in this study, we conducted a comprehensive review of relevant literature in the field of E-libraries. The questionnaire is designed to address specific research objectives, particularly focusing on user preferences and needs for a web-based e-library platform.

A. Survey Instrument

We employed a questionnaire as our primary survey instrument. The questionnaire was designed to capture data that aligns with the research objectives. It was made available online through Google Forms, a versatile online survey tool known for its ease of use and flexibility in question types, including multiple-choice, checkboxes, and open-ended questions.

The survey instrument underwent a validation process, which involved pilot testing with a small group of participants. Their feedback was used to refine and improve the questionnaire's clarity and effectiveness.



B. *Sampling Method*

To ensure that our survey participants possess relevant experience and insights into the use of e-library platforms, we adopted a purposive sampling approach. This approach allowed us to select participants from the target population, consisting of students and instructors at Paktia University.

Recruitment of survey participants was carried out through various social media channels, including Messenger and WhatsApp groups, utilizing a convenience sampling method. This approach enabled us to reach a broader audience quickly, particularly individuals who were willing to participate in our survey.

During the survey process, participants were informed about the purpose of the study, and their identities and responses were kept confidential. We assured participants that their decisions to participate were voluntary, and any information they shared would be used solely for research purposes.

The survey questionnaire included a range of questions, such as multiple-choice, close-ended, and open-ended questions. These questions aimed to elicit information about participants' preferences, requirements, and expectations regarding the web-based e-library platform. The survey explored the type of information users require, the desired format for educational resources, the expected interactions with the platform, and preferred features, including search functionality and user interface.

Survey results will undergo a rigorous analysis to obtain valuable insights into the needs and demands of the target demographic for a web-based e-library platform. The findings from this survey will serve as a crucial foundation for the subsequent phases of platform design and development in our research study.

C. *Data Collection Procedure*

D. *The online survey was conducted using Google Forms, a widely recognized and accessible survey tool.*

Participants were informed about the survey's purpose, and their voluntary participation was sought. Informed consent was obtained from all participants, assuring them of the confidentiality and privacy of their responses.

The survey focused on assessing existing problem, gathering data on features and functionalities for platform, and collecting demographic information from participants. It also solicited participants' preferences, needs, and expectations regarding a web-based e-library platform.

ii. *Second Phase*

The second phase of the Preparation Stage is data analysis. The purpose of this phase is to analyze the collected data to provide a foundation for the Implementation and Assessment stages. The collected data from the survey will be subjected to quantitative data analysis. Descriptive statistical methods, such as frequencies and percentages, will be employed to summarize and present the participants' responses. This analysis will provide an overview of the participants' preferences and needs.

To ensure ethical compliance, the study followed established protocols for research involving human participants. Informed consent was obtained from all participants, and their identities and responses were kept confidential. The study did not collect any personally identifiable information.

IV. SURVEY SCOPE

In this section, we outline the scope of our survey study, which aims to gather essential data to inform the development of a web-based e-library platform for Paktia University. The primary goal of this survey is to support the effective deployment of the e-library platform by collecting and analyzing pertinent data.

Our survey will target the students and teachers at Paktia University, seeking to understand their needs and preferences concerning the e-library platform's content and functionality. By gaining insights into user expectations, we aim to design and develop an e-library platform that aligns with the standards and requirements of both students and teachers at the university.

Additionally, this survey will help identify potential challenges and difficulties that users might encounter when accessing and utilizing academic resources available at Paktia University, especially those stored in traditional hard-copy formats.



V. SURVEY QUESTIONNAIRE AND DESIGN

A well-structured and meticulously designed survey questionnaire serves as a fundamental tool for systematically collecting quantitative data [13], essential to understanding the preferences and needs of both lecturers and students at Paktia University in the context of an online e-library platform. Questionnaires can be less expensive than personal interviewing and quicker if the sample is large and evenly distributed [14].

The questionnaire was thoughtfully structured to collect data systematically and uniformly from a diverse and sizable sample of respondents, ensuring comprehensive insights into the demands and expectations regarding the proposed e-library platform.

i. Structure of the Questionnaire

The most common data collection techniques in survey research are questionnaires and interviews, with questionnaires typically comprising items aligning with the research objectives [4]. In this study, we have developed a survey questionnaire to collect information from students and teachers, structured into four sections: introduction and purpose, personal information, identification of problems, and user demands for the e-library platform. Each section is described below.

A. Introduction and Purpose

At the outset of the questionnaire, an introductory section provided participants with a clear understanding of the survey's objectives and significance. It emphasized the importance of the e-library platform, briefly outlined its purpose, and set the stage for data collection.

B. Personal Information

Collecting demographic data, such as email, age, job title, and related faculty, was a crucial component of the survey. This information allowed us to categorize responses based on participants' characteristics.

C. Identifying Problems

This section aimed to gain insights into the current accessibility of educational materials at Paktia University. Some key questions inquired whether it was convenient for participants to access monographs, books, articles, and magazines from the university and whether they believed it was necessary to create an online platform for such access. These responses provided valuable quantitative data on existing challenges and potential solutions. Table 1 indicates some additional information on each query in the section on identifying problems:

TABLE 1 (QUESTIONS AND DESCRIPTION ABOUT IDENTIFYING PROBLEMS SECTION).

No	Questions	Description
Q4, Q5	Is it convenient for you to access the monographs, books, articles, and magazines from the university? Why?	This question is designed to assess the current accessibility of educational materials. If respondents answer "yes", it shows that the current system is sufficient to access educational materials, while if they answer "no", it shows that there are problems with the existing system that need to be addressed.
Q6, Q7	Is it necessary to create a platform to make the monographs, books, articles, and magazines available online? Why?	The purpose of this inquiry is to determine how necessary people believe an online platform to access library items to be. A "Yes" response indicates that platform is needed, whilst a "No" response indicates do not needed to this platform.
Q8, Q9	Do you use internet? With Always, weekly, Bi-weekly, Monthly, twice a year, yearly, Never. Why?	The purpose of this question is to gauge how frequently respondents use the internet. The surveyor might know more about the respondents' technological prowess and the potential value of an online platform.
Q10, Q11	Do you like online Reading? Why?	The purpose of this question is to assess respondents' general attitudes towards online reading. A "yes" answer indicates that they view online reading positively, while a "no" answer indicates that they don't like online reading.

D. *User demand and platform contents*

Understanding the demands of users and their preferences regarding content, access methods, and platform features was paramount. Questions in this section were designed to collect data for platform contents that includes the content users need, the forms they prefer to access, and the features they want to find and use successfully. Table 2 indicates each of the questions from the part on user demand and platform contents:

TABLE 2 (QUESTIONS AND DESCRIPTION ABOUT USER DEMAND AND CONTENTS OF PLATFORM SECTION).

No	Questions	Description
Q12	How do you like to categorize and access the monographs, books, articles, and magazines on the platform?	The purpose of this question is to understand how users want to access the content available on the platform. The options provided cover a variety of ways to organize and categorize content. Understanding user preferences can help design an intuitive and user-friendly navigation system.
Q13	What forms of information (Monographs, Articles, and Books) should be available on this platform?	This question helps to understand the specific types of content that users want to access on the platform. The options provided cover different formats and can help determine which formats to prefer when developing a platform.
Q14	What navigations (menus) should be applied for easy use of the system?	The purpose of this question is to understand the types of navigational menus that users find helpful when accessing information online. The options provided cover common navigational menu items found on websites and can help design menu systems that are intuitive and easy to use.
Q15, Q16	What features above are most important to you? Why?	Users' specific demands and tastes will determine which aspects they value the most. To design a platform that fits consumers' demands, it's critical to comprehend which aspects they value the most.
Q17, Q18	What are three of your favorite digital library websites? Why?	Users' favorite digital library websites can be used to gain insight into the features and functions they value. This enables e-library platform developer to draw ideas from these websites while developing their own platform.
Q19, Q20	Do you want this platform to be used on mobile also?	This question aims to understand if users want to access the platform on their mobile devices.
Q21	Do you like to have an Interactive web-based platform (can chat or leave message to administer of our university)?	This question aim to ascertain whether consumers desire an interactive platform that enables them to contact with university administration. Designing a platform that encourages interaction and feedback between users and administrators may benefit from this.
Q22	What would you communicate with administer and why?	An interactive platform that gives users the option to chat or leave notes for the administrator can improve the user experience and give them the opportunity to ask questions or get help.
Q23	What features should the web-based platform have?	The user response will help platform developers understand which features are most important to users and what they should prioritize in platform development.
Q24	Can you describe the benefits of having such platform?	This question is asking the user to explain what benefits it will bring if a web-based platform is built. A user response can help developers better understand the potential impact of the platform and ensure that it meets the needs of users.

ii. *Questionnaire Design and development*

Designing a questionnaire is an important process that requires careful planning and consideration. In order to gather useful and relevant information, it is essential that careful consideration be given to the design of the questionnaire. The five steps provide a framework for developing a complete questionnaire that is useful and effective in gathering relevant information [8].

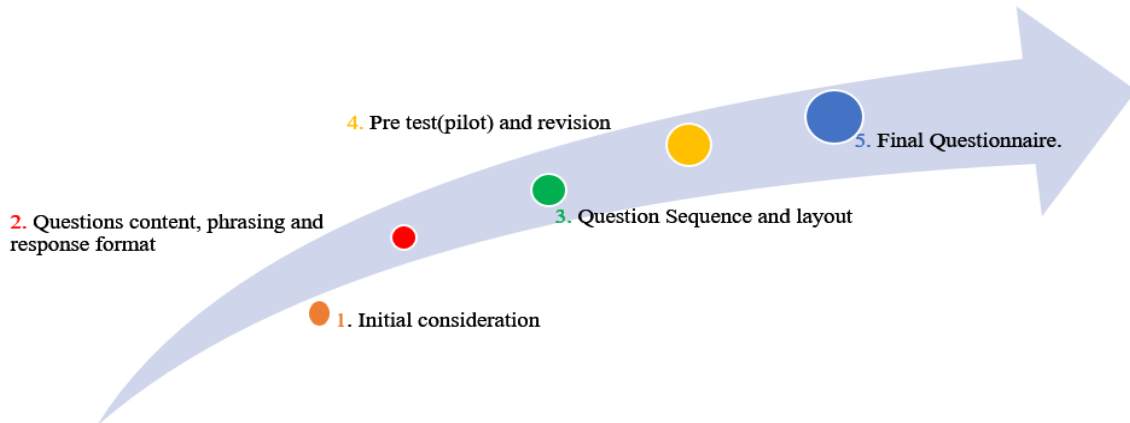


Fig.2. (Questionnaire Design and development process[15]).

A. *Initial consideration*

The questionnaire design process commenced with a thorough understanding of the research objectives, target audience, and the study's scope. Clear research questions and hypotheses were formulated, and decisions were made regarding the type of questions to be included.

B. *Questions content, phrasing and response format*

The subsequent step involved crafting questions with clarity and precision. Questions were designed to be concise and easy to understand, while response options were carefully structured to be mutually exclusive and exhaustive. This stage determined the format of questions, primarily closed-ended.

C. *Question Sequence and layout*

The logical flow and layout of questions played a crucial role in ensuring respondents' ease of participation. Questions were organized logically, moving from general inquiries to more specific ones. The layout maintained consistency in font style, size, and color for readability. Consideration was given to the questionnaire's length to ensure a balance between gathering sufficient data and preventing respondent fatigue.

D. *Pertest (pilot) and revision*

It is important to test the survey with a small sample of the target population before distributing the final questionnaire. I have shared with 3 teachers and 6 students at Paktia University who are similar to the target population. Researchers can find any mistakes, ambiguities, or problems with the questions or instructions by conducting a pilot test. The questionnaire was amended based on the results of the pilot test, and the phrasing of the questions and response alternatives were enhanced.

E. *Final Questionnaire*

Following the pilot test and subsequent modifications, a final version of the questionnaire was prepared for distribution to the target audience. The questionnaire was meticulously reviewed to ensure clarity of questions and instructions. It included a cover letter outlining research goals, clear instructions, and an informed consent declaration.

By employing this structured survey questionnaire and its careful design, we aimed to collect quantitative data that would serve as the foundation for developing an effective web-based e-library platform tailored to the preferences and needs of Paktia University's students and teachers. The questionnaire's quantitative nature enabled us to analyze data patterns, identify trends, and make informed decisions to enhance platform design.

VI. DATA ANALYSIS

After the data collection, the next phase is data analysis, aimed at producing insightful conclusions. Data analysis entails organizing, cleansing, and summarizing the information from the obtained data. The analysis of the existing systems plays a significant role in developing software, as it is the stage where system specifications are modelled [16].

*i.Result*A. *Part 1: Personal Information:*

The objective of the first part is personal information to compiled basic demographic data about survey participants. We have gathered related data from 57 respondents, including their email, ages, jobs, and relevant academic backgrounds. The bulk of respondents (56.4%) are teachers, with the remaining respondents (43.6%) being students. The respondents' ages range from 19 to 44.

TABLE 3 (AGE AND JOB DESCRIPTIVE)

	Job Title	N	Missing	Mean	Med	SD	Min	Max
Age (Per year)	Lecturer	31	1	30.5	30	4.8	24	44
	Student	24	1	23.1	23.0	1.9	19	26

According to the relevant faculty question, the largest percentage of respondents (24.6%) were from the education faculty, followed by computer science (17.5%), etc. This information provides insights into the academic backgrounds and interests of the survey respondents.

TABLE 4 (FREQUENCIES OF RELEVANT FACULTY)

Relevant Faculty	Counts	% of Total	Cumulative %
Agriculture	5	8.8 %	8.8 %
Computer Science	10	17.5 %	26.3 %
Economics	4	7.0 %	33.3 %
Education	14	24.6 %	57.9 %
Engineering	4	7.0 %	64.9 %
Law and Political Science	3	5.3 %	70.2 %
Medical	6	10.5 %	80.7 %
Sharia	4	7.0 %	87.7 %
Literature	7	12.3 %	100.0 %

Additionally, it may be useful to investigate the relationship between respondents' faculty and their preferences for e-library features or content types.

B. *Part 2: Defining the Problems:*

This part of the questionnaire aims to discover any problems or difficulties users may have when utilizing and accessing the university's educational resources, as well as their preferences for reading and accessing information online.

The questions in this part are intended to identify potential problems users run into while utilizing university resources and to ascertain whether a platform for online content distribution is required. This part of the questionnaire has eight questions with whys. Each of which has been analyzed as follows:

Question: Is it convenient for you to access the monographs, books, articles, and magazines from the university, and Why?

From the collected data, it is evident that a large majority of respondents, including students and teachers (82.5%), found it difficult to access educational resources, indicating a problem with access.



TABLE 5 (FREQUENCIES OF EASY ACCESS TO THE CURRENT STATE OF THE ACADEMIC RESOURCES)

Job Title	Question 1	Counts	% of Total	Cumulative %
Lecturer	No	24	42.1 %	42.1 %
	Yes	8	14.0 %	56.1 %
Student	No	23	40.4 %	96.5 %
	Yes	2	3.65%	100.0 %

It reveals some key reasons **why** accessing monographs, books, articles, and magazines from the university is not convenient. Some of the main reasons cited include a lack of education or access to resources, the absence of a standardized website or online database, and the unavailability of an IT office or suitable online system. Additionally, some respondents noted that while there are open-access journals and websites for reading and downloading materials, they have not experienced any such platform specifically for Paktia University educational resources.

However, some respondents also mentioned that their university does have an offline database for saving and sharing materials, but that it is still difficult to access the electronic educational resources. Overall, it is clear that there is a desire for an online platform that provides easy and convenient access to educational resources and that there are several barriers that currently prevent this from being the case.

Question: Is it necessary to create a platform to make the monographs, books, articles, and magazines available online, and why?

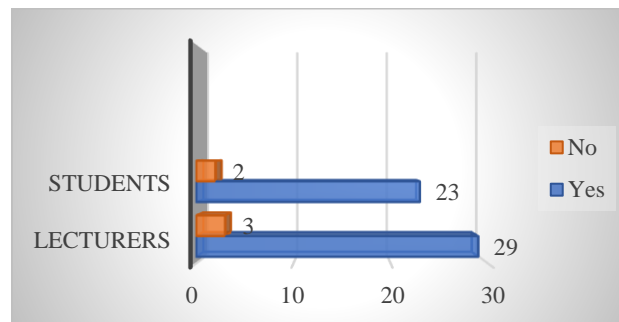


Fig.2 (responsive graph to determine the need to build an online platform)

A significant number of respondents 29 teachers and 23 students answered "yes," indicating a strong need for online access to educational resources.

Respondents cited a **variety of reasons**, such as the need for convenient and flexible access to educational resources, the possibility of saving time, the need to access education resources everywhere and at any time, the need to enhance the educational background of the reader, and the possibility of having a positive effect on scientific research and learning.

Many people also highlight the need to digitize and keep pace with technology. Some respondents also pointed out the limitations and problems of the existing offline system and the need to avoid the loss and destruction of educational resources. Overall, the above responses show a clear need and desire for access to educational resources through the online platform.

Question: Do you use the internet, and Why?

Based on responses to this question, nearly half of the respondents (43.9%) use the internet always, while 38.6% use it biweekly, with others using it weekly and monthly.

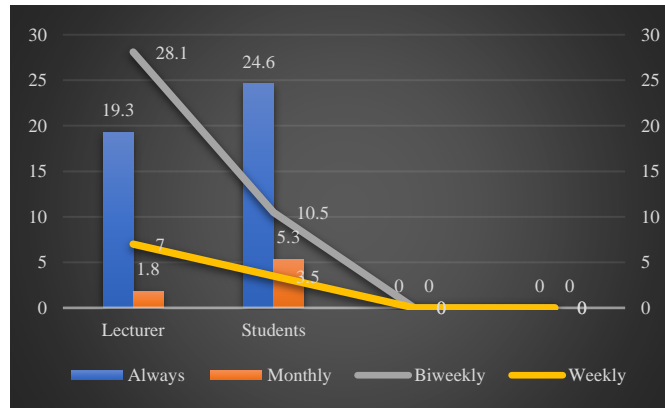


Fig.3. (responsive graph to determine the use of the internet)

Using the Internet for a given respondent has a variety of **reasons**. Respondents primarily use the internet for learning, knowledge updates, online studying, research, and career-related tasks. Some respondents also said that they would use the Internet to get information about their career-related tasks or share it with others.

Question: Do you like online study, and Why?

In response to this question, a majority of the respondents expressed interest in online studies, while a smaller number did not.

TABLE 6 (FREQUENCIES OF ONLINE READING)

Job Title	Question	Counts	% of Total	Cumulative %
Lecturer	No	6	10.5 %	10.5 %
	Yes	26	45.6 %	56.1 %
Student	No	4	7.0 %	63.2 %
	Yes	21	36.8 %	100.0 %

Those who prefer online study cited **reasons** such as convenient access, time and cost savings, and exposure to new information and research. Those who did not prefer online study mentioned factors like limited internet access, lack of electricity, and a preference for printed books.

C. Part 3: User demand and content of e-library Platform

Based on the responses I have collected, it seems that there is a high demand among users for an e-library platform to access monographs, books, articles, and magazines. As well as respondents expressed a desire for a variety of formats of educational resources. It is important to consider these user demands when developing an e-library platform for accessing educational resources. Providing a platform with easy and flexible access to a wide range of educational resources and ensuring that the content is up-to-date and relevant can help meet the needs and expectations of users.

Question: How do you like to categorize and access content on the platform?

The majority of users prefer to categorize and access the platform's content by either faculty (37.1%) or by keyword demand (32.6%). Categorizing the data by researcher was also a popular option, with 15.3% of respondents selecting it as their preferred method. Categorizing the data by field and alphabet were less popular options, with only 6.5% and 3.3% of respondents, respectively, choosing these categories.

Question: What forms of information (monographs, articles, magazines, and books) should be available on this platform?

The majority of the respondents (36.7%) prefer the information on the platform to be available in PDF format, followed closely by HTML (31.4%). Text format was the least preferred option (15.6%). Additionally, a small percentage of respondents (6.8%) expressed interest in having tutorial formats available, while only 5.2% of respondents preferred



image formats. Overall, the demand for text, tutorial, and image formats is relatively low, with PDF and HTML being the most preferred formats for information on the platform.

Question: What navigation menus should be applied for easy use of the system?

Home, Contact Us, Books, Monographs, Articles, Dashboard, Search, and About are considered important menus for users. Search and Home are the most highly demanded features for easy system use.

Question: What features above are most important to you, and Why?

Responses seem to indicate that user's priorities having easy access to the platform's content. The demand for each menu item varies, with search being the most important, followed by home, books, monographs, and articles. However, some respondents believe that all menus are important, while others consider only a few menus to be necessary. In summary, in terms of navigation, Home and Search are considered the most important by users based on the standardized and easy use of the system platform.

Question: What are three of your favorite digital library websites, and why?

Respondents mentioned several e-library websites they liked, including Wiley Online Library, Open Library, Overdrive, Harvard Library, Google Scholar, ACM Digital Library, and IEEE Xplore. These preferences were based on factors such as user-friendly interfaces, accessibility, interactive, responsive, dynamic, abundant educational resources, good search options, and ease of use.

Question: Do you want this platform to be used on mobile devices as well, and why?

The majority of respondents (84.4%) prefer the platform to be available on mobile devices. The reason for yes is a recurring theme among the many justifications offered by respondents for answering it. Both PCs and mobile devices are widely used, so having the platform available on both would be convenient and accessible for teachers and students. While some respondents emphasized the value of mobile access in the modern age, others emphasized the fact that many students do not have computers and rely solely on mobile devices for studying. Overall, it is evident that a mobile-friendly platform is necessary to satisfy the requirements of a wide range of users.

Question: Do you like to have an interactive web-based platform that allows communication with an administrator of our university?

A significant majority (71.9%) expressed interest in having an interactive web-based platform that enables communication with a university administrator, indicating a desire for enhanced user engagement and feedback opportunities.

Question: What features should the web-based platform have?

Users emphasized the importance of easy navigation and search features, accounting for over 60% of preferences. Graphics and animations, as well as interactivity, were also desired features but were less critical. The demand for responsive sites and dynamic features was relatively low, with the focus on a user-friendly experience and efficient navigation and search functionality.

Question: Can you describe the benefits of having such a platform?

Respondents highlighted several key benefits, including access to information anytime and anywhere, time-saving, efficient data management, easy information retrieval, digitalization of hard data, low cost, and accessibility. Interactivity and convenience were also emphasized.

VII. DISCUSSION

i. Filling the Knowledge Gap and Significance of the Research

This research project aimed to address the existing knowledge gap regarding the accessibility and preferences for educational resources at Paktia University. The significance of this study lies in its potential to inform the development of an e-library platform that aligns with the needs and preferences of the university's diverse community of students and teachers.

ii. Nature of the Knowledge Gap

The identified knowledge gap pertains to the absence of an efficient and user-friendly platform for accessing educational resources at Paktia University. This gap prompted the need for a study that explores the challenges faced by users and their preferences for such a platform.



iii. Importance of the Study

This particular study was necessary because it lays the foundation for the development of an e-library platform that can significantly enhance access to educational resources. The gap in access to educational materials at Paktia University needed filling to ensure that students and teachers can harness the full potential of digital learning resources.

iv. Relating to Existing Literature

Our findings are consistent with existing literature, which emphasizes the importance of digital access to educational resources and the preference for online learning platforms. This study reaffirms the relevance of these concepts within the context of Paktia University.

v. Addressing Limitations

While our study provides valuable insights, it is essential to acknowledge its limitations. The sample size and geographical scope were limited to Paktia University, which may limit the generalizability of the findings to a broader context. Additionally, self-reporting bias may have influenced responses.

vi. Future Endeavours

As the research enters its implementation phase, the focus shifts toward designing the envisioned innovative web-based e-library platform for Paktia University. This entails translating the identified user demands and preferences into a tangible digital interface. Additionally, it entails exploring innovative approaches, thus shaping the trajectory of future e-library platforms.

This discussion encapsulates the importance of crafting a web-based e-library platform for Paktia University. By aligning user aspirations with the capabilities of digital technology, this research envisages a dynamic platform poised to provide seamless access to a diverse range of academic resources. Beyond addressing immediate challenges, this endeavor envisions a new paradigm of digital academic resource accessibility, contributing to the evolution of contemporary learning environments.

VIII. CONCLUSION

In conclusion, this research endeavor sheds light on the critical issue of access to educational resources at Paktia University. Through an in-depth analysis of user preferences and challenges, we have unveiled a pressing need for the development of an e-library platform tailored to the unique requirements of students and teachers. The significance of this study lies in its potential to bridge the existing knowledge gap and provide a foundation for improving access to educational materials.

Our findings have reaffirmed the importance of digital access to educational resources, with a substantial majority of respondents expressing the necessity for an online platform. These insights align with current trends in digital learning and underscore the importance of adapting to the evolving educational landscape. While this study provides valuable insights, it is essential to acknowledge its limitations, including the relatively small sample size and geographic scope. To further enhance the impact of this research, future endeavors should consider broadening the study's scope and conducting usability studies to refine the e-library platform's design.

In light of our findings, we prioritizing the development of search capabilities and user-friendly e-library platform that accommodates various content formats, particularly PDF and HTML, to ensure ease of access. Moreover, mobile accessibility should be a central focus, given the high preference for mobile devices among respondents.

This research serves as a catalyst for positive change within the academic community, emphasizing the importance of enhancing access to educational resources. By implementing these recommendations, Paktia University can take significant strides toward enriching the learning and teaching experience, ultimately benefiting both students and educators. As we move forward, let this study inspire further research and innovation, fostering a culture of continuous improvement in the realm of digital education.

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