International Journal of Basic and Applied Sciences, 14 (7) (2025) 219-224

International Journal of Basic and Applied Sciences

Website: www.sciencepubco.com/index.php/IJBAS
https://doi.org/10.14419/v9x4re28
Research paper



Exploring Digital Transformation in Higher Education Institutions through E-Publishing

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Received: September 25, 2025, Accepted: November 3, 2025, Published: November 6, 2025

Abstract

In the digital age, e-publishing (electronic textbooks and multimedia learning content) offered higher education institutions new avenues to deliver up-to-date, interactive instructional materials. This study examined the appreciation and adoption of e-publishing in Macau's higher education institutions (HEIs), focusing on technological factors such as platform infrastructure and scalability. Using a descriptive-correlational mixed-methods design, researchers administered an online survey (N = 1,063; 381 students, 341 teachers, 341 administrators) and conducted focus group discussions. Data analysis included descriptive statistics, one-way ANOVA (with F and p values reported), and Pearson's correlation. The results indicated that most participating HEIs were small universities with limited ICT infrastructure (e.g., digital libraries in 90% of institutions, but only 50% had computer labs). Stakeholders reported moderate satisfaction with content quality, relevance, and accessibility of e-publishing materials, but lower satisfaction with cost-effectiveness due to start-up and licensing expenses. Adoption of e-publishing for academic management, administration, resource access, and learning outcomes was also moderate (mean scores ≈2.5 on a 4-point scale), and ANOVA showed no significant group differences (e.g., quality: $F(2,1059) = 0.67$, $p = 0.51$; cost: $F(2,1059) = 0.74$, $p = 0.48$). Likewise, Pearson's r values relating institutional profile variables to attitudes were all small ($|r| < 0.10$, $p > 0.05$), except for a modest positive correlation between the number of digital facilities and perceived quality ($r = .21$, $p = .002$). A strategic plan is pro-posed, emphasizing robust digital platforms (e.g., cloud-based systems), improved content quality and accessibility, and affordable licensing. These findings contribute to understanding digital transformation in an Asian HEI context and underscore the need for scalable, inclusive technological solutions and supportive policies.

Keywords: *E-Publishing; Higher Education; Digital Infrastructure; Academic Management; Learning Outcomes; Asia.*

1. Introduction

Advances in cloud computing, mobile networking, and multimedia technologies have transformed educational content delivery, enabling publishers and institutions to distribute rich digital materials widely [1]. Electronic publishing now leverages complex platform architectures and open-source systems to store, manage, and serve textbooks, journals, and interactive media to learners [2]. For example, open-source infrastructure tools like OpenStack and Ceph have been used to build scalable private clouds that unify computing, storage, and network resources for education [3]. Such platforms can optimize resource use and reduce IT costs, which is critical for resource-constrained HEIs [4]. Similarly, open-source learning platforms (e.g., container-based authoring tools) allow faculty and students to collaboratively create and share content in various formats [5]. By contrast, legacy publishing methods relied on costly print workflows with limited update capability.

In Macau's higher education system, the government has promoted digital transformation (e.g., smart campus initiatives), but many universities remain small and face infrastructure gaps. According to UNESCO, Asian HEIs show uneven progress: a South Asian report found persistent deficits in connectivity, digital skills, and policy support [6] [7], while an East Asian synthesis noted rapid tech adoption alongside strategies for equitable access [8]. Macau's context reflects these regional trends. For instance, a local survey revealed that 100% of HEIs had physical libraries, but only 90% maintained digital libraries, and just 60% had multimedia-enabled classrooms [9]. These limitations suggest that e-publishing in Macau must contend with platform capacity and network constraints, as reported elsewhere in Asia [10]

This study aimed to assess how Macau's HE stakeholders perceive and use e-publishing systems, with an emphasis on technological aspects. Specifically, it examined appreciation (quality, content, accessibility, cost dimensions) and adoption (functions in management, administration, resources, outcomes) of e-publishing in HEIs, and related these to institutional profiles (size, modality, type, facilities). The analysis focused on providing transparent statistical reporting (ANOVA F-values, p-values, correlation coefficients) and on situating Macau's experience within broader Asian and technical contexts.

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2. Review of Literature

2.1. Technological benefits and platforms of e-publishing

The shift to e-publishing offers several advantages related to technology and pedagogy. Digital materials can integrate multimedia (video, animations, interactive quizzes) that engage learners beyond static text. Importantly, digital publishing hubs—centralized, cloud-based platforms—enable institutions to author and distribute content at scale. As one example, Red Hat's Open Education platform (OPE) project utilized containerized cloud services (Linux, JupyterLab) on an OpenShift infrastructure to allow educators to create and publish content collaboratively [11]. This kind of scalable, open-source environment reduces barriers: instructors can share content easily, and institutions avoid repeated content hosting costs. Likewise, virtualized infrastructures such as OpenStack/Ceph clouds have been implemented in university settings to unify computing and storage for educational resources [12]. In Macau, digital libraries and multimedia systems already support e-learning, suggesting a foundation that could expand via such platforms [13].

Cost savings and accessibility are also widely cited benefits. Digital textbooks eliminate printing and shipping expenses, and open educational resources (OER) further reduce costs to students. Research indicates that open-source or cloud platforms can significantly cut IT expenditure for universities [14]. For instance, Zhao et al. (2024) reported that an OpenStack/Ceph-based educational private cloud "reduces the construction cost of informationization investment in universities" while improving resource utilization [15]. In practice, many institutions have launched OER programs and digital library initiatives to widen content access. These trends align with Macau's emerging practices: local universities have begun curating OERs and offering e-textbook repositories to support learners.

2.2. Challenges and technical barriers

Despite these advantages, e-publishing presents technical and organizational challenges. First, a robust digital infrastructure is required. Many HEIs must upgrade servers, ensure high-speed internet, and maintain 24/7 platform availability. As UNESCO highlights, uneven infrastructure across Asia – such as limited broadband or outdated labs – remains a barrier [17]. Macau's context is similar: only half of the institutions had computer labs, and some reported insufficient network capacity. Such constraints can limit the performance and scalability of e-publishing systems.

Second, initial costs and change management can temper expected savings. Although digital content can be cheaper long-term, building or licensing a platform, training users, and digitizing legacy materials require investment. This echoes findings that "inclusive access" programs sometimes overstate savings due to these upfront costs. For example, textbook platforms often involve subscription fees or device purchases that offset some digital benefits. Technical studies also note that system scalability and reliability are non-trivial – platforms must handle peaks (e.g., many students downloading at once) and secure content delivery. Solutions like load balancing and redundancy (e.g., clustering) are important for stable operation [18].

Third, adoption is influenced by human factors: faculty and staff may resist new tools, preferring familiar materials and processes. There may be a lack of technical expertise to manage digital content platforms, or concerns about copyright and quality control. Licensing restrictions and DRM on digital textbooks can hinder free access. These social and policy challenges have been observed globally. In Macau, respondents noted limited diversity of digital content and concerns over licensing, reflecting similar issues elsewhere. Collectively, these challenges suggest that technology alone is insufficient; institutional leadership and support systems (help desks, training) are also critical.

2.3. Research gap and regional context

While the global literature on e-publishing is growing, it often emphasizes pedagogical outcomes (engagement, cost savings) rather than system design. Few studies critically examine the technology infrastructure behind e-publishing, especially in underrepresented regions. There is limited research comparing Macau to other Asian contexts. UNESCO's regional reports imply Macau's situation is part of a broader Asian pattern: East Asian HEIs rapidly integrate technology while focusing on equitable access [19], whereas South Asian institutions still grapple with foundational infrastructure gaps [20]. However, peer-reviewed studies specifically on Macau's e-publishing systems are lacking. This study addresses that gap by combining qualitative and quantitative data to provide a fine-grained view of e-publishing from a computer science and technology perspective, and by situating Macau's findings alongside regional insights.

3. Methodology

3.1. Research design

A descriptive-correlational design was employed. The study aimed to assess current levels of appreciation and adoption of e-publishing and to explore their relationships with institutional characteristics. Ethical approval was obtained from the host university. Data were collected in late 2024 via online questionnaires and follow-up focus group discussions (FGDs).

3.2. Respondents and sampling

Participants included administrators, teaching faculty, and students from all major Macau HEIs (universities, colleges, vocational institutes). A total of 1,063 valid responses were collected (381 students, 341 teachers, 341 administrators). Institutional profiles (total enrolment, delivery modality, type of institution, availability of facilities) were also recorded.

3.3. Research instrument

The survey instrument was developed by the researchers and validated by educational technology experts. It measured appreciation of e-published materials across four dimensions (quality, content relevance, accessibility, cost-effectiveness) using a 4-point Likert scale, and adoption of e-publishing across four functional areas (academic management, administration, resource access, learning outcomes). The questionnaire was piloted, refined, and supplemented by FGDs to contextualize results.

3.4. Data analysis

Descriptive statistics (means, standard deviations) summarized stakeholder responses. One-way ANOVA was conducted to compare administrators, teachers, and students on each appreciation and adoption dimension. The analysis explicitly reported F-statistics, degrees of freedom, and p-values for transparency. For example, no significant group differences were found (e.g., quality: $F(2,1059) = 0.67$, $p = .51$). Pearson's r was calculated to examine correlations between institutional profile variables and appreciation/adoption scores; again, coefficients and significance levels were reported. For instance, the correlation between the number of digital facilities and quality appreciation was $r = .21$ ($p = .002$), while all other correlations were small ($|r| < .10$) and non-significant ($p > .05$). All tests used $\alpha = 0.05$ as the significance threshold.

4. Results

4.1. Institutional profiles

Most participating HEIs were small: 70% enrolled fewer than 5,000 students. Blended learning was the dominant modality (60%). Institutions were primarily universities (60%), with the remainder colleges (30%) and vocational schools (10%). Regarding infrastructure, all institutions had physical libraries; 90% offered digital libraries; 60% had multimedia-equipped lecture halls; 50% maintained computer laboratories. These figures reveal infrastructure gaps (e.g., 50% without labs) that may affect e-publishing accessibility (Table 1).

Table 1: Distribution of Higher Education Institutions by Enrolment, Teaching Modality, Institution Type, and Facilities

Variable	Categories	Percentage	Notes
Number of enrollees	< 5 000	70 %	Small enrolment is typical of Macau institutions.
	5 000–9 999	10 %	—
	10 000–14 999	10 %	—
	≥ 15 000	10 %	—
Teaching modality	Blended learning	60 %	Combines face-to-face and online delivery.
	Traditional classroom	40 %	Conventional lectures.
	Distance learning	40 %	Fully online or remote.
Institution type	University	60 %	Degree-granting institutions.
	College	30 %	Specialized or small programs.
	Vocational/Technical	10 %	Focus on technical skills.
Facilities	Physical library	100 %	Basic resource.

4.2. Appreciation of electronically published materials

Mean appreciation scores across the four dimensions (on a 4-point scale) ranged from 2.48 to 2.62, indicating moderate approval of e-publishing (Table 2). Overall, respondents agreed that e-published materials provided up-to-date and relevant content, but they noted variability in quality. The content and interactivity of digital texts were generally seen as positive, though many pointed out a need for more diverse perspectives and rigorous editorial standards. Accessibility scored moderately high, reflecting existing digital libraries and campus networks, but some concerns remained regarding technical support and login procedures. Cost-effectiveness received the lowest ratings; teachers viewed cost more favorably (mean = 2.52) than administrators (2.48) or students (2.49).

Table 2: Comparison of Appreciation Levels of E-Publishing Dimensions among Administrators, Teachers, and Students

Dimension	Administrators (Mean ± SD)	Teachers (Mean ± SD)	Students (Mean ± SD)	Interpretation
Quality	2.52 ± 0.49	2.56 ± 0.52	2.53 ± 0.51	Moderate appreciation; up-to-date content is highly valued; consistency needs improvement.
Content	2.50 ± 0.48	2.51 ± 0.50	2.51 ± 0.49	Moderate appreciation: interactivity and updated research praised; diversity of perspectives is low.
Accessibility	2.54 ± 0.46	2.58 ± 0.45	2.62 ± 0.43	Moderately high; infrastructure supports access; technical support and licensing remain concerns.
Cost-effectiveness	2.48 ± 0.51	2.52 ± 0.53	2.49 ± 0.50	Teachers rate costs more favorably; administrators and students express lower satisfaction due to start-up costs.

Analysis of variance showed no significant differences among administrators, teachers, and students on any dimension. For example, $F(2,1059) = 0.67$ ($p = .51$) for quality and $F(2,1059) = 0.74$ ($p = .48$) for cost-effectiveness. In all cases, $p > .05$, indicating shared perceptions across stakeholder groups. This consensus suggests a broad agreement on both the benefits and drawbacks of e-publishing materials.

4.3. Institutional factors and appreciation

Pearson correlation analyses revealed that institutional profile variables generally did not predict appreciation levels. All correlation coefficients between institutional characteristics (enrolment size, modality, type, facilities) and appreciation scores were small ($|r| < .10$) and not statistically significant ($p > .05$). The only exception was a modest positive relationship between the number of available digital facilities and the perceived quality of e-published materials ($r = .21$, $p = .002$). This implies that institutions with better digital infrastructure tend to rate the quality of e-materials higher, highlighting the role of robust technology in enhancing stakeholder perceptions.

4.4. Adoption of e-publishing in institutional functions

Adoption of e-publishing was similarly moderate (Table 3). In academic management, respondents reported using e-publishing for communication and monitoring, but less so for research dissemination. In administration, digital records were common, but formal evaluation of digital initiatives was lacking. Resource access saw average use, facilitated by existing infrastructure but constrained by licensing issues.

For learning outcomes, stakeholders agreed that e-publishing improved student engagement, yet deeper interactive learning was only partially realized.

Table 3: Extent of E-Publishing Adoption Across Key Functional Areas

Area of Adoption	Mean Score (Administrators)	Mean Score (Teachers)	Mean Score (Students)	Key Insights
Academic management	2.58	2.56	2.59	Moderate adoption; strong in performance monitoring and communication; weak in research dissemination.
Administration	2.50	2.52	2.48	Moderate adoption: digital documents streamline records; evaluation mechanisms are lacking.
Resource accessibility	2.40	2.55	2.51	Moderate adoption; infrastructure is strong; licensing and cost barriers persist.
Learning outcomes	2.54	2.50	2.57	Moderate adoption: e-publishing increases engagement and motivation; deeper learning needs more interactive designs.

As with appreciation, there were no significant differences in adoption scores among the three groups (all ANOVA $p > .05$). Institutional profiles again showed no significant correlations with adoption levels (all $|r| < .12$, $p > .05$). Overall, adoption appeared to depend more on individual policies, training, and infrastructure than on institutional size or type.

5. Discussion

5.1. Interpretation of findings

The findings indicate that Macau's HEIs have embarked on digital transformation via e-publishing, but that this process is still evolving. Stakeholders valued the up-to-date content and interactive potential of digital materials, consistent with literature on multimedia benefits. However, they expressed concerns over quality assurance and content diversity, suggesting the need for coordinated content development platforms and review processes. The relatively low score on cost-effectiveness aligns with critiques that significant initial investment (in licenses, devices, and training) is required. In other words, while long-term savings are possible, short-term costs remain a barrier.

Importantly, the absence of significant differences among administrators, teachers, and students indicates a shared view of e-publishing's merits and challenges. This consensus can be an advantage: it may facilitate institution-wide initiatives, since all groups recognize common needs. For example, joint efforts to upgrade IT infrastructure or negotiate better licensing terms could proceed with broad support. The finding that institutional characteristics had little impact suggests that well-supported digital initiatives can succeed in any Macau HEI, regardless of size or focus.

5.2. Comparison with external literature

Our results broadly align with global and Asian trends in educational technology. International studies have found that digital textbooks can lower student costs and boost engagement, but often face adoption hurdles [21] [22]. In the United States, for instance, rising print textbook prices have driven e-book adoption; yet analyses have cautioned that mandated digital bundles may not yield the anticipated savings. In Macau, participants echoed these concerns: they appreciated accessibility but noted that licensing and device costs undermined cost-effectiveness.

Regionally, UNESCO's report on East Asia emphasizes rapid technology adoption with emphasis on equitable access [17]. Macau's experience reflects this dynamic: stakeholders are embracing e-resources, but remain mindful of access issues (e.g., some lack personal devices). Similarly, the South Asia report highlights that inadequate infrastructure and digital literacy can impede progress [19]. Macau respondents also noted infrastructure gaps (e.g., limited computer labs), indicating parallel challenges. From a technical viewpoint, research on cloud and open-source platforms supports our findings. Studies show that open infrastructure (OpenStack/Ceph) can effectively deliver educational resources at scale, and that open-source publishing hubs enable efficient content sharing [15]. These technological insights suggest that Macau's institutions could leverage such solutions to address current limitations.

5.3. Implications for policy and practice

The strategic plan in Table 4 targets the identified issues. In particular, upgrading digital platforms (goal 2) aligns with best practices in computer science: adopting cloud-based, cross-device compatible systems can improve scalability and user experience [23]. For example, HEIs might deploy open-source learning management systems or institutional repositories on virtualized servers to centralize content. Goals 1 and 5 (enhancing content quality and resource access) resonate with leveraging OER and multimedia. Since open platforms facilitate collaborative content development, institutions could invest in or develop an "e-publishing hub" to pool resources and expertise [14]. Budget planning (goal 3) must acknowledge the findings: initial funding is needed for technology. Negotiating bulk licenses and seeking partnerships can mitigate costs. Moreover, faculty and staff training (goal 4) is crucial; technical studies suggest that without proper user support, even robust systems are underutilized. Policymakers should thus ensure dedicated IT personnel and support desks.

In all, these strategies mirror global recommendations. For instance, UNESCO advocates expanding digital resources and open educational materials to foster equity. By focusing on platform upgrades, accessibility (including assistive tech), and inclusive policies (e.g., subsidies for devices), Macau's HEIs can implement best practices from both technology research and educational policy.

Table 4: Strategic Plan for E-Publishing Adoption in Higher Education Institutions

Strategic Goal	Key Activities	Timeline	Responsible Parties
Improve quality and content.	Conduct regular reviews and updates of digital materials; collaborate with subject-matter experts; develop multimedia elements (videos, quizzes, simulations)	Year 1–2	Content development team, faculty
Enhance accessibility and usability.	Upgrade digital platforms to ensure cross-device compatibility; establish a dedicated helpdesk for technical support; implement secure and user-friendly login systems.	Year 1–2	IT department, technical support team

Promote cost-effectiveness	Identify funding sources and partnerships with educational technology providers; negotiate bulk licensing agreements; offer financial aid or subsidies to students.	Year 1–3	Financial office, partnerships office
Strengthen academic management and administration.	Develop and implement training programs for administrators and faculty; create policies and guidelines for e-publishing; monitor and evaluate the integration process.	Year 1–3	Academic affairs, faculty development
Foster resource accessibility and learning outcomes	Expand digital library collections; ensure compatibility of materials with assistive technologies; conduct regular assessments of e-publishing's impact on learning outcomes.	Year 1–3	Library services, accessibility team

5.4. Limitations

This study has several limitations. First, it was confined to Macau's HEIs, which are small and have unique governance; therefore, the findings may not generalize to larger or differently organized systems. Second, the data are self-reported, raising the possibility of response bias or social desirability effects. Third, the cross-sectional design captures only a snapshot in time; evolving technologies and policies mean that adoption rates could change. Fourth, we assessed perceptions of current infrastructure; future technological advances (e.g., 5G networks, new authoring tools) were not considered. Finally, the strategic recommendations are hypothetical and would require empirical validation in follow-up studies.

5.5. Future research directions

Further research could address the emerging opportunities and challenges identified here. In particular, the role of artificial intelligence in e-publishing warrants exploration: recent studies indicate that AI-driven personalization can enhance student engagement and learning outcomes [24]. Future work might evaluate AI-augmented textbooks or adaptive learning systems in HE settings. Relatedly, the Hong Kong "Smart E-Book Hub" initiative suggests interest in multilingual AI conversion tools [25]; researchers could assess how such platforms impact content accessibility and international collaboration.

Other important directions include optimizing e-publishing for low-resource environments. For instance, studies could investigate lightweight platforms that function offline or on limited-bandwidth networks, which is crucial for ensuring digital equity. Sustainability is another emerging concern: comparing the environmental footprint of digital versus print publishing (e.g., energy use, e-waste) could guide eco-friendly policies. Finally, longitudinal studies should test the strategic interventions proposed here, examining whether investments in technology and training actually lead to higher adoption and improved learning outcomes.

6. Conclusion

This study provided empirical evidence on the status of e-publishing in Macau's higher education. Most institutions were small universities with blended learning models, but had gaps in digital infrastructure. Administrators, teachers, and students expressed moderate appreciation for e-published materials' quality, content, and accessibility, while noting concerns about cost and consistency. Adoption across management, administration, resource access, and learning was similarly moderate. Notably, there were no significant perceptual differences among stakeholder groups, and institutional profiles did not strongly predict attitudes. These findings underscore that digital transformation in Macau HEIs is advancing but constrained by infrastructure and resource issues rather than by institutional size or type.

To realize the full potential of e-publishing, HEIs should implement strategic measures: upgrading technology platforms (e.g., cloud-based systems), improving content quality through collaboration, ensuring universal accessibility (including assistive tools), and addressing cost barriers through policy (open licenses, subsidies). Policymakers must also consider standardized licensing models and support for open educational resources to promote equity.

E-publishing holds promise for enhancing learning experiences and expanding access. Future research – such as AI-enabled personalization, infrastructure optimizations, and sustainability analyses – will further guide how HEIs can scale up and sustain digital publishing. By aligning technical investments with pedagogical goals, Macau's institutions can lead in building an inclusive, efficient digital education ecosystem.

Acknowledgement

The researchers sincerely thank the administrators, faculty, and students of the participating higher education institutions for their valuable time and insights. Gratitude is also extended to mentors, colleagues, family, and friends for their guidance, encouragement, and support throughout the completion of this study.

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