Assessing The Impact of Library Facilities and Services on Student Satisfaction in Colleges in Mysuru

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Abstract

Libraries have significantly influenced teaching, learning, and research in undergraduate colleges, particularly in Mysuru. This study investigated how traditional and digital library services impacted student satisfaction across selected government and private institutions. Utilising a descriptive and analytical research design, primary data were gathered from 398 undergraduate students via a structured questionnaire and evaluated through various statistical techniques, including descriptive statistics and regression analysis. Key findings indicated that traditional library services notably affect student satisfaction, with a regression model accounting for 78.4% of the variance in satisfaction; competitive examination materials were identified as the strongest predictor. Conversely, digital library services showed an even stronger correlation, explaining 94.5% of the variance in satisfaction. The study concluded that digital library facilities surpassed traditional ones in influencing satisfaction and recommended an integrated, technology-driven, student-centred library system to enhance academic experiences.

Keywords

Traditional Library Facilities, Digital Library Services, Student Satisfaction, Mysuru.

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1. INTRODUCTION

Libraries are an essential component of higher education, providing resources that support classroom learning, independent study, examination preparation, assignments, and academic development. Traditionally, college libraries have offered textbooks, reference materials, newspapers, periodicals, and other printed resources. However, advancements in information and communication technology have transformed library services by introducing digital facilities, including e-books, e-journals, online databases, digital question papers, and electronic academic resources. Consequently, the integration of traditional and digital library facilities and services has become important for enhancing students' learning experiences and academic satisfaction. Traditional library facilities and services continue to play a significant role in undergraduate education. Adequate seating arrangements, prescribed textbooks, reference books, and competitive examination materials help students meet their academic requirements. Newspapers and periodicals provide information about current affairs and developments in various fields. A clean, peaceful, and comfortable study environment, supported by proper lighting and ventilation, encourages effective learning. The availability of computers and other equipment, convenient borrowing procedures, well-organised resources, and suitable library working hours further improves students' experiences. Additionally, helpful and responsive library staff assist students in locating relevant materials and resolving difficulties associated with library services. Digital library facilities and services have expanded students' opportunities to access academic information conveniently. E-books, e-journals, online academic databases, and previous question papers provide valuable learning materials for assignments, examinations, and research activities. The effectiveness of digital libraries depends on the availability, accessibility, and quality of electronic resources. Reliable Internet connectivity, efficient search functions, user-friendly interfaces, and fast information retrieval enable students to locate relevant materials easily. Furthermore, smartphone compatibility and remote access allow students to use academic resources beyond the college campus and conventional library working hours. Technical support and user guidance are equally important in helping students overcome difficulties related to logging in, searching databases, downloading documents, and accessing electronic resources. The integration of traditional and digital library facilities

and services can create a comprehensive academic environment for undergraduate students. Traditional libraries provide printed materials, a dedicated study atmosphere, and personal assistance, whereas digital libraries offer flexibility, extensive electronic resources, and rapid information retrieval. These facilities complement each other by addressing students' diverse learning preferences and academic needs. Therefore, examining the impact of traditional and digital library facilities and services on students' satisfaction is essential for understanding the effectiveness of library services in undergraduate colleges. Such an assessment can help identify strengths, shortcomings, and areas requiring improvement. The findings can assist college administrators and librarians in developing student-centred library services, improving resource accessibility, strengthening digital infrastructure, and creating an effective learning environment that promotes academic performance and overall student satisfaction.

1. LITERATURE REVIEW

Libraries constitute an essential academic support system in higher education by providing information, learning materials, reference sources, and facilities that supplement classroom teaching. Traditionally, college libraries have offered printed books, newspapers, periodicals, and dedicated study spaces. However, advancements in information and communication technology have transformed library services through digital resources, online databases, and remote access facilities (Kato, 2021). Consequently, students' satisfaction increasingly depends on the quality of traditional facilities and the effectiveness of digital services (Gunarathna, 2024). Traditional library facilities and services remain important for undergraduate students' academic learning and examination preparation. Prescribed textbooks support syllabus understanding, while reference books provide supplementary knowledge (Re-structuring Library Resources and Services, 2021). Competitive examination materials assist students preparing for government examinations and employment opportunities. Newspapers and periodicals improve awareness of current affairs and developments in different fields (Kaushamalika & Weerakoon, 2020). The availability and organisation of these resources influence students' ability to obtain relevant information conveniently. The physical environment significantly influences students' library experiences. Adequate seating, proper lighting, ventilation, cleanliness, and hygiene contribute to comfort and perceptions of library quality (Yeni et al., 2024). A peaceful study environment encourages concentration and effective resource utilisation (Library's Quality Impact on Satisfaction, 2023). Computers, organised collections, convenient borrowing procedures, and suitable working hours improve accessibility. Helpful library staff assist students in locating materials and resolving difficulties, contributing to satisfaction (Nguyen, 2020). Efficient organisation and service delivery are essential for improving academic library services (Assessing the Quality of Services at an Academic Library, 2023). Digital libraries have expanded opportunities for accessing academic information electronically. Convenient access procedures encourage students to utilise digital resources (Pushparaja et al., 2021). E-books provide electronic learning materials, while e-journals offer scholarly articles and current research information (Vidyarania& Harish, 2023). Online academic databases provide access to specialised literature (Purpose of Using e-ShodhSindhu, 2023). Digital previous question papers support examination preparation, while electronic collections complement printed resources through greater variety and flexibility (Muthyalaiah & Kumar, 2022). Digital library effectiveness depends on technological reliability and usability. Slow websites, connectivity problems, broken links, and system errors may discourage students from accessing online materials (Alsaffar et al., 2022). User-friendly interfaces, effective search functions, clear categorisation, and simple navigation facilitate information retrieval (Xu & Du, 2022). Smartphone compatibility and remote access enable students to obtain academic materials beyond college campuses and conventional working hours (Use of E-Library Services, 2023). However, internet connectivity, digital literacy, device availability, and familiarity with online systems influence utilisation (Pandemic Information Access Challenges, 2022). Technical assistance and user guidance help students overcome difficulties and develop confidence in using electronic resources (Srikanth &Akki, 2023). Emerging technologies provide further opportunities for improving library services. Artificial intelligence is increasingly being considered for resource discovery, personalised services, and user support (Rajarshi, 2024). Reviews highlight the growing importance of technology-enabled library services (Zondi et al., 2024), while strategic discussions consider its potential role in future academic libraries (Huang et al., 2023). Student satisfaction is an important indicator of library effectiveness because it reflects how well

facilities meet academic needs and expectations (Antasari, 2024). Research indicates that service quality, resource availability, and user experience influence perceptions of library effectiveness (Alam et al., 2024). Studies identify opportunities for improving academic library services (Rabelo et al., 2024), while research on first-generation students highlights differences in expectations and experiences (Stocking et al., 2024). Information, media, and data literacy are also essential for identifying, evaluating, and using information effectively (Pinto et al., 2024). Institutional support and service quality contribute to student satisfaction (Luong & Thong, 2021). LibQUAL+ evaluates perceptions of library resources and services, while the Kano model examines how service attributes influence satisfaction (Antasari, 2024; Galagala, 2024). Digital library research highlights relationships between system quality, information quality, service quality, satisfaction, and continued use (How Can We Assess the Success of Information Technologies, 2023). Usability influences satisfaction (Pushparaja et al., 2021), while predictive models examine service-related and user-related factors (Mehta, 2021). Other studies investigate determinants of satisfaction (Soltani-Nejad et al., 2020), intentions to use digital libraries (Xu & Du, 2022), and the effectiveness of digital services (Alsaffar et al., 2022). Continuous development of digital collections is necessary to meet changing academic requirements (Kato, 2021). Research on Indian colleges and universities identifies opportunities and challenges related to the availability and utilisation of electronic resources (Chegoni & Bhuvana, 2024). Students' perceptions provide valuable insights for improving digital services (Ghadge et al., 2024). Electronic library services and e-books increasingly support academic learning and research (Use of E-Library Services, 2023; Vidyarania & Harish, 2023). Research on undergraduate library portal experiences also highlights the relationship between perceived usefulness and satisfaction (Undergraduates' Experiences with Library Portal Services, 2024). Experiences during and after COVID-19 further emphasised the importance of flexible library access. Overall, traditional and digital library facilities and services complement each other in undergraduate education. Traditional libraries provide printed resources, study spaces, and personal assistance, whereas digital libraries offer flexibility, extensive electronic resources, and rapid information retrieval. Students' satisfaction depends on availability, accessibility, physical conditions, technological reliability, usability, convenience, and support services. Therefore, the present study examines the impact of traditional and digital library facilities and services on students' satisfaction in undergraduate colleges, focusing on the service dimensions that shape their overall library experience.

Existing literature highlights the importance of library services in supporting students' academic learning and satisfaction. However, a significant research gap exists in examining traditional and digital library facilities and services together as determinants of student satisfaction in government and private collegesundergraduate colleges. Previous studies have largely focused on traditional facilities, including textbooks, reference books, seating arrangements, study environments, and staff support, or digital services such as e-books, e-journals, online databases, remote access, and technical assistance. Limited attention has been given to an integrated assessment of both dimensions within a single research framework. Furthermore, changing student expectations necessitate examining accessibility, convenience, technological reliability, mobile access, information retrieval, and user support alongside physical library infrastructure. The collective contribution of these facilities to overall student satisfaction remains insufficiently explored. Therefore, the present study incorporates 12 traditional and 12 digital library facility indicators to assess their impact on students' satisfaction in Mysuru, providing empirical evidence to support effective, student-centred improvements in undergraduate college library services.

2. RESEARCH GAP

Although several studies have examined college library services, student satisfaction, and the utilisation of information resources, there remains a need for a comprehensive assessment of both traditional and digital library facilities and services among undergraduate students in Mysuru. Existing research often focuses separately on physical library infrastructure, printed resources, digital library services, or information technology, providing limited understanding of how these facilities collectively influence students' library experiences and academic requirements. Further, differences in students' access to personal digital devices, internet connectivity, information-seeking habits, and awareness of digital resources require greater attention. There is also a need to examine whether government and private college libraries adequately address the diverse expectations of undergraduate students. In particular, the combined assessment of

physical infrastructure, traditional resources, digital accessibility, technological reliability, information retrieval, and technical support remains an important area for investigation. The present study attempts to address these gaps by evaluating traditional and digital library facilities and services and services and identifying areas for improvement in Mysuru.

3. NEED FOR THE STUDY

The present study arises from the changing nature of learning and information-seeking behaviour among undergraduate students of government and private colleges. Libraries are no longer limited to physical books and reading spaces; they increasingly provide digital resources, online databases, e-books, e-journals, mobile access, and remote services. at the same time, traditional facilities such as adequate seating, prescribed textbooks, reference materials, a peaceful study environment, convenient working hours, and supportive library staff continue to be important for students. Hence, evaluating only one form of library facility may not provide a complete understanding of students' library experiences. The study is needed to assess whether existing traditional and digital facilities adequately meet students' academic requirements and expectations in Mysuru. It can identify strengths and deficiencies in physical infrastructure, printed resources, digital accessibility, technological reliability, information retrieval, and technical support. The findings can assist college administrators and librarians in prioritizing resources, improving service quality, strengthening digital facilities, and developing a balanced, student-centred library system that enhances students' satisfaction and academic support.

5. OBJECTIVES OF THE STUDY

1. To examine the impact of traditional library facilities and services on students' satisfaction in undergraduate colleges in Mysuru.
2. To examine the impact of digital library facilities and services on students' satisfaction in undergraduate colleges in Mysuru.

6. HYPOTHESES OF THE STUDY

Hypothesis 1: Traditional Library facilities and services

H_0: There is no significant impact of traditional library facilities and services on students' satisfaction in undergraduate colleges.

H_1: There is a significant impact of traditional library facilities and services on students' satisfaction in undergraduate colleges.

Hypothesis 2: Digital Library facilities and services

H_0: There is no significant impact of digital library facilities and services on students' satisfaction in undergraduate colleges.

H_1: There is a significant impact of digital library facilities and services on students' satisfaction in undergraduate colleges.

7. RESEARCH METHODOLOGY

The study adopts a descriptive and analytical research design to examine the impact of traditional and digital library facilities and services on students' satisfaction in government and private undergraduate colleges in Mysuru. The study is based primarily on primary data collected from undergraduate students through a structured questionnaire. The questionnaire measures traditional library facilities and services through 12 indicators, including seating facilities, prescribed textbooks, reference books, competitive examination materials, newspapers and periodicals, cleanliness, lighting and ventilation, study environment, computers and equipment, book accessibility, working hours, and library staff support. Digital library facilities and services are measured through 12 indicators covering access, e-books, e-journals, online databases, digital question papers, service reliability, interface usability, information retrieval, academic resources, mobile accessibility, remote access, and technical support. A five-point Likert scale is used to measure students' responses.

8. SAMPLING METHOD

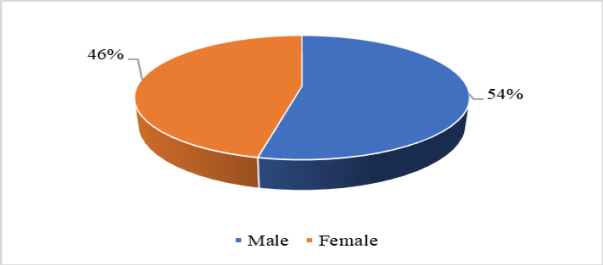
The study adopted Yamane's sampling technique (Yamane, 1967) to determine the appropriate sample size of undergraduate students enrolled in selected government degree colleges in Mysuru City. The total population considered for the study was 14,408 undergraduate students across eight selected government colleges. By applying Yamane's formula with a 5% level of sampling error, an appropriate sample size of approximately 398 respondents was determined. The respondents were distributed among the selected colleges to ensure representation from different institutions.

Population and Sample size

Government Degree Colleges in Mysuru City					
Sl. No	**Name of the Government College**	**Location**	**Total Strength**	**Number of respondents Selected**	**% of Respondents**
1	Maharaja's College	JLB Road, Mysuru	3078	60	16%
2	Yuvaraja's College	JLB Road, Mysuru	1460	55	14%
3	Maharani's Arts College for Women	JLB Road, Mysuru	2766	52	13%
4	Maharani's Commerce and Management College for Women	Valmiki Road, Paduvarahalli	4000	50	13%
5	Government First Grade College, Kuvempunagar	Kuvempunagar	1700	48	12%
6	Government First Grade College, Siddharthanagar	Siddhartha Layout	591	47	12%
7	Government Women's First Grade College, Vijayanagar	Vijayanagar 4th Stage	640	44	11%
8	Chamarajendra Government College of Visual Arts (CAVA)	Siddharthanagar	173	42	11%
		Total	**14408**	**398**	**100%**

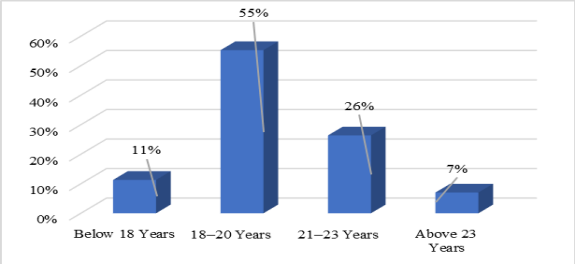
9. DATA ANALYSIS

Demographic Profile of the Respondents



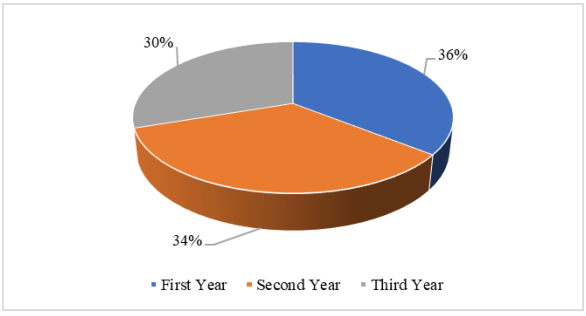
Graph 1: *Showing Gender of respondents*

The above graph reveals the gender-wise distribution of the 398 respondents. Out of the total respondents, 213 (54%) are male, while 185 (46%) are female. Male respondents constitute a slightly higher proportion than female respondents. This indicates that the study has fairly balanced gender representation, with a marginal dominance of male respondents.



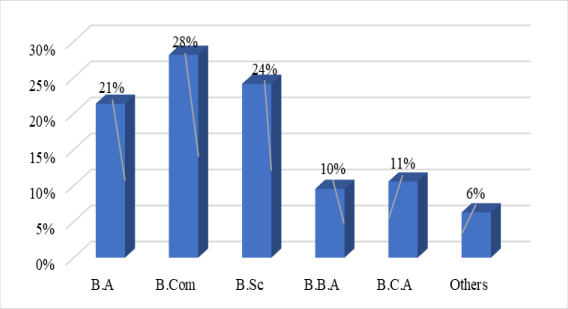
Graph 2: Showing Age Group of respondents

The above graph reveals presents the age-wise distribution of the 398 respondents. A majority of the respondents, 220 (55%), belong to the 18–20 years age group, followed by 105 (26%) in the 21–23 years age group. Around 45 (11%) respondents are below 18 years, while only 28 (7%) are above 23 years. This indicates that most of the respondents belong to the 18–20 years age group, representing the dominant young Generation Z population in the study.



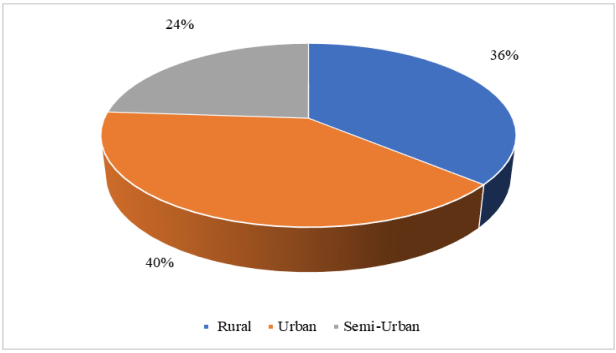
Graph 3: Showing Year of Study of respondents

The above table presents the year-wise distribution of the 398 respondents. Among them, 142 respondents (36%) are studying in the first year, followed by 136 respondents (34%) in the second year. The remaining 120 respondents (30%) belong to the third year of study. This indicates a fairly balanced representation of students across all three academic years, with first-year students forming the largest group.



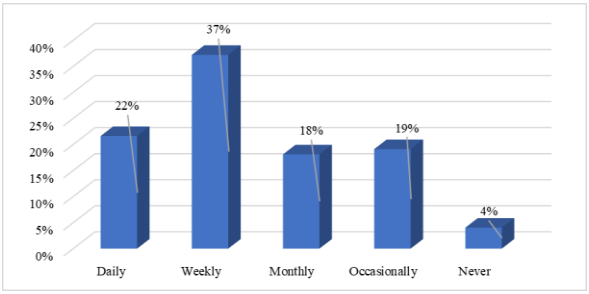
Graph 4: *Showing Degree Programme of respondents*

The above graph reveals illustrates the degree programme-wise distribution of the 398 respondents. B.Com students constitute the highest proportion, with 112 respondents (28%), followed by B.Sc with 96 (24%) and B.A with 85 (21%). B.C.A, B.B.A and other degree programmes account for 11%, 10% and 6% of the respondents, respectively. This indicates that the study includes students from diverse academic backgrounds, with B.Com students forming the largest group.



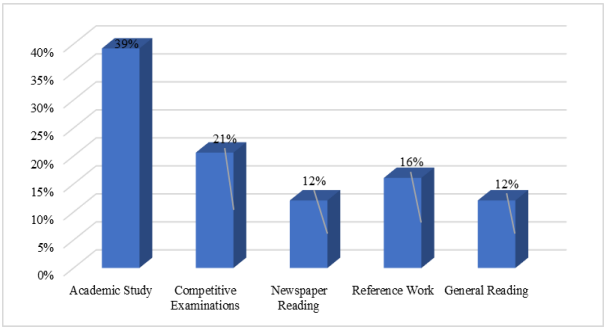
Graph 5*: Showing Area of Residence of respondents*

The above graph reveals e presents the area-wise distribution of the 398 respondents based on their place of residence. Among them, 158 respondents (40%) belong to urban areas, followed by 145 respondents (36%) from rural areas. The remaining 95 respondents (24%) reside in semi-urban areas. This indicates that the study represents students from diverse residential backgrounds, with urban respondents forming the largest group.



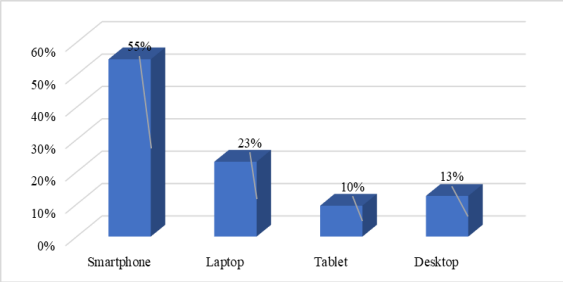
Graph 6: *Showing Frequency of Library Visits of respondents*

The above graph reveals presents the frequency of library visits among the 398 respondents. The highest proportion, 148 respondents (37%), visit the library weekly, while 86 respondents (22%) visit daily. Further, 76 respondents (19%) visit occasionally, 72 (18%) visit monthly, and only 16 (4%) never visit the library. This indicates that a considerable number of students regularly utilise library facilities and services, reflecting the importance of libraries in their academic activities.



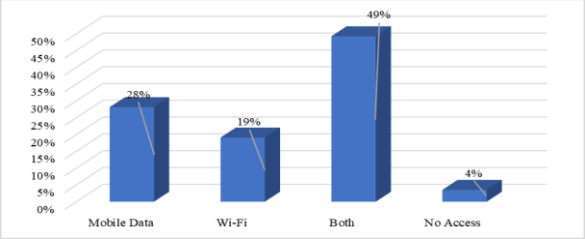
Graph 7: *Purpose of Library Visit*

The above graph reveals illustrates the various purposes of library visits among the 398 respondents. The majority, 156 respondents (39%), visit the library for academic study, followed by 82 respondents (21%) for competitive examinations. Further, 64 respondents (16%) visit for reference work, while 48 respondents each (12%) visit for newspaper reading and general reading. This indicates that students primarily utilise library facilities and services for academic purposes and competitive examination preparation.



Graph 8: *Showing Availability of Personal Digital Devices of respondents*

The above graph reveals presents the availability of personal digital devices among the 398 respondents. The majority, 218 respondents (55%), own smartphones, followed by 92 respondents (23%) who have laptops. Further, 50 respondents (13%) possess desktop computers, while 38 respondents (10%) have tablets. This indicates that smartphones are the most commonly available digital devices among students, highlighting their significant role in accessing digital information and educational resources.



Graph 9: Showing Internet Access of respondents

The above graph illustrates the availability of internet access among the 398 respondents. The majority, 196 respondents (49%), have access to both mobile data and Wi-Fi, while 112 respondents (28%) depend on mobile data alone. Further, 76 respondents (19%) use Wi-Fi, whereas only 14 respondents (4%) have no internet access. This indicates that most students have access to internet facilities, providing them with greater opportunities to utilise digital learning resources and online educational platforms.

Multiple regression analysis is employed to examine the impact of traditional and digital library facilities and services on students' satisfaction in undergraduate colleges in Mysuru. The analysis assesses the individual contribution of each facility and determines the overall explanatory power of the regression models.

Hypothesis 1: Traditional Library facilities and services

H_{01}: There is no significant impact of traditional library facilities and services on students' satisfaction in undergraduate colleges in Mysuru.

H_1: There is a significant impact of traditional library facilities and services on students' satisfaction in undergraduate colleges in Mysuru.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845[a]	.714	.705	.52362

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	263.177	12	21.931	79.991	.000[b]
	Residual	105.557	385	.274		
	Total	368.734	397			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.977	.119		8.221	.000
	Adequacy of library seating facilities	.186	.042	.227	4.383	.000
	Availability of prescribed textbooks	.122	.045	.147	2.708	.007
	Availability of reference books	-.216	.041	-.273	-5.287	.000
	Availability of competitive examination materials	.331	.072	.389	4.620	.000
	Availability of newspapers and periodicals	-.462	.109	-.579	-4.233	.000
	Cleanliness and hygiene of the library	.154	.096	.170	1.601	.110

	Adequacy of lighting and ventilation	-.240	.076	-.301	-3.173	.002
	Peaceful and comfortable study environment	-.223	.079	-.239	-2.824	.005
	Availability of library computers and equipment	.174	.053	.218	3.312	.001
	Ease of locating and borrowing books	.012	.071	.016	.175	.861
	Convenient library working hours	.353	.050	.445	7.113	.000
	Helpfulness and responsiveness of library staff	.476	.031	.676	15.271	.000
a. Dependent Variable: Students' Satisfaction of Undergraduate Colleges						

The multiple regression analysis was conducted to examine the impact of traditional library facilities and services on students' satisfaction in undergraduate colleges in Mysuru. The model summary indicates a strong positive relationship between traditional library facilities and services and students' satisfaction, with an R-value of 0.845. The R-square value of 0.714 indicates that 71.4% of the variation in students' satisfaction is explained by the selected traditional library facility variables, while the remaining 28.6% is attributed to other factors. The ANOVA results show that the regression model is statistically significant ($F = 79.991$, $p < 0.001$), indicating that traditional library facilities and services collectively have a significant impact on students' satisfaction. The coefficient results reveal that adequacy of library seating facilities ($\beta = 0.227$, $p < 0.001$), availability of prescribed textbooks ($\beta = 0.147$, $p = 0.007$), availability of competitive examination materials ($\beta = 0.389$, $p < 0.001$), availability of library computers and equipment ($\beta = 0.218$, $p = 0.001$), convenient library working hours ($\beta = 0.445$, $p < 0.001$), and helpfulness and responsiveness of library staff ($\beta = 0.676$, $p < 0.001$) have significant positive effects on students' satisfaction. However, availability of reference books ($\beta = -0.273$, $p < 0.001$), newspapers and periodicals ($\beta = -0.579$, $p < 0.001$), adequate lighting and ventilation ($\beta = -0.301$, $p = 0.002$), and a peaceful and comfortable study environment ($\beta = -0.239$, $p = 0.005$) show significant negative relationships with satisfaction. Cleanliness and hygiene ($p = 0.110$) and ease of locating and borrowing books ($p = 0.861$) do not have statistically significant effects. Among all the variables, helpfulness and responsiveness of library staff have the highest positive standardized coefficient ($\beta = 0.676$), indicating their comparatively stronger contribution to students' satisfaction. Therefore, the overall regression model is statistically significant, and the null hypothesis (H_{01}) is rejected in favour of the alternative hypothesis (H_1). It can be concluded that traditional library facilities and services significantly influence students' satisfaction in undergraduate colleges in Mysuru.

Hypothesis 2: Digital Library facilities and services

H_{02}: There is no significant impact of digital library facilities and services on students' satisfaction in undergraduate college sin Mysuru.

H_2: There is a significant impact of digital library facilities and services on students' satisfaction in undergraduate colleges in Mysuru.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.861[a]	.742	.734	.49748

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	273.451	12	22.788	92.075	.000[b]
	Residual	95.283	385	.247		
	Total	368.734	397			

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.

1	(Constant)	.268	.126		2.125	.034
	Ease of accessing the digital library	.356	.042	.324	8.502	.000
	Availability of e-books	-.001	.041	-.002	-.034	.973
	Availability of e-journals	.545	.044	.597	12.428	.000
	Availability of online academic databases	-.221	.057	-.310	-3.875	.000
	Availability of digital previous question papers	.279	.054	.407	5.139	.000
	Speed and reliability of digital library services	-.041	.071	-.058	-.585	.559
	User-friendliness of the digital library interface	.564	.169	.797	3.344	.001
	Ease of searching and retrieving digital information	-.462	.131	-.618	-3.531	.000
	Availability of academic and research resources	.131	.098	.187	1.346	.179
	Accessibility through smartphones and mobile devices	-.111	.078	-.149	-1.430	.154
	Availability of remote access to digital resources	.236	.061	.347	3.879	.000
	Availability of technical support and user guidance	-.334	.122	-.479	-2.741	.006
a. Dependent Variable: Students' Satisfaction of Undergraduate Colleges						

The multiple regression analysis was conducted to examine the impact of digital library facilities and services on students' satisfaction in undergraduate colleges in Mysuru. The model summary indicates a strong positive relationship between digital library facilities and services and students' satisfaction, with an R-value of 0.861. The R-square value of 0.742 indicates that 74.2% of the variation in students' satisfaction is explained by the selected digital library facility variables, while the remaining 25.8% is attributed to other factors. The ANOVA results reveal that the regression model is statistically significant ($F = 92.075$, $p < 0.001$), indicating that digital library facilities and services collectively have a significant impact on students' satisfaction. The coefficient results show that ease of accessing the digital library ($\beta = 0.324$, $p < 0.001$), availability of e-journals ($\beta = 0.597$, $p < 0.001$), availability of digital previous question papers ($\beta = 0.407$, $p < 0.001$), user-friendliness of the digital library interface ($\beta = 0.797$, $p = 0.001$), and availability of remote access to digital resources ($\beta = 0.347$, $p < 0.001$) have significant positive effects on students' satisfaction. In contrast, availability of online academic databases ($\beta = -0.310$, $p < 0.001$), ease of searching and retrieving digital information ($\beta = -0.618$, $p < 0.001$), and availability of technical support and user guidance ($\beta = -0.479$, $p = 0.006$) demonstrate significant negative relationships with students' satisfaction. However, availability of e-books ($p = 0.973$), speed and reliability of digital library services ($p = 0.559$), availability of academic and research resources ($p = 0.179$), and accessibility through smartphones and mobile devices ($p = 0.154$) do not have statistically significant individual effects. Among the significant positive factors, user-friendliness of the digital library interface has the highest standardized coefficient ($\beta = 0.797$), indicating its comparatively stronger contribution to students' satisfaction. Therefore, the overall regression model is statistically significant, and the null hypothesis (H_{02}) is rejected in favour of the alternative hypothesis (H_2). It can be concluded that digital library facilities and services significantly influence students' satisfaction in undergraduate colleges in Mysuru.

10. RESEARCH FINDINGS

Findings on Traditional Library facilities and services

1. The regression analysis reveals a strong relationship between traditional library facilities and services and students' satisfaction, with an R-value of 0.845.
2. The R-square value of 0.714 indicates that traditional library facilities and services explain 71.4% of the variation in students' satisfaction.
3. The overall regression model is statistically significant ($F = 79.991$, $p < 0.001$), confirming that traditional library facilities and services collectively influence students' satisfaction.
4. Helpfulness and responsiveness of library staff have the highest positive influence on students' satisfaction ($\beta = 0.676$), highlighting the importance of effective library staff support.
5. Convenient library working hours have a significant positive influence ($\beta = 0.445$), indicating that flexible and accessible library timings contribute to student satisfaction.
6. Availability of competitive examination materials has a significant positive impact ($\beta = 0.389$), demonstrating the importance of providing resources for competitive examination preparation.
7. Adequacy of library seating facilities positively influences students' satisfaction ($\beta = 0.227$),

emphasizing the importance of comfortable seating arrangements.

8. Availability of library computers and equipment has a significant positive relationship with satisfaction (β = 0.218), indicating the continued importance of technological facilities in traditional libraries.
9. Availability of prescribed textbooks has a significant positive influence (β = 0.147), reflecting the importance of curriculum-oriented learning resources.
10. Availability of reference books (β = −0.273) and newspapers and periodicals (β = −0.579) demonstrate significant negative coefficients, suggesting a need to examine their accessibility, relevance and utilisation.
11. Adequacy of lighting and ventilation (β = −0.301) and a peaceful and comfortable study environment (β = −0.239) also exhibit significant negative coefficients, requiring further investigation into students' perceptions of physical library conditions.
12. Cleanliness and hygiene (p = 0.110) and ease of locating and borrowing books (p = 0.861) do not show statistically significant individual effects on students' satisfaction.
13. The hypothesis testing confirms that traditional library facilities and services have a statistically significant overall impact on students' satisfaction. Hence, the null hypothesis (H_{01}) is rejected.

Findings on Digital Library facilities and services

1. The regression analysis indicates a strong relationship between digital library facilities and services and students' satisfaction, with an R-value of 0.861.
2. The R-square value of 0.742 reveals that digital library facilities and services explain 74.2% of the variation in students' satisfaction, indicating substantial explanatory power.
3. The overall regression model is statistically significant (F = 92.075, p < 0.001), confirming the significant collective influence of digital library facilities and services on students' satisfaction.
4. User-friendliness of the digital library interface has the highest positive standardized coefficient (β = 0.797), highlighting the importance of simple, convenient and user-friendly digital platforms.
5. Availability of e-journals has a significant positive influence (β = 0.597), demonstrating the importance of providing access to electronic academic publications.
6. Availability of digital previous question papers positively influences students' satisfaction (β = 0.407), indicating the importance of digital examination-related resources.
7. Availability of remote access to digital resources has a significant positive impact (β = 0.347), suggesting that students value access to library resources beyond the physical college premises.
8. Ease of accessing the digital library has a significant positive relationship with students' satisfaction (β = 0.324), highlighting the importance of convenient digital access.
9. Availability of online academic databases shows a significant negative coefficient (β = −0.310), suggesting the need to examine database accessibility, awareness and effective utilisation.
10. Ease of searching and retrieving digital information exhibits a significant negative coefficient (β = −0.618), indicating a potential need to improve search functionality and information retrieval mechanisms.
11. Availability of technical support and user guidance also demonstrates a significant negative coefficient (β = −0.479), highlighting the need to investigate the adequacy and effectiveness of technical assistance.
12. Availability of e-books (p = 0.973), speed and reliability of digital library services (p = 0.559), academic and research resources (p = 0.179), and smartphone and mobile accessibility (p = 0.154) do not have statistically significant individual effects.
13. The hypothesis testing confirms that digital library facilities and services have a statistically significant overall impact on students' satisfaction. Hence, the null hypothesis (H_{02}) is rejected.

11. SUGGESTIONS

Suggestions for Traditional Library facilities and services

1. Strengthen competitive examination resources: Colleges should give priority to providing updated competitive examination books, study materials, question banks, and reference materials, as competitive examination materials showed the strongest positive influence among traditional library facilities and services.
2. Ensure adequate prescribed textbooks: Libraries should maintain sufficient copies of prescribed textbooks according to student enrolment and regularly update them whenever the curriculum or syllabus changes.

3. Improve reference book collections: Colleges should regularly update reference books and provide subject-specific materials to support students in academic learning, assignments, examinations, and research activities.
4. Strengthen library staff support: Library staff should provide prompt, friendly, knowledgeable, and responsive assistance to students in locating resources, borrowing books, and effectively using library services.
5. Improve book search and borrowing systems: Libraries should strengthen cataloguing, classification, shelving, and circulation systems so that students can easily locate and borrow required books.
6. Review seating and cleanliness facilities: Colleges should regularly assess seating capacity, cleanliness, hygiene, and general library maintenance. The significant negative coefficients observed for seating and cleanliness warrant further examination before drawing direct causal conclusions.
7. Review and improve library working hours: Library timings should be reviewed in consultation with students and adjusted, where feasible, to accommodate class schedules, examination periods, and students' study requirements.
8. Improve the overall physical library environment: Colleges should periodically evaluate lighting, ventilation, computers and equipment, study space, newspapers, and periodicals to ensure that traditional library facilities and services remain adequate and supportive of students' academic needs.

Suggestions for Digital Library facilities and services

1. Expand remote access to digital resources: Colleges should prioritize secure and reliable remote access to digital library resources because remote access recorded the strongest positive influence among the digital library facilities and services.
2. Increase academic and research resources: Institutions should provide a wider range of quality digital academic and research resources to support students' learning, assignments, projects, and research activities.
3. Strengthen technical support and user guidance: Libraries should provide regular technical assistance, user guidance, demonstrations, and orientation programmes to help students effectively use digital library facilities and services.
4. Strengthen online academic databases: Colleges should provide access to relevant scholarly and academic databases and train students in effective database searching and utilization.
5. Develop and update e-book collections: Libraries should expand their e-book collections according to students' courses, subjects, and academic requirements and regularly update the available digital materials.
6. Investigate smartphone and mobile accessibility: Since smartphone/mobile accessibility showed a significant negative coefficient, institutions should examine device compatibility, authentication, connectivity, usability, and students' actual experiences before implementing corrective measures.
7. Improve digital previous question paper services: Colleges should review the quality, completeness, organization, and accessibility of digital previous question papers and obtain student feedback regarding their usefulness.
8. Regularly evaluate digital library usability: Institutions should periodically assess digital library access, e-journals, service reliability, interface usability, and information-search facilities to identify areas requiring improvement, even though these variables were not individually significant in the present regression model.

12. CONCLUSION

The study concludes that both traditional and digital library facilities and services significantly influence students' satisfaction in undergraduate colleges. Traditional facilities explain 78.4% of the variation in satisfaction, with competitive examination materials, prescribed textbooks, reference books, convenient borrowing procedures, and helpful library staff contributing positively. Digital library facilities and services explain 94.5% of the variation in student satisfaction, indicating a stronger relationship. Remote access emerges as the most influential digital factor, followed by academic and research resources, technical support, online databases, and e-books. Therefore, both government and private undergraduate colleges should adopt an integrated, student-centred library system that combines high-quality physical resources with accessible, reliable digital services. Regular assessment of students' needs, technological developments, and service quality is essential for enhancing satisfaction and

supporting effective learning, examination preparation, teaching, and academic research.

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