DOI: 10.21088/ijlis.0973.9548.20326.5

Indian Journal of Library and Information Science
Volume 20 Number 3, September - December 2026

ORIGINAL ARTICLE

Awareness and Usage of Electronic Information Resources and Services of Academic Libraries in Digital Transformation: With Special Reference to University of Mysore

Sudhakara N[1], K.G. Jayarama Naik[2]

HOW TO CITE THIS ARTICLE:

Sudhakara N, K.G. Jayarama Naik. Awareness and Usage of Electronic Information Resources and Services of Academic Libraries in Digital Transformation: With Special Reference to University of Mysore. Ind J Lib Inf Sci 2026; 20 (3): 290–295.

ABSTRACT

Academic libraries are considered the core of academic life as they serve as the centers of knowledge. Even today, academic libraries, which are many years old, are of great benefit to all educational institutions. Libraries are using electronic resources as a consequence of the development of information and communication technology. The purpose of library visits and sources of awareness of the e-resources in the library are the determinants of e-resource utilization in the library. As a result, it encompasses computer-based learning resources such as e-books, e-journals, multimedia, discussion boards, email, blogs, chats, animations, simulations, games, virtual experiments, and learning via online resources. Digital collections, remote research assistance, and automated account administration systems are examples of electronic services (e-services) offered by contemporary libraries. While some solely consider web-based self-study, others recognise that e-reading can include cooperation and real-time learning. The University library's primary function is to support the University in learning, teaching and research. University libraries the world over have their own place of importance in the scheme of higher learning. Giving library patrons access to e-resources enables them to locate e-databases, e-journals, e-magazines, e-books, e-audio, e-images, data, GIS, digital library projects, electronic exhibitions, e-subject guides, e-newsletters, e-conference proceedings, and Web search tools on a variety of topics. The ease of portability and the possibility of combining multiple volumes into a single handheld device make electronic books useful. Additionally, the released contents can be found on an open-access portal.

AUTHOR'S AFFILIATION:

[1] Research Scholar, Department of Library and Information Science, Bangalore University, Bengaluru, India.

[2] Former Professor, Department of Library and Information Science, Bangalore University, Bengaluru, India.

CORRESPONDING AUTHOR:

K.G. Jayarama Naik, Former Professor, Department of Library and Information Science, Bangalore University, Bengaluru, India.

E-mail: kgjrnaik.1964@gmail.com

➢ **Received:** 12-09-2026 ➢ **Accepted:** 13-10-2026

Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution NonCommercial 4.0 License (http://www.creativecommons.org/licenses/by-nc/4.0/) which permits non-Commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified on the Red Flower Publication and Open Access pages (https://www.rfppl.co.in)

KEYWORDS

• Academic/university libraries • Bibliographic databases • Digital content • Web-based resources • E-resource access/usage • E-services

INTRODUCTION

Any electronic product that provides a collection of data, including full-text databases, electronic journals, image collections, other multimedia products, and numerical, graphical, or time-based titles that are commercially available and published with the intention of being marketed, is considered an electronic resource. These can be sent via CD-ROM, cassette, the Internet, and other means. These are more beneficial since they include built-in search and manipulation capabilities, offer information access at a lower cost than purchasing information resources, save money on storage and upkeep, etc., and occasionally the electronic version is the only option. Academic libraries faced new opportunities and challenges in managing and acquiring the serials within their limited budget due to changes in scientific publication and publisher pricing policies. 21st-century libraries and information services are evolving quickly. Libraries are making arrangements to provide access to a variety of learning resources in electronic format in addition to purchasing reading materials like printed books and journals, due to the quick development of electronic publication.

REVIEW OF LITERATURE

Shimray, S. R., Subaveerapandiyan, A., & Ahmad, N. (2025).[1] With the advent of digital resources, university libraries have changed. Academic librarians must comprehend this transformation for academic institutions and libraries to modify their services to meet user needs. In order to provide useful insights to enhance library services and maintain significance in the digital age, this study will identify the factors contributing to the decline in reliance on traditional libraries and investigate the potential integration of IT technologies.

Moruwawon, O.I. (2020, March).[2] Modern libraries cannot expand if e-resources (electronic resources) and ICT facilities are not effectively integrated into their services. The introduction of new technologies has fundamentally changed how information professionals serve their clients. The latest innovations in the rapidly expanding technological age are digital libraries. Outside the library's four walls, e-resources are easily accessible. It also explores the benefits and problems of using e-resources in library services. The study employed the literature review method, which involved a systematic evaluation of relevant papers. According to the study, using e-resources is crucial for library services, so any obstacles to their efficient use should be taken into account.

Scupola, A. (2010).[3] The innovation, design, production, and distribution of services, particularly knowledge services, are being significantly impacted by networked ICT technologies like the Internet. Additionally, ICT networks like the Internet have laid the groundwork for the creation of new service categories. Here, "e-services" refers to services that are created, supplied, and/or consumed over ICT networks, such as mobile solutions and Internet-based systems. Both individuals and enterprises can use e-services, which are accessible through a variety of information appliances.

IMPORTANCE OF THE STUDY

The findings of this study will aid university administrators, librarians, legislators, and information specialists in comprehending user information-seeking behavior and improving digital library resources and services.

OBJECTIVES OF THE STUDY

The following are the study's main goals:

1. To learn about the different uses of electronic resources.
2. To determine how frequently electronic information resources and services are used.
3. To find out the level of awareness of library resources and services.
4. To assess how much time is spent in the university library.
5. To identify the purposes of searching and using e-resources and services in university libraries.

6. To determine the most popular preferred e-resource and service format.
7. To ascertain the awareness of and usage of different kinds of electronic reading materials.
8. To understand the challenges encountered when utilizing electronic information resources and services.

SCOPE OF THE STUDY

The scope of the study on academic libraries encompasses the geographic and institutional borders of the university, targeting primary users such as postgraduate students and research scholars. In addition to contextualizing the transition to digital-centric environments and highlighting related access difficulties, it assesses awareness and usage patterns of electronic resources and digital services.

METHODOLOGY OF RESEARCH

To gather data for the current study, which aims to investigate the usage/access of e-resources. A total of 100 questionnaires were distributed at random to postgraduate students and research fellows who were deemed valuable for analysis. The questionnaires were filled out in person by users, and the information gathered was shown in a tabular format and subjected to a straightforward calculation process.

1. Study Area

The University of Mysore Library in Mysuru, Karnataka, served as the study's location. E-journals, e-books, online databases, an institutional repository, and Internet-based academic information services are just a few of the electronic information resources available at the university library that support teaching, learning, and research.

2. Target Population

Students and research fellows who regularly use the digital resources offered by the University of Mysore Library are included in the population under study.

INTERPRETATION AND ANALYSIS OF DATA

Table 1: Number of Questionnaires distributed

No. Distribution	No of Respondents	Percentage (%)
100	84	84%

The above table indicates the total number of questionnaires distributed and the response rate. Students in Mysore University were given the questionnaires. 100 questionnaires were distributed; out of these, 84 were received back, and the rate of response 84%.

Table 2: Gender of the Respondents

Gender	No. of Respondents	Percentage (%)
Female	37	44%
Male	47	56%
Total	84	100.00

Table 2 examines the gender of the respondents; 37(44%) were female respondents, and the remaining 47(56%) were male respondents. So, the number of male respondents was higher than the number of female respondents.

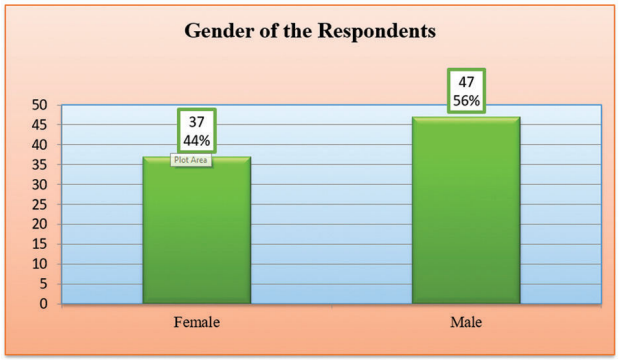


Table 3: Educational Qualification

Qualification	No of Respondents	Percentage (%)
PG Students	47	55.95
Research Scholars	37	44.05
Total	84	100.00

Above table contains the educational qualifications of the respondents. Out of that, 47(55.95%) were PG Students, and 37(44.05%) were Research scholars. The study finds that PG Students are the majority in library usage.

Table 4: Frequency of library visits for accessing electronic information resources and services

Frequency of visit	No. Respondents	Percentage (%)
Daily	39	46.42
Weekly 2 times	18	21.42
2-3 times a month	18	21.42
Monthly	06	7.14
Occasionally	03	3.60
Total	84	100.00

Table: Examine Frequency of Electronic Resources. 39(46.42%) users were using e-resources on a daily basis. 18(21.42%) preferred

weekly, 2 times. 18(21.42%) use them 2-3 times a month. 06 (7.14%) prefer monthly; 03 (3.60%), were prefer to use the electronic resource occasionally.

Table 5: Awareness of library e-resources and services

Awareness of e-resources and services	No. of Respondents	Percentage (%)
Yes	76	90.47
No	08	9.53
Total	**84**	**100.00**

The study finds that respondents' awareness and using e-resources and services is shown in the table. Eight members (9.53%) did not aware and use e-resources, whereas 76 members (90.47%) did. The study reveals most of the users were aware on electronic information resources and services.

Table 6 examines the types of use of different types of e-resources by respondents to the questionnaire. The E-journals used by students are like most frequently 41, more frequently 33, and less frequently 10 of the students used, and in the same order to use like E-books 43/29/12, E-newspaper 29/36/19, E-reprints 18/46/20, ETDs 05/36/43, E-patents 02/24/58, E-magazine 03/21/60, E-databases 04/17/63 used were responses.

Table 6: Frequency of using different types of e-resources and services

E-resources	Most frequently		More frequently		Less frequently		Total
E-journals	41	48.80%	33	39.28%	10	11.90%	**84**
E-books	43	51.19%	29	34.53%	12	14.28	**84**
E-newspapers	29	34.53%	36	42.85%	19	22.61%	**84**
E-reprints	18	21.42%	46	54.76%	20	23.80%	**84**
ETDs	05	5.95%	36	42.85%	43	51.19%	**84**
E-patents	02	2.39%	24	28.57%	58	69.04%	**84**
E-magazine	03	3.57%	21	25%	60	71.42%	**84**
E-databases	04	4.76%	17	20.23%	63	75%	**84**

Table 7: Purposes of searching and using e-resources and services

Purposes to search and use e-resources and e-services	No of Respondents				Total
	Yes		No		
To keep yourself up-to-date on the subject	72	85.71%	12	14.28%	84
For completion of Assignments and Seminar presentations	63	75%	21	25%	84
For Research purpose (Thesis/Dissertations/Project works)	72	85.71%	12	14.28%	84
To find relevant information in the area of your specialization	16	19.04%	68	80.95%	84
For Career Development	17	20.23%	67	79.76%	84
For Routine study	17	20.23%	67	79.76%	84
Easy at access	19	22.61	65	77.38%	84
Economy in terms of cost	18	21.42	66	78.57%	84

Table 7 indicate that purposes to read and search E-resources wise responses to keep yourself up to date on the subject used 72 students are yes respondents 12 students are no respondents, for completion of assignment and seminar presentations (63/21), research purpose (72/12), to find relevant information in the area of specialization (16/68), career development (17/67), routine study (17/67), easy at access (19/65), economics in terms of cost (18/66) were respondents.

Table 8: Most Preferred Type for Accessing Electronic Resources and Services

E-Documents	No of Respondents				Total
	Yes		No		
CD-ROMs/Online Databases	57	67.85%	27	32.14%	**84**

table cont....

E-Documents	No of Respondents				Total
	Yes		No		
Online Journals	66	78.57%	18	21.42%	**84**
E - Books	59	70.23%	25	29.76%	**84**
E – Thesis	21	25%	63	75%	**84**
Library Catalogue (OPACs)	48	57.14%	36	42.85%	**84**
Internet /Web-based Resources	37	44.05%	47	55.95%	**84**

Students' preferred e-reading methods are shown in the table. 57(27) students responded to the electronic reading CD-ROM method online databases used and not used); online journals 66(18); e-books 59(25); e-theses 21(63); library catalogue 48(36); and internet web-based resources 37(47).

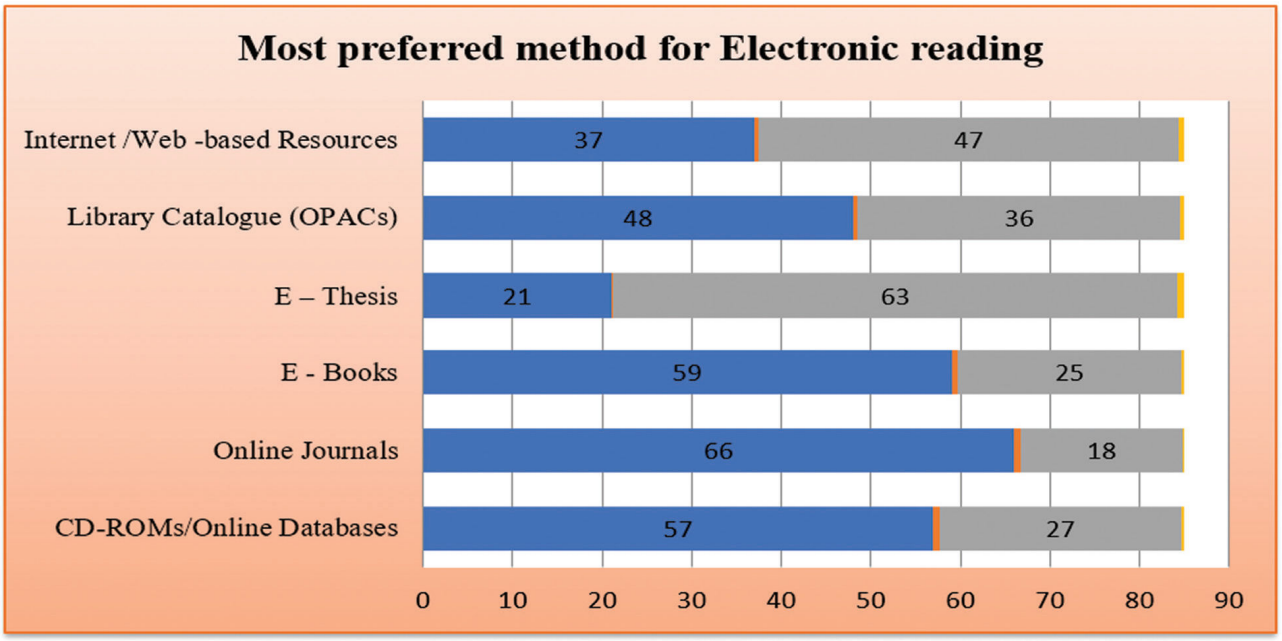


Table 9: Most preferred format for accessing electronic resources and services

Format of Document	No of Respondents				Total
	Yes	%	No	%	
PDF	75	89.28%	9	10.71%	**84**
HTML	71	84.52%	13	15.47%	**84**
PPT	29	34.53%	55	65.47%	**84**
Hard copy	44	52.38%	40	47.61%	**84**

According to Table 9, students' preferred format was PDF, 75 (09). PPT 29 (55), HTML 71 (13), and hard copy 44 (40) were utilized and not used.

Table 10: Mode of Access to e-information resources and services

Access to E-Information Resources Through	No of Respondents				Total
	Yes	%	No	%	
Links through Institute Website	70	83.33%	14	16.67%	**84**
Links through Publishers' Website	22	26.19%	62	73.81%	**84**
Links through Search Engines	71	84.24%	13	15.76%	**84**

The table shows access to e-information resources: users' questionnaires linked through the institute website (70 (14) used, links through the publisher's website (22 (62), and links through search engines (71 (13). In that, most of the users prefer search engines to access information.

Table 11: Satisfaction with Utilisation of Electronic Information Resources and Services

Electronic Information Resources & Services	No. of Responses				Total
	Yes	%	No	%	
Resources sharing through networks	73	86.90%	11	13.09%	**84**
Literature search Services	54	64.28%	30	35.71%	**84**
Institutional repository	46	54.76%	38	45.23%	**84**
Email Publishing	30	35.71%	54	64.28%	**84**
OPAC Services	64	76.19%	20	23.80%	**84**
Bibliographic Service	54	64.28%	30	35.71%	**84**
Video Library Services	23	27.38%	61	72.61%	**84**
CAS & SDA Services	66	78.57%	18	21.42%	**84**

Table 11 Presents satisfaction with the utilisation of e-services among respondents to the questionnaires. There are using methods like Resource sharing through the network 73 (11), literature search services 54 (30), institutional repository 46 (38), email publishing 30 (54), OPAC service 64 (20), bibliographic service 54 (30), video library service 23 (61), CAS & SDA service 66 (18).

RESULT AND DISCUSSION

The results of this study reveal that Digital library resources and services have become integral to students' academic learning, teaching and research process at University of Mysore. The high number of visits to the library, along with the frequent use of the electronic information resources and services for research and project work, suggests that electronic information services are meeting users' academic needs.

CONCLUSION

There are many different types of electronic resources. It helps and encourage teachers in doing their jobs well. Anywhere, at any time, they are available. Their acceptance has increased in information science and library centres. By making use of a variety of electronic resources, together with their instruments and techniques. Academic libraries are now able to create a vast array of information services and goods. They cannot replace print copies because they are available in electronic form. This also shows that a significant percentage of users rely on electronic resources to find relevant, up-to-date, and essential information. Every day, users become more and more dependent on technological resources. E-resources allow researchers and students to access up-to-date information. The e-resources of the virtual world constitute a substantial intellectual, human, and financial commitment. Ultimately, it is concluded that users must familiarise themselves with the latest e-resources and their search tactics in order to make the most of the available electronic information resources.

REFERENCES

1. Shimray, S. R., Subaveerapandiyan, A., & Ahmad, N. (2025). Digital transformation in academic libraries: e-resources, OPACs and AI in information discovery. *Reference Services Review, 53(2), 238-255.*
2. Moruwawon, O. I. (2020, March). An overview of the application of e-resources as strategies for enhancing effective library services in academic libraries. In Information and Knowledge Management (Vol. 10, No. 2, pp. 70-75).
3. Scupola, A. (2010). The role of e-services in the library virtualization process. In *Electronic Services: Concepts, Methodologies, Tools and Applications* (pp. 1763-1770). IGI Global Scientific Publishing.
4. Yebowaah MS, F. A., & Plockey Mrs F. D. D. (2017). Awareness and use of electronic resources in university libraries: A case study of University for Development Studies Library.
5. Amin, S., & Rahman, O. (2023). The impact of digital transformation on library resources. *LISEDU Network.*