ROLE OF LIBRARIES IN COMPETITIVE EXAMINATIONS: A STUDY AMONG THE EMPLOYEES OF UNIVERSITIES IN KERALA

Thesis submitted to the
University of Calicut in partial fulfilment of the
requirements for the award of the Degree of
DOCTOR OF PHILOSOPHY IN LIBRARY AND INFORMATION SCIENCE

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UNIVERSITY OF CALICUT
2024

DECLARATION

I hereby declare that the work presented in the thesis entitled **Role of Libraries in Competitive Examinations:A Study Among the Employees of Universities in Kerala** is based on the original work done by me under the guidance of Dr. Abdul Azeez T. A., Former University Librarian , C. H. M. K. Library, University of Calicut, and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.

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CERTIFICATE

I, **Dr. Abdul Azeez T. A.,** do hereby certify that the thesis entitled **Role of Libraries in Competitive Examinations: A Study among the Employees of Universities in Kerala** submitted to the University of Calicut, is a record of the bonafide study and research carried out by **Ms. Kadeeja Banu C V** under my supervision and guidance. The report has not been previously formed the basis for the award of a Degree, Diploma, Title or recognition.

Calicut University Campus **Dr. Abdul Azeez T. A.**
Date: (Supervising Teacher)

ACKNOWLEDGEMENT

The completion of this thesis would not have been possible without the support, guidance and encouragement of many individuals. I would like to express my sincere gratitude to everyone who contributed for the successful completion of this work.

First and foremost I express my deepest gratitude to Almighty Allah for countless blessings throughout my academic journey. Without his grace and mercy, this thesis would not have been possible. Alhamdulillah for granting me strength, patience and determination to complete this work.

I extend my deepest gratitude to my research supervisor Dr. Abdul Azeez T A, Former University Librarian, CHMK Library, University of Calicut, for his invaluable guidance, firm support, and insightful feedback throughout the entire research process. His expertise has been influential in shaping the direction and quality of this thesis. I am truly thankful to his dedication to my academic growth and for countless hours he spent in reviewing my work providing constructive criticisms and leading me in the correct direction. It has been an honour and a privilege to work under his supervision.

I am especially thankful to Dr.K M Naseer, Former Principal, Farook College and Dr.Aysha Swapna K A, Principal,Farook College and office bearers of management of Farook College for granting me permission to indulge in my research work and their invaluable support throughout my academic journey.

Special thanks to my colleague and mentor, Dr. Vahida Beegam T, Assistant Professor, Department of Library and Information Science,Farook College,for her expertise in statistical analysis and her patient guidance in navigating complex analytical methods. I am deeply appreciative of the time and effort she devoted to help me and her assistance has been crucial in ensuring the accuracy and consistency of the research findings. I am also obliged to Fasil K, Assistant Professor, Department of Statistics, Farook College, for his immense help in data analyses phase of my research.

I am deeply grateful to my teacher Dr.K C Abdul Majeed, Head & Associate Professor, Department of Library and Information Science, Kannur University, for taking the time to read my thesis and offering invaluable suggestions. His observance for detail and thoughtful feedback significantly improved the clarity and completeness of this work. I truly appreciate his dedication and insights he provided, which have been instrumental in refining the final version of this thesis.

Heartfelt thanks to Dr.Hashmina Habeeb, Assistant Professor, Department of English, Farook College for her invaluable assistance with language support, ensuring clarity and soundness in this thesis. I deeply appreciate her time, effort and commitment to ensuring that the final document is refined and professional.

I would like to express my appreciation to my esteemed teachers, Dr. TPO Nasirudheen, Former Head, Department of Library and information Science, Farook College, M.Ayub, Former College Librarian, Farook College and also to Dr.Mansoor Babu V, College Librarian, Farook College, for their mentorship, encouragement, and valuable insights which have enriched my academic journey. I am also thankful to Dr. Vasudevan T M, Professor&Head , Department of Library and Information Science, University of Calicut, Dr.Mohamed Haneefa K, Professor, Department of Library and Information Science,University of Calicut and Dr.Syamili C, Assistant Professor, Department of library and Information Science, Univeristy of Calicut for their constant support and motivation at the time of my research journey.

I am profoundly grateful to Haseena VKKM, Library and Information Assistant,IIT(H) a dear friend whose constant support and encouragement have been a continuous source of motivation throughout this journey. Her belief in my abilities has been pivotal in overcoming challenges and staying focused on the goals of this thesis.

Special mention goes to Shabna T P, Assistant Professor & Head,Department of Library and Information Science,Farook College and Haseena V K, Assistant Professor, Department of Library and Information Science,Farook College for their support and friendship during the ups and downs of the research process. Their

encouragement and companionship have made the journey enjoyable and meaningful.

I would like to acknowledge the university assistants who diligently filled out the questionnaires, contributing to the data collection process. Special thanks to administrative assistants,Basil and Tajunnisa from the University of Calicut, Rafi from MG University, Ranish, Anusha, and Safwanusalam from Kannur University and Mr.Praveen M from university of Kerala for their invaluable assistance in data collection. Your dedication and support have greatly enriched the quality of this research.

I am also grateful to Sebastian, Assistant Librarian, MG University, Dr.Prakashan M, Assistant Professor, Department of Library and Information Science, University of Kerala and Dr. K C Abdul Majeed , Associate Professor &Head, Kannur University for their assistance in obtaining permission from the registrar for data collection. Their support was crucial in facilitating the research process.

I am deeply thankful to Dr. Deepa P.K., Dr. Linsha M., Dr. Anila K.T., Dr. Raheem Ponnad, Dr. Malika Varma, Dr. Prasanth. M., Nasla Kanneth , Sreedhu M as well as the other research scholars of the C.H.M.K. Library and the Department of Library and Information Science, University of Calicut, for their friendly support and inspiration.

I am deeply grateful to my mother, parents-in-law, brother, sisters as well as their husbands and children for their firm support, encouragement, and understanding throughout this journey. Your belief in my abilities has been a source of motivation.

From the bottom of my heart I express my thanks to my husband, Favas Rahman K, whose strong love, encouragement, and sacrifices have been my pillar of strength throughout this challenging endeavour. Thank you for standing by my side, encouraging me every step of the way during the most challenging moments. Special thanks to my loving children Manha C V and Ifza C V, for their patience, understanding, and unconditional love during the times when my focus was on completing this thesis. Your presence in my life gives me the motivation to strive for

excellence every day.To all my extended family members who have cheered me on and provided support along the way, I am deeply grateful for your love, encouragement, and understanding.

I am grateful to all the staffs of CHMK Library, Abussabah Library and Directorate of Research, University of Calicut. I would also like to extend my heartfelt thanks to my colleagues at Farook College for their encouragement, collaboration and companionship.

I would like to express my sincere thanks to all staff members of Bina Photostat especially Rajesh for exceptional support with formatting and printing of the thesis.

To all those mentioned above and to countless others who are not explicitly mentioned here have contributed in ways big and small, your support has been invaluable, and this thesis would not have been possible without each and every one of you.

Thank you for being an integral part of my academic pursuit.

Kadeeja Banu C V

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LIST OF ABBREVIATIONS AND ACRONYMS

KPSC	:	Kerala Public Service Commission
UPSC	:	Union Public Service Commission
SSC	:	Staff Selection Commission
SC	:	Scheduled Caste
ST	:	Scheduled Tribe
RRB	:	Railway Recruitment Board
PG	:	Post-Graduation

ABSTRACT

Libraries are indispensable for competitive examination, providing access to vast array of resources essential for the success. Libraries can play a central role in facilitating the success of competitive examination aspirants by supporting and enriching their process of preparation. This study searches the methodologies adopted and the role of libraries in the success of administrative assistants of universities in Kerala in competing Kerala Public Service Commission (KPSC) examination. The primary objective of the study was to analyse the strategies followed by the respondents in the preparation of competitive examinations, to analyse the use of library by the university employees of Kerala for their success in KPSC examination, to analyse the use of information resources, facilities and services of libraries by University employees in Kerala in the attainment of KPSC examination, to investigate the satisfaction level of employees in meeting their information requirements by libraries in gaining KPSC examination and to assess the barriers that inhibited in adequate use of the library for the preparation of KPSC examination.

To achieve this a quantitative approach was employed, including survey method using a questionnaire prepared for the conduct of the study. The questionnaire was distributed to 394 administrative assistants working in four universities of Kerala viz university of Kerala, Mahatma Gandhi University, university of Calicut and Kannur University, who secured their job through the examination conducted by KPSC. A 33 item questionnaire was formulated in line with the objectives of the study. The questionnaire is divided into two parts: first part deals with the general information and second part deals with the topic of the study. Second part of the questionnaire is again divided into six sections and contains a mixture of likert scale, multiple choice, yes/no questions and an open ended question. The study used four independent variables such as gender, area of residence, subject of graduation and qualification of the respondents. The study reveals that many of the administrative assistants in universities depended on public library for their preparation of KPSC examination.

Books/Guides for competitive examination, reference books and newspapers were mostly used by them for attaining general knowledge and current affairs of the time. Despite of having a conducive environment in the library for their preparation of KPSC examination, many indicated the scarcity of specific resources for their preparation. Thus this study explored the utilization of libraries, its resources, services and facilities and also the challenges the respondents faced in the better utilization of libraries in their preparation of KPSC examination. These valuable insights guide the future aspirants of competitive examinations and suggest ways for libraries to serve them better.

Keywords: Library, Universities, Aspirants, Competitive Examination, Information Resources, Library Services, Library Facilities

സംഗ്രഹം

പരീക്ഷകൾ വിജയിക്കുന്നതിനാവശ്യമായ വിപുലമായ വൈജ്ഞാനിക വിഭവങ്ങളിലേക്ക് വഴിയൊരുക്കുന്നതിനാൽ മത്സര പരീക്ഷകൾക്ക് ലൈബ്രറികൾ ഒഴിച്ചുകൂടാനാവാത്തതാണ്. പരീക്ഷകളുടെ തയ്യാറെടുപ്പ് പ്രക്രിയയെ ശക്തിപ്പെടുത്തി, മത്സര പരീക്ഷാർത്ഥികളെ പിന്തുണയ്ക്കുന്നതിലൂടെ അവരുടെ വിജയം സുഗമമാക്കുന്നതിൽ ലൈബ്രറികൾക്ക് ഒരു പ്രധാന പങ്ക് വഹിക്കാനാകും. കേരള പബ്ലിക് സർവീസ് കമ്മീഷൻ (കെപിഎസ്സി) പരീക്ഷയിൽ കേരളത്തിലെ സർവ്വകലാശാലകളിലെ അഡ്മിനിസ്ട്രേറ്റീവ് അസിസ്റ്റന്റുമാരുടെ വിജയത്തിലുള്ള ലൈബ്രറികളുടെ പങ്കും, സ്വീകരിച്ച രീതികളും ഈ പഠനം അന്വേഷണത്തിന് വിധേയമാക്കുന്നു. മത്സരപരീക്ഷാർത്ഥികൾ തയ്യാറെടുപ്പിന് സ്വീകരിച്ച തന്ത്രങ്ങൾ വിശകലനം ചെയ്യുക, കേരളത്തിലെ സർവ്വകലാശാലാ ജീവനക്കാർ കെപിഎസ്സി പരീക്ഷയിൽ വിജയിക്കുന്നതിനായി നടത്തിയ ലൈബ്രറി ഉപയോഗം വിശകലനം ചെയ്യുക, ലൈബ്രറികൾ ലഭ്യമാക്കുന്ന സൗകര്യങ്ങൾ, സേവനങ്ങൾ, വിവര വിഭവങ്ങൾ എന്നിവ അവർ എങ്ങനെ ഉപയോഗപ്പെടുത്തി എന്ന് വിശകലനം ചെയ്യുക, കെ പി എസ് സി പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിനു വേണ്ടിയുള്ള വൈജ്ഞാനികാവശ്യങ്ങൾ നിറവേറ്റുന്നതിൽ ലൈബ്രറികൾ എത്രമാത്രം ഉപയോഗപ്പെട്ടു എന്നതിൻ്റെ സംതൃപ്തിസൂചിക അന്വേഷിക്കുക, ഒപ്പം തന്നെ ഇത്തരത്തിലുള്ള ലൈബ്രറി ഉപയോഗത്തിനുണ്ടായ തടസ്സങ്ങൾ വിലയിരുത്തുക എന്നിവയായിരുന്നു പഠനത്തിന്റെ പ്രാഥമിക ലക്ഷ്യങ്ങൾ.

ഈ പഠനത്തിനായി ചോദ്യാവലിയുൾചേർത്ത സർവേ രീതിലൂടെയുള്ള പാരിമാണാത്മക സമീപനമാണ് സ്വീകരിച്ചത്. കെപിഎസ്സി നടത്തിയ പരീക്ഷയിലൂടെ ജോലി നേടിയ കേരളത്തിലെ നാല് സർവകലാശാലകളിലുള്ള 394 അഡ്മിനിസ്ട്രേറ്റീവ് അസിസ്റ്റൻ്റുമാർക്കാണ് കേരള സർവകലാശാല, മഹാത്മാഗാന്ധി സർവകലാശാല, കാലിക്കറ്റ് സർവകലാശാല, കണ്ണൂർ സർവകലാശാല എന്നിവ വഴി ചോദ്യാവലി വിതരണം ചെയ്തത്. പഠന ലക്ഷ്യങ്ങൾക്കനുസൃതമായി 33 ഇനങ്ങളുള്ള ചോദ്യാവലി രൂപീകരിച്ചു. ചോദ്യാവലിയെ രണ്ട് ഭാഗങ്ങളായി തിരിച്ചിരുന്നു. ആദ്യ ഭാഗം പൊതുവിവരങ്ങളും രണ്ടാം ഭാഗം ഗവേഷണ വിഷയവും കൈകാര്യം ചെയ്യുന്നു. ചോദ്യാവലിയുടെ രണ്ടാം ഭാഗം വീണ്ടും ആറ് ഭാഗങ്ങളായി തിരിച്ചു. അതിൽ ലിക്കർട്ട് സ്കെയിൽ, മൾട്ടിപ്പിൾ ചോയ്സ് ചോദ്യങ്ങൾ, യെസ്/നോ ചോദ്യങ്ങൾ, ഓപ്പൺ എൻഡ് ചോദ്യങ്ങൾ എന്നിവ കലർത്തിയുപയോഗിച്ചു. ലിംഗഭേദം, താമസിക്കുന്ന പ്രദേശം, ബിരുദ വിഷയം, ആവേദകരുടെ ക്വാളിഫിക്കേഷൻ തുടങ്ങിയ നാല് സ്വതന്ത്ര വേരിയബിളുകൾ പഠനത്തിനുപയോഗിച്ചു.

സർവകലാശാലകളിലെ അഡ്മിനിസ്ട്രേറ്റീവ് അസിസ്റ്റൻ്റുമാരിൽ പലരും കെപിഎസ്സി പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിന് പബ്ലിക് ലൈബ്രറിയെയാണ് ആശ്രയിക്കുന്നതെന്ന് പഠനം വെളിപ്പെടുത്തുന്നു. പൊതുവിജ്ഞാനം നേടുന്നതിനും സമകാലിക സംഭവങ്ങളിൽ ധാരണയുണ്ടാക്കുന്നതിനുമായി മത്സര പരീക്ഷയ്ക്കുള്ള പുസ്തകങ്ങൾ, ഗൈഡുകൾ, റഫറൻസ് പുസ്തകങ്ങൾ, പത്രങ്ങൾ എന്നിവ അവർ മുഖ്യമായും ഉപയോഗപ്പെടുത്തിയിട്ടുണ്ട്. കെപിഎസ്സി പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിന് ലൈബ്രറിയിൽ അനുകൂലമായ അന്തരീക്ഷം ഉണ്ടായിരുന്നിട്ടും, പലരും തയ്യാറെടുപ്പിനാവശ്യമായ പ്രത്യേക വിഭവങ്ങളുടെ ദൗർലഭ്യം ഉണ്ടായിട്ടുണ്ടെന്ന് സൂചിപ്പിച്ചു. അതിനാൽ ഈ ഗവേഷണം ലൈബ്രറികളുടെ വിനിയോഗവും, അതിന്റെ വിഭവങ്ങളുടെയും സേവനങ്ങളുടെയും സൗകര്യങ്ങളുടെയും ഉപയോഗവും കെപിഎസ്സി പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിൽ ലൈബ്രറികൾ വിനിയോഗിക്കുന്നതിൽ പ്രതികരിച്ചവർ നേരിടുന്ന വെല്ലുവിളികളും അന്വേഷണത്തിനു വിധേയമാക്കി. ഈ വിലയേറിയ ഉൾക്കാഴ്ചകൾ ഭാവി മത്സരപരീക്ഷാർത്ഥികൾക്ക് വഴികാട്ടിയാവുകയും അവർക്ക് മികച്ച സേവനം നൽകാനുള്ള വഴികൾ ലൈബ്രറികൾക്കുമുന്നിൽ വെക്കുകയും ചെയ്യുന്നു.

സൂചകപദങ്ങൾ: ലൈബ്രറി, സർവ്വകലാശാലകൾ, ഉദ്യോഗാർത്ഥികൾ, മത്സര പരീക്ഷ, വിവര ഉറവിടങ്ങൾ, ലൈബ്രറി സേവനങ്ങൾ, ലൈബ്രറി സൗകര്യങ്ങൾ

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

In this competitive world, success in competitive examination requires an individual's dedication, knowledge and resilience. This study searches the methodologies adopted and the role of libraries in the success of assistants in Universities of Kerala in competing Kerala Public Service Commission (KPSC) Examination. It will definitely help to understand how the assistants in Universities utilized library resources and services that contributed in attainment of this challenging examination.

1.2 Competitive Examinations

The educational system in India has included competitive examinations for decades. Examinations were first conceptualized in the late 19th century by Henry A. Fischel. He was an American-German Professor at Indiana University. It is also recognized that he laid the groundwork for Indiana University's Jewish Studies program. The Imperial Examination was the first written test ever administered, and China was the first nation to adopt the idea of examinations on a national scale.

There are two meanings for the word "examination." It could suggest a thorough examination, observation, or study of a specific topic or situation. These 'examinations' are typically carried out by academics, scientists, and researchers from many fields. The term "examination" can also refer to a formal test used to evaluate a person's knowledge, comprehension, and skill in a given field.

Historical records indicate that examinations as a notion originated in ancient China. The 'Imperial Review', also known as the Imperial Examination System, was instituted by the Sui Dynasty in 605 AD as a means of selecting applicants for government positions. People were chosen by the system on the basis of merit rather than birth. Under the leadership of Emperor Yang of Sui,the capable candidates would become a part of an esteemed group of Government officials under empress Wu Zetian, the Tang Dynasty instituted written examinations to choose candidates.

As one of the most renowned and sought-after educational institutions in the world, the ancient university administers written tests in schools all around England.

Schools throughout England contacted Universities in Cambridge and Oxford in the late 1800s to administer standardized examinations to male students nation-wide. Boys were the only ones who could take the test in 1858.

Much like examinations are conducted today, these assessments were overseen by invigilators who travelled from Cambridge to various parts of the country, to administer the tests.

The first Cambridge Assessments were given to pupils on December 14, 1958, and they could take the test in schools or churches, among other locations. The courses covered were English, Mathematics, History, Geography, Latin, German, and French, all of which are still taught at many universities today.

In India, examinations were first administered in 1853. The East India Company's directors appointed Indian civil servants until 1853 on the basis of nominations. In 1853, the English Parliament did away with the nomination system. All civil officers were chosen based on competitive examinations from this point on, regardless of race. Examinees had to complete a mandatory horse-riding test in order to sit for the tests, which were only held in August in London each year.

The British Civil Service assumed the regulatory functions of the defunct British joint-stock firm after the East India firm went out of business. But concurrent administration of the Indian Civil Service exams in England and India did not occur until the Early Nationalists, or Moderates, rose to power. This was accomplished by putting social reforms into action, such as the House of Commons resolution and the formation of the Public Service Commission (PSC) (Aishwarya, 2024).

1.2.1 Competitive Examinations in India

In India, competitive examinations are essential to make a career with Central or State Governments and also with many public or private undertakings. Competitive examinations are also hard that enable to select best candidates from lakhs of applicants across the country. These examinations help to assess the knowledge, skills and aptitude of candidates and also aid the suitable candidates with skills and knowledge to get an apt job in Government and private sector.

1.2.1.1 Types of Competitive Examinations in India

1. Examinations Conducted for Recruitment to Government Jobs:

There are various examinations conducted for recruitment to various Government positions at both state and central level. Some of them are:

- UPSC (Union Public Service Commission) Examinations:

Civil Service Examination, conducted by UPSC is one of the most challenging and prestigious examination for recruitment to Indian Administrative Service (IAS), Indian Police Service (IPS), Indian Foreign Service (IFS) and other Central Services.

- SSC (Staff Selection Commission) Examination:

SSC conducts Combined Graduate Level Examination to recruit candidates for Group B & Group C posts in various Government departments and Combined Higher Secondary Level Examination for positions requiring intermediate education.

- SPC (State Public Service Commission) Examination:

Each state has its PSC and conducts examinations for recruiting candidates to state administrative services.

- Banking Examinations:

It is conducted by various banks for recruiting officers and clerical staffs to their banks.

2. Entrance examinations

Many prestigious institutions conduct entrance examinations for admission to these institutions. Some of them are:

- NEET (National Eligibility cum Entrance Test):

It is the test conducted for admission to undergraduate and postgraduate medical courses in Government and private medical colleges.

- JEE Main/JEE Advanced (Joint Entrance Examination):

It is conducted for admission to top Engineering institutes in India including Indian Institute of Technology.

- CAT (Common Admission Test):

It is the entrance test conducted for admission to management institutions including Indian Institute of Management.

1.2.2 Importance of Competitive Examinations to Government Jobs

Competitive examinations helps to choose the candidate with capabilities and qualifications to a job. It ensures a merit based transparency in the selection of suitable candidates to an employment sector and gives an equal opportunity to all the eligible candidates to be a part of recruitment and selection process.

Millions of qualified candidates apply for competitive examinations in every year, but only a small percentage of them will be qualified and chose career of their interest. The scoring of high marks in the respective examination only helps the candidates to make their choices. Preparation for competitive examinations needs a well-planned strategy. The aspirants of competitive examination faces different hindrances and challenges in their preparation and attaining success in the examination such as the lack of availability of updated content resources, lack of proper guidance, time management, financial constraints etc.

1.3 Kerala Public Service Commission

By virtue of the Indian constitution, KPSC was established. In accordance with the appointing authorities' requests, the commission advises the government on all civil service-related matters referred to it under Article 320(3) of the constitution. It also publishes notifications inviting applications for selection to various posts, conducts written and/or practical tests, physical efficiency tests, and interviews, creates a ranked list of candidates based on their performance, and recommends candidates for appointment strictly on the basis of merit and adherence to

reservation laws when vacancies are reported (Kerala Public Service Commission, n.d.).

1.3.1 History

In the state of Travancore, there was a public service commissioner whose job was to choose applicants for direct recruitment to several government job categories. On June 14, 1936, G.D. Nokes was named the first public service commissioner. Up to the union of the states of Travancore and Cochin, the office of the public service commissioner, Travancore, remained operational.

A staff selection board was established in Cochin in 1936 to choose applicants for initial hiring into lower positions. The Cochin Public Service Commission, consisting of three members, was established in 1947 by a state legislature act.

The princely states of Travancore and Cochin were merged on July 1st, 1949 to form the Travancore-Cochin State. With the merging of the states of Travancore and Cochin on 1st July, 1949 a Public Service Commission for the State of Travancore-Cochin was created by an ordinance. The chairman was one of the three members of the commission. The Government of India Act, 1935, and the Travancore-Cochin Public Service Commission essentially carried out the same duties. Subsequently, the Travancore-Cochin Public Service Commission carried on with its operations in accordance with the provisions of the Indian constitution once it came into effect on January 26, 1950. Kerala became a state on November 1, 1956, as a result of the reorganization of states. It consists of the former composite Madras State's Malabar District and Kasargod Taluk of South Kanara District, as well as the old Travancore-Cochin State (with the exception of the current Kanyakumari District and Shencottah Taluk of the current Tamil Nadu).

Following the reorganization of States, on November 1, 1956, the state of Kerala was founded, and the Travancore-Cochin Public Service Commission was renamed the Kerala Public Service Commission. The commission's membership grew from five in 1959 to seven in 1971, eight in 1981, nine in 1982, thirteen in

1983, fourteen in 1984, fifteen in 1984, and finally, in 2005, to the current level of eighteen (Kerala Public Service Commission,n.d.).

1.3.2 Establishment

The KPSC's head office is located at Thiruvananthapuram, the state capital, in Thulasi Hills at Pattom.

The commission was established with three regional offices in Kollam, Ernakulam, and Kozhikode with the purpose of decentralizing selections for the entire state. All revenue districts have district offices of the commission to handle selections for positions designated for district-wise selections.

The secretary, who is chosen by the commission with the Governor's prior consent, serves as the head of the commission's office. Three additional secretaries, one of which being the controller of examinations, support the secretary. There are 64 under-secretaries, 22 deputy secretaries, and 12 joint secretaries below their positions. There are 196 section officers working for the commission. Approximately 1200 other officers, including as peons, assistants, personal assistants, and typists, among others, support the commission in carrying out its duties.

The Departmental Test Wing, Recruitment Wing, Examination Wing, Advice/Consultation Wing, Secret Section, Research and Analysis Wing, Public Relations Unit, Establishment Wing, Accounts Wing, Records Section, Fair Copy Sections, Tappal Sections, and Library all contribute to the commission's operation.

The Recruitment Wing is made up of the district recruitment sections that prepare notifications inviting applications for district-wise selection, the Government Recruitment Section, the Corporation and Companies Section, the Local Authority Section, the Cooperative Sector Section, Special Recruitment for SC/ST, and Inspection of Recruitment.

The Examination Wing is responsible for all tasks related to conducting various exams and tests for recruitment and eligibility.

The Government's consultations about recruitment rules and disciplinary cases under Article 320(3) of the constitution are handled by the Advice Wing. Providing information to support any litigation brought by the commission or against it before the Honourable High Court of Kerala and the Honourable Supreme Court of India is another responsibility of the Advice Wing. To handle the cases, the commission has designated an Advocate as its Legal Retainer.

The goal of the Research and Analysis Wing is to streamline and modernize the entire system while minimizing delays and improving work quality through planning, coordination, and monitoring of all organizational processes.

The Commission's Public Relations Unit serves as a useful conduit between the general public and the organization. The unit's Enquiry Section serves as the information hub. The P.R. Unit also publishes the PSC Bulletin, which is a fortnightly publication of the commission (Kerala Public Service Commission, n.d.).

1.4 University Assistant Examination

The KPSC university assistant examination is a highly competitive examination conducted by KPSC for the recruitment of candidates to the post of university assistants in various government owned universities in the state of Kerala. This examination serves as a gateway for individuals seeking employment in the academic and administrative departments of universities.

The examination is administered online. Before 2016, the examination was administered by each university separately; however, KPSC, assumed control of the process in 2016.

To attract candidates for more than 500 unfilled positions in the state's universities, the university assistant test is administered. The prerequisite for candidates is a bachelor's degree in any field.

Candidates had to take just one Objective Type Test (OMR) till 2021. Starting in 2022, hiring decisions might be made using data from both the preliminary and main.

The following requirements must be met in order to be eligible for the university assistant examination

- A degree from an accredited university or its equivalent in any faculty.
- Candidates applying for the post must be above 18 years and below 36 years of age with relaxation offered to scheduled castes, scheduled tribes and other backward communities.

Major subjects are:

- General knowledge & Current affairs
- Science and Technology
- Simple Arithmetic, Mental ability, and Reasoning
- General English
- Regional Language

(Team Leverage edu, 2023)

The preparation for these examinations need rigorous studying, practice tests and staying updated on relevant topics to ensure success in the examinations. The candidates need to use different information resources for the preparation of competitive examinations. Libraries have to play a major role in supporting the aspirants of competitive examinations by providing necessary reading materials and guidance. Here libraries can serve as an invaluable centres for individuals getting ready for such examinations.

1.5 Importance of Libraries

Library and community are inter-linked and inter-reliant with each other. Society without libraries has no significance, and libraries without society have no origin. To serve as a vehicle of social growth, the library plays a vital role. Libraries are hubs of information, primarily established to generate knowledge, empower individuals with knowledge to serve the society and advance the well-being of

mankind. Thus library is like a storehouse of knowledge, a whole world encompassed in one room (Abdulsalami et al., 2013). According to fantasy and Science fiction writer Ray Bradbury (n.d.), "without libraries, what have we? We have no past and we have no future".

Traditionally library is a collection of books used for reading or study or a building or room where collections of books are kept. But now the connotation of the term library has changed. It is a body of information resources and services and it does not require even a building. Being able to meet communities' information demands is the main reason that the libraries and other information institutions are established in modern society (Abdulsalami et al., 2013). Nowadays in this changing world libraries have many role in the society. Shera (1976) justifies the library as a wide part of a social system created by people, naming libraries as social institutions for the needs of the society. Libraries serve as centre of knowledge and provide services to support learning, education and cultural enhancement. The materials and services that libraries provide foster learning opportunities, enhance literacy and education, and aid in the development of fresh viewpoints and ideas that are essential to a vibrant and inventive community (White, 2012).

The primary goal of any library is to connect users with the resources that meet their information needs. The main purpose of establishing libraries and other information institutions in modern societies is to address the information needs of communities. Libraries are essential pillars of a healthy community. Libraries give people abundant opportunities to find jobs, explore research, experience new ideas, place for leisure, and at the same time provide a silent place for meeting. The new role of libraries in the 21st century needs to be as a learning and knowledge centre for their client. Due to the exponential growth of human knowledge in various formats, libraries must adapt their resources access and sharing strategies from printed to electronic and digital resources in alignment with their mission and objectives.

In this era of online information resources, libraries play a significant role by providing authoritative and authentic resources of information.Libraries are

informational and are very important in today's world where a simple internet search can give you many results out of which not even a single may actually meet answer to your question (Target study, n.d.).Libraries have to adapt its buildings and services to meet informational needs of every community. Libraries are regarded as service institutions where they serve their users to satisfy their information needs and library activities are geared towards serving the needs of users because in service centre user's satisfaction is their ultimate goal (Verma & Laltlanmawi, 2016).

Career is path of a person that he is intended to be in future. It is achieved through lifelong learning and continuous hard work. Personal development and knowledge development helps for career development. Libraries have a significant role in a person's life in achieving his career.

1.5.1 Libraries for Personal Development

Individuals should have a way of their own for others to follow them. Professional and organizational development can be acquired only with the personal development. To be a fine human being and an effective professional one should understand his own qualities and development. While determining careers to become professionals humans need to learn to cope up with problems and face the hardships**.** Personality development trains an individual and helps him to make a mark of his own. Libraries can play an important role for personality development as follows

- Libraries have access to different information sources including books on personal development, general reading books, journals, newspapers, magazines, reference books etc.
- Libraries provide internet connection and Wi-Fi facility that give information online.
- Libraries organises workshops, training programs etc. that results in personal growth of an individual.

1.5.2 Libraries for Knowledge Development

Libraries play an important role in imparting knowledge. Libraries acts as centres of learning and enhances knowledge. It cultivates a habit of reading and boosts the continuous quest for knowledge. This not only enhances what an individual has already learnt and but also contribute to their personal growth and development in life. Libraries offer a means by which we can gain access to knowledge. "Google can bring you back 100,000 answers. A librarian can bring you back the right one" (Gaiman, 2010).

The resources and services that library offers create a space for learning, support literacy and education. They also ensure an accurate record of knowledge created and accumulated by past generations. Without libraries, advancing research, preserving human knowledge and maintaining world's cultural heritage for future generations would be significantly more challenging. Libraries can do the following things for knowledge development

- An extensive and fruitful collection should be maintained.
- Useful online sources should be regularly searched and selected from the internet that satisfy their users and links to it should be provided.
- The feedback should be regularly collected from the users and updating of resources and services should be done accordingly.
- Libraries should also develop means of contacting experts thereby capturing all tacit knowledge that is useful to their users, and to the specialized information organizations.
- The website of each library should serve as a portal for all sources relevant to knowledge and information of various types and it should be regularly updated.

1.6 Libraries for Career Development

Libraries can be an excellent career information centre by contributing to the professional development and success of their patrons. Library is the logical location

for the storage of most of the information needed to provide career information service (Lokhande, 2023). A quality career service can help the students/graduates to find out their interests and abilities and to attain their dream job in the society. As a quality career resource centre, library can take pride in the development and well-being of its users (Varalakshmi & Moly, 2009).It is well known fact that to develop a career individuals have to go through many competitive examinations in India and the role of libraries for achieving success in these examinations cannot be undermined.

1.6.1 Libraries and Competitive Examinations

The aspirants of competitive examinations depend on various sources such as print and electronic sources for their preparation. They find many ways in accessing information. They may depend upon public library, college library, university library etc. Libraries serve as knowledge repositories that provide resources and services that in turn helps in the success of the candidate in competitive examinations. They provide access to the collections such as books, guide books, reference books, newspapers, popular magazines, career magazines, gazettes, journals, question papers of previous year's examinations, electronic resources etc. Thus, libraries are vast ocean of information resources which otherwise may be difficult to obtain by aspirants of various examinations. Anderson (1992) indicates that, "To make career decisions, one needs right information at the right time. Libraries are one of the logical service providers for this role. Libraries with their strong core collection, knowledgeable librarians and modern technology can enhance the delivery of needed career information".Libraries also provide a conducive environment with comfortable sitting, cooling environment, lighting and ventilation, and a quiet reading atmosphere. "I became a member of library as it is very easy to get book on every topics and subjects which is relevant to competition. Moreover, the environment is calm and student friendly which helps in concentration in comparison to home," said Sunil, a student preparing for UPSC at State library of Ranchi. (Shikha, 2015)

Libraries can do the following related to preparation of competitive examinations:

- Libraries can provide information regarding various competitive examinations for various posts in Government sector like Civil Service, KPSC, KAS etc.
- Can provide access to information resources for competitive examinations like guidebooks, question papers, e –resources etc.
- Study areas and quiet places conducive for learning can be provided.
- Audio-visual and learning resources can be given to make learning interesting.
- Guidance can be given regarding their preparation and collection of preparatory materials.
- Mock tests can be conducted to create awareness regarding various examination patterns.
- Can provide classes regarding time management and linguistic skills.
- Offer facilities like printing, scanning, computer access, Wi-Fi access etc.

1.6.1.1 Libraries as a Source of Information: The main objective of the library is the information satisfaction of many kinds of users. Libraries should maintain as many resources for the same. In this technological world, plenty of resources are available, evaluating and identifying the specific resource create problems for users. Here libraries plays an important role in providing authentic and reliable sources of information comprising books, journals, periodicals, reference materials, multimedia resources and electronic resources. In the aspect of competitive examinations, libraries offer study guides, old question papers, reference materials, online resources and assistance in their preparation. Here the libraries help the candidates from financial burden of purchasing books and also provides a wide spectrum of knowledge world enhancing the understanding of different perspectives of subjects.

"It is not possible for an individual to have such a wide collection of books at home. One can get access to diverse genres of books and other resources in library. It shuns the need to buy expensive books and resources" (Shailja, n.d.).Libraries also offer computer facilities, internet access and electronic databases. These facilities help the aspirants to explore online study materials, e-books, e-journals etc. that expand beyond the physical limitations of traditional print resources.

1.6.1.2 Libraries as a Learning and Study Centre: Libraries have all kinds of materials needed for the preparation of competitive examinations and is provided as free to all the aspirants. Libraries facilitates learning by providing a conducive environment with wide range of resources for aspirants of competitive examinations. The self-studies section in the Anna Centenary library, Chennai has a lot to offer — study materials, mock tests and interactive sessions organised by the staff members (Ashmitha,2017)**.**Thus libraries as often described as apt places for studying. For effective preparation, users need a quiet and peaceful environment free from distractions and libraries serve as excellent space for the same. Libraries also provide discussion rooms and group study areas that enables the students to work in groups discussing various topics and share their ideas and knowledge. It is much more than a store and distribution centre for books, because it provides stimulating, inspiring and comfortable atmosphere for studies. It is rather an elevated environment and a live workshop (Mandal, 2009). Thus libraries provide space to study collaboratively which in turn results in better results.

"At Delhi public library, Hardayal municipal public library and even Dyal Singh public library — the latter is one of the oldest in India — young aspirants who hope to clear competitive examinations have taken over the reading rooms. For all the sophistication of algorithms and the vast amounts of knowledge on the internet, a quiet place to concentrate still draws aspiring civil servants, doctors, chartered accountants, et al. And given how difficult it is to find space in the big city, it is likely that the libraries will survive as a much-needed public space of calm. Yet, the book lover will see this new avatar of an old building as some" (Public libraries

have found a new role among aspirational youth. But bibliophiles will miss just browsing, 2022).

Libraries also initiated the inclusion of various technologies for serving the users better. They gave access to computer and internet facilities that will certainly help the users in this networked world. It provides free internet, workspace and material that help the communities to find jobs and similar opportunities (Hussain, 2021).

1.6.1.3 Libraries as Facilitators of Competitive Examinations: The role of libraries in the preparation of students for competitive examinations is as much significant as they provide assets of information resources, facilities and services for aspirants of various competitive examinations. Abinaya and Lydia (2016) explored that the library usage has broadened the benefits of passing competitive examinations.The libraries can conduct different coaching classes for them helping the candidates who faces financial constraints in joining highly reputed coaching centers. Provision of previous years' question papers is an important service that libraries can offer familiarizing the candidates with the structure, format and topics covered in various examinations. Conduct of mock tests also helps them as well and inspiring classes of qualifiers help to motivate the learners .Librarians can guide the students and act as mentors of the aspirants and can help to excel in their examinations and thus reaching the job they dream. So the libraries can be best described as spaces not merely the repositories of information resources but an active centre of learning equipped with the latest technology and guided by librarian as a mentor of each and every individual.

1.7 Profile of the Universities Selected

1.7.1 University of Kerala

Originally established as the University of Travancore in 1937 during the reign of Sree Chithira Thirunal Balarama Varma, the Maharaja of Travancore, the university was the first modern university in Kerala. It was later renamed the University of Kerala in 1957 following the reorganization of states in India. The

university has played a pivotal role in the educational and cultural development of Kerala. It initially functioned as a unitary university with a single campus but later transformed into an affiliating university with several colleges under its jurisdiction. The University of Kerala has a rich tradition of excellence in teaching and research, contributing significantly to the educational landscape of the state. The university has 180 affiliated colleges (University of Kerala, n.d.)

1.7.2 Mahatma Gandhi University

Mahatma Gandhi University, named after the Father of the Nation, Mahatma Gandhi, was established in 1983 in Kottayam, Kerala. The university was established to cater to the higher education needs of the central part of Kerala. It was initially established as Gandhiji University, but the name was later changed to Mahatma Gandhi University. The university is known for its focus on academic excellence and social responsibility. It has 273 affiliated colleges spread across the districts of Kottayam, Ernakulam, Idukki, and parts of Pathanamthitta and Alappuzha. Mahatma Gandhi University has been a pioneer in introducing innovative courses and promoting research activities in various disciplines (Mahatma Gandhi University,n.d.).

1.7.3 University of Calicut

The University of Calicut was established in 1968 with the aim of promoting higher education and research in the northern region of Kerala. It was the second university to be set up in Kerala after the University of Kerala. Initially, the university operated from the campus of the University of Kerala but later shifted to its own campus in Thenhipalam, Malappuram. The university has grown significantly over the years, with 406 affiliated colleges spread across the districts of Malappuram, Kozhikode, Wayanad, Thrissur and Palakkad. The university is known for its emphasis on quality education, research, and the holistic development of students (University of Calicut, n.d.).

1.7.4 Kannur University

Kannur University was established in 1996 to address the need for a higher education institution in the northern region of Kerala. The university was established through an ordinance promulgated by the Governor of Kerala, which was later replaced by an Act of the Kerala Legislative Assembly. The main objective of the university was to provide access to higher education in the rural and underdeveloped regions of Kannur, Kasargod, and Wayanad districts and it has 99 affiliated colleges distributed through these regions. Kannur University has multiple campuses across these districts, and it offers a wide range of undergraduate and postgraduate courses. Over the years, the university has made significant strides in providing quality education and promoting research activities (Kannur University, n.d.).

1.8 Need and Significance of the Study

In the era of information explosion, the role of libraries cannot be undermined. To get the authentic and reliable information from the information load is really a hectic task. Here, the libraries can really serve as the centre of providing the users with the information in the form and format they need and the ultimate aim of the library can be satisfied. The users should be provided with updated, pin-pointed and exhaustive information. Library users are different and they will have diverse needs. Therefore in this changing world to know various users and ensure their satisfaction is an important factor.

Aspirants of different competitive examinations is a broad category of users in the library. To meet the needs of them is a challenging task for libraries. Assistants in universities are the employees who successfully defended these examinations and secured their jobs. Studying them about the influence of libraries in their success will definitely help the library authorities to enhance the operation of libraries. Analysing the resource availability and accessibility in libraries can provide insights into the area of improvement of the system. The study also sheds light on the challenges faced by them that help in formulating various strategies to encounter these difficulties and maximize the effectiveness of library services. The

study will definitely guide the libraries to know the collections, services and facilities to support the aspirants of different competitive examinations.

1.9 Statement of the Problem

Nowadays attainment in competitive examinations is really challenging as there are lakhs of applicants for each and every examination. From 2016 onwards universities started appointing administrative assistants through KPSC. The factors that contributed to their achievement has not been studied yet. They may be followed specific strategies, used many resources and particularly the role of libraries to their success have not been systematically explored. They may be also faced various hindrances while preparing for the examinations. The intense competition of the KPSC examinations necessitates the deeper understanding of the different strategies these individuals employed to success. The study seeks to address this gap by investigating the experiences of assistants in Universities, who have succeeded in KPSC Examinations aiming to uncover their strategies followed, challenges faced and the role of libraries in facilitating their success. This study will explore the utilization of libraries, its resources, services and facilities and also the challenges they faced in the better utilization of libraries in their preparation. This will help to provide the valuable insights and guide the future aspirants of competitive examinations and suggest ways for libraries to serve them better.

The problem of the study is entitled as **"Role of Libraries in Competitive Examinations: A Study among the Employees of Universities in Kerala".**

1.10 Definition of Key Terms

1.10.1 Library

According to Cambridge Dictionary (n.d.) "library is building, room, or organization that has a collection of books, documents, music, and sometimes things such as tools or artwork, for people to borrow, usually without payment"

1.10.2 Competitive Examination

Competitive exams are a type of examination conducted to test and rank students according to their grades, percentage, or percentile. These exams are mostly conducted at the state or central level (Teachmint, n.d.).

KPSC examination for recruitment of university assistants is considered as the competitive examination for the study.

1.10.3 Employees

According to Merriam Webster (n.d.) one employed by another usually for wages or salary and in a position below the executive level.

Here employees are administrative assistants in universities who secured their job through KPSC examination.

1.10.4 Universities

University, institution of higher education, usually comprising a college of liberal arts and sciences and graduate and professional schools and having the authority to confer degrees in various fields of study (Encyclopedia Britannica, n.d.).

Universities in Kerala is taken for the study.

1.10.5 Kerala

It is the state located along the coastline to the extreme south-west of the Indian peninsula, flanked by the Arabian Sea on the west and the mountains of the Western Ghats on the east (Mathrubhumi Yearbook Plus, 2022).

1.11 Objectives of the Study

1. To analyse the strategies followed by the respondents in the preparation of competitive examinations.
2. To find out the use pattern of library for pursuing KPSC examination by university employees in Kerala.

3. To analyse the use of information resources, facilities and services of libraries by university employees in Kerala in the attainment of KPSC examination.

4. To assess the barriers that inhibited in adequate use of the library for the preparation of KPSC examination.

5. To investigate the satisfaction level of employees in meeting their information requirements by libraries in gaining KPSC examination.

1.12 Hypotheses

The investigator has formulated nine hypotheses inorder to satisfy the objectives of the study:

1. There is no significant difference in the initiation time of preparation for competitive examination with respect to gender of the respondents.

2. Self- motivation is the motivating factor of the majority of the respondents preparing for competitive examinations.

3. There is no significant differences in the use of library for KPSC examination with respect to gender and area of residence of the respondents.
4. There is no significant differences in the use of library for KPSC examination with respect to subject of graduation and qualification of the respondents.
5. Majority of the respondents depends on library for accessing books/guides, newspapers and reference books dealing with current affairs and general knowledge for the preparation of KPSC examination.

6. There is no significant difference in the satisfaction level on the availability of information resources in the library with respect to gender and area of residence of the respondents**.**
7. There is no significant difference in the satisfaction level on the availability of information resources in the library with respect to subject of graduation and qualification of the respondents**.**

8. There is no significant differences in satisfaction level on the availability of facilities and services in the library with respect to gender and area of residence of the respondents**.**
9. There is no significant differences in satisfaction level on the availability of facilities and services in the library with respect to subject of graduation and qualification of the respondents**.**

1.13 Scope and Delimitations of the Study

The study explored the understanding of preparation strategies, challenges faced and the role of libraries in specific by the administrative assistants of universities in Kerala for the success in KPSC examination. Among the nineteen universities in Kerala, the investigator selected four state universities in Kerala, namely, University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University. This study concentrated on a population that has not been previously studied.

The dependent variables used in the study are library use, library resources, library facilities and services and challenges faced in the use of library. The independent variables of the study are gender, area of residence, subject of graduation and qualification of the respondents. The study is focused only on administrative assistants in universities who have successfully cleared the KPSC examination of the universities in Kerala. The study gives light on the factors in the context of Kerala only and used only the specific selected variables for the study. Despite these limitations, the investigator tried to make the study as accurate as possible and such limitations are usual in the study of this kind.

1.14 Outline of the Thesis

The thesis is organised into five chapters; appendix and bibliography is provided at the end of the thesis. The overview of each chapter is as follows:

Chapter I introduces the topic of the study. It includes a brief description of competitive examinations in India, KPSC, history of KPSC, various wings of KPSC, university assistant examination and role of libraries in competitive examinations.

Further the chapter outlines the statement of the problem, definition of key terms, objectives of the study, hypotheses of the study and scope and limitations of the study.

Chapter II contains reviews of related studies conducted in India and abroad under the headings of information needs of different categories of users, library use, resources and services, role of libraries in various sectors of society, role of libraries in academic achievement and role of libraries in career development.

Chapter III describes the methodology of research, variables selected for the study, sampling design, data collection tools, data collection procedure, tools and techniques for data analyses and style manual used.

Chapter IV includes the analyses and interpretations of the data.

Chapter V gives a summary of findings, tenability of the hypotheses, suggestions based on the study, conclusions and recommendations for further research.

1.15 Conclusion

This chapter discusses the role that libraries can play significantly to the aspirants of competitive examinations. Libraries with its resources and services can be indispensable for aspirants to excel in various competitive examinations. This chapter clearly provides an overview of the objectives of the study, the relevance of topic of study and special focus on employees in universities in Kerala who utilized libraries for their success in KPSC examination. The study definitely helps the library authorities to focus on the resources, facilities and services to be provided for the aspirants of competitive examinations. The results of the study is fruitful for the aspirants of competitive examinations to prepare a strategy for their preparation which in turn helps in their success.

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CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction
2.2 Information Needs of Different Category of Users
2.3 Library Resources, Services and Use
2.4 Role of Libraries in Various Sectors of Society
2.5 Role of Libraries in Academic Achievement
2.6 Role of Libraries in Career development
2.7 Conclusion
References

2.1 Introduction

A literature review is a survey of scholarly sources on a specific topic. The purpose of a literature review is to examine and assess the existing body of scholarly articles, books, and other relevant sources that pertain to a specific field of study. In order to get an idea about similar studies in present area of research, the investigator consulted various information sources including journals and databases such as Scopus, Google Scholar, Web of Science, Pro Quest, Shodhganga and open archives repositories and also academic social networks such as Research gate and academia. Research articles which are relevant to the study were reviewed and the same has been presented below under the following five headings. Eighty eight studies are included in this chapter of which thirty two are international and fifty six are national.

1. Information needs of different categories of users
2. Library use, resources and services
3. Role of libraries in various sectors of society
4. Role of libraries in academic achievement
5. Role of libraries in career development

2.2 Information Needs of Different Categories of Users

Information needs, seeking behaviour and usage are core areas of focus for Library and Information Science professionals.Over the past few years, a significant amount of literature has emerged that focuses on studying the information requirements and search patterns exhibited by individuals and groups across diverse settings. Information needs often refers to information requirements of individuals or groups to accomplish specific tasks or objectives. In this section the investigator attempted to understand various literature focusing on information needs of various group of persons.Information needs are often understood in information science “as evolving from a vague awareness of something used and as culminating in locating the information that contributes to understanding and meaning”. It is the information

need that triggers information seeking which is caused by "uncertainty due to a lack of understanding, gaping meaning, or a limited construct" (Kuhlthau, 2004).

Kori & Mulla (2022) examined academic information behaviour of visually impaired students of Maheshwari School of Blind, Belagavi, Karnataka and showed that cent percent seek information from libraries. Sharad (2022) studied information seeking behaviour of users in university and college libraries in Maharashtra state while Patil et al.(2019) presented use pattern and information needs of young users of public libraries in Karnataka with special reference to City Central Library, Dharwad. The primary objective of their study was to identify library users, assess their information needs, determine their frequency of visits, evaluate the time spent in the library and analyse their use of information sources. Major respondents use e-resources to update their general knowledge and to obtain current information about their subject.Majority of respondents visit library to prepare for competitive examinations with their primary information need focused on employment and education.

Gilbert et al. (2022) conducted a study to understand information seeking behavior of environment journalists by investigating how their information needs intersect with libraries and how their information seeking behavior changed over the course of their nine month fellowship at the University of Colorado, Boulder. Semi structured interviews were conducted with seven environment journalists at both the beginning and end of their fellowship. There was little change in participants' information seeking behavior. Their interactions with the library were mostly limited in accessing books and articles.

Boloka et al. (2021) described information needs of users of E'skia Mphahlele Public Library in the city of Tshwane Municipality, South Africa and how they were met. The study employed both quantitative and qualitative approaches. The library is mostly used by students who bring their own study materials. The study recommended several improvements in the library, including training staff in non-traditional library services such as etiquette & customer care and reviewing and adjusting opening and closing hours.It also suggested seeking

funding from non- governmental organisations to purchase relevant equipment , monitoring and managing noise level and strengthening the internet connection.Additionally the study emphasized the importance of ensuring that library's book detector system remains functional at all times.

In another study Raising et al. (2021) sought to depict and explore the information needs and information seeking behavior of Tangkhul Naga Community in Urkhul district of Manipur state in India. The main objectives of the study were to know the various sources and channels used, purpose and problems faced while seeking information. Mainly they used print media and internet for seeking information and they faces the problems like cost of information access and library without essential collections.

Yet another study by Gunasekera et al. (2019) focused on the professional information needs of school teachers in Sri Lanka, which aimed to identify the factors triggering these needs, employed a cluster sampling method for sample selection and used a self-administered questionnaire as the primary data collection tool. The findings revealed that teachers primarily seek information related to the specific subjects they teach, followed by classroom management and teaching resources. Most teachers expressed satisfaction with the information available on these topics, including subject-specific content, classroom management, and lesson planning. Additionally, teachers require information to stay current with trends, guide students' classroom activities, and enhance their professional competence.

At the same time Ibrahim et al.(2019) undertaken a study to know the information needs and access of members of Vigilante Adamawa State, North Eastern Nigeria. They responded that the major source of information is mostly informal sources as respondents don't get information from libraries just as they didn't regard the library as a source of information.

Abiolu (2019) focused on information needs and sources used by engineers in Nigeria. Questionnaire was the tool used for data collection through purposive sampling method. Research, current developments and new designs were their major areas of information needs. The study found that the most frequently used

information sources, at least once a month, included both formal sources such as books, journals (print and electronic), software, technical reports, theses, and dissertations, as well as informal sources like face-to-face and email discussions, social networking, and attendance at conferences and seminars. It recommended that parent organizations allocate sufficient funds and provide well-equipped and functional engineering workshops, laboratories, libraries, and other facilities to ensure access to current and relevant information. In 2019 Adekanye recommended that the Government should provide library and information centres for people in Ikorodu, Lagos state, Nigeria that will help to improve the level of information accessibility and usage among women artisans in Ikorodu. Another study by Ibrahim et al.(2019) also suggested that Government should reconstitute the dying public libraries in all local Government areas of Adamawa state to provide information access.

Manjunath and Surendra (2018) portrayed information needs and seeking behavior of research scholars in Bangalore University. Survey method was used for the study using questionnaire as tool. Majority said information on journal articles as information need and their purpose is writing articles. They were of the opinion that many of the books in the library are not updated.

Mahajan and Kumar (2017) jointly presented a survey of the information seeking behavior of the journalists in North India.The study highlighted that journalists typically use the newspaper libraries once a week, with most visiting primarily to consult reference books.Most of the respondents are satisfied with the behavior of the library staff and they opined that the newspapers should be digitized.

Parvez (2012) discussed information needs and information seeking behavior of corporate managers working in different financial institutions. Web based survey using survey monkey is used for data collection. Percentage and weighted mean for analysis of the data. Financial databases were used most frequently by corporate managers. For specific type of information they preferred print format than to electronic.

Ahenkorah-Marfo et al. (2011) sought to find the information seeking behavior of faculty members of the College of Science, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. The survey method was employed. Questionnaire was used to collect data on method of selecting information, type of information sought, purpose for seeking information, types of tools used and problems involved in seeking information.Approximately half of the participants sought information by reviewing articles, with a similar number turning to the Internet for consultation. Around four out of five respondents used information for research purposes, and over three out of five sought information to prepare lecture notes. Most respondents consulted textbooks, while half referred to periodicals, and nearly all used Google to access information online. The common issues faced included the unavailability of information, access to abstracts rather than full-text documents, and outdated textbooks in the library. The study recommended involving faculty members in selecting textbooks and acquiring full-text documents on their behalf to address these issues.

Xuemei Ge (2010) examined information seeking behavior of scholars in the field of Social Science and Humanities at Tennessee State University. The study aims to understand the impact of electronic information resources on the information-seeking process, employing a qualitative method through interviews. It found that electronic information resources are crucial in researchers' information-seeking activities. Additionally, the study examined the relevance of the traditional Library and Information Science (LIS) model in the context of contemporary electronic resources.

By examining these literature on information needs the investigator could gain a better understanding of how information is sought, accessed and used in various contexts and for different purposes. This understanding can be valuable for designing effective information systems like library.

2.3 Library Resources, Services and Use

Library use refers to the ways in which individual interacts with library resources, services and spaces. Libraries have been a part of our society for centuries

providing access to information and knowledge that is essential for personal and professional growth. Through this review different factors that influence library use, user needs and preferences and various resources and services available to users through the library are explored.

Jiamin Dai et al. (2023) conducted a case study of the tales & travels program for people with dementia at Canadian Public Library. This study involved participant observation of the program and semi-structured interviews with individuals with dementia, caregivers, and program facilitators. It provided practical insights into useful resources and emerging best practices, aiming to inspire other initiatives where information professionals can contribute to improving the well-being of vulnerable populations.

Chakraborthy (2022) estimated the library use pattern of college students of surveyed ten oldest college libraries of Guwahati (Assam).It also studied the level of motivation they have towards the usage of library resources and services. The study revealed that there is a paradigm shift from the conventional to digital resources among the students for information retrieval. Users depended on libraries mostly for course related books. The motivation to use the library is very much less.

Mangale(2022) and Shirke (2022) demonstrated best practices and qualitative library services in academic libraries. NAAC has providing the useful guidelines to improve the overall quality of Library and Information Centres and services offered by these centres. Career/Employment Information services in libraries is one of the quality indicator suggested by NAAC

Kumar and Kumar (2021) surveyed available resources and services in B.Ed. colleges affiliated to Kuvempu University and to explore whether library resources and services are effectively utilized by students as well as faculty members. They are not fully satisfied with infrastructure and services of libraries.

A case study of Bangalore Institute of Technology Engineering College Library was done by Mallesha (2022) to know the effective use of library resources

and services by the under graduate and post graduate students. Majority use library and rely heavily on physical textbooks and journals.

Sreedhu and Abdul Azeez (2022) conducted a study among research scholars in University of Calicut to know the facilities, resources and services in CHMK Library, University of Calicut.They evaluated the extent to which research scholars use library resources and services, assessed their level of satisfaction with the facilities and services provided by the library, and gathered feedback on a newly introduced collaborative information management service.. CHMK Library must improve library services particularly those geared towards researchers.

Lawal and Usman (2021) jointly assessed availability and accessibility of information resources for effective utilization of the resources in agriculture university library, Federal University Agriculture Abeokuta, Nigeria. The study also identified challenges associated with the utilization of the resources by the users of the library. Stratified random sampling technique was used for the study. The study indicated that students' usage of information resources for research is relatively fair, with textbooks, journals, e-newspapers, and e-theses/dissertations being the most frequently used resources. The findings also revealed that primary and secondary information resources are underutilized, and issues with connection speed impact the use of electronic information resources in the library. Additionally, the unavailability and inaccessibility of digital and some printed resources hinder students' creativity, affect their assignments and projects, and contribute to issues of copying and plagiarism.

Pounraj and Ravichandran(2021) measured the degree of utilization of district central libraries and their services in Southern districts of Tamil Nadu state, India while (Barot & Dodiya, 2019) surveyed the users of M.J.Public Library and proposed the facilities of public libraries for 21st century. Hemavathi and Chandrashekara (2018) intended to measure user satisfaction on library resources and services in Law college libraries in Mysore, Karnataka. Huded et al. (2016) discussed the role of city central libraries in promotion of informal education with special reference to City Central Library, Hubli-Dharwad, Karnataka. The studies

indicated that majority visit the libraries for preparation of competitive examinations.

Zimu-Biyela (2021) enquired the role of libraries in disseminating knowledge about South African IP laws in rural communities in a village in Kwa – Zula Natal Province, South Africa. The study sought to establish whether local libraries played any role in educating the community about these laws. Qualitative method using grounded theory was adopted for this study. Focus group discussions and semi structured interviews were also conducted. The community members didn't have any knowledge about South African IP Laws. Libraries must help in repackaging and simplifying this information on laws to facilitate its access.

Taufiq et al. (2020) examined the level of user satisfaction with respect to the resources and services of public libraries and the problems faced by the public library users in Lahore, Pakistan. A structured questionnaire was designed to gather data from public library users using convenience sampling. The study focused on users of four major public libraries in Lahore, Pakistan. The findings revealed that most respondents visited the public library daily and were satisfied with the circulation services provided. They regarded the public library as the best information resource in their area. However, there was dissatisfaction with the internet-based services and a lack of relationship between library staff and users.

Suleiman et al. (2018) determined awareness and utilization of library resources by library users of NIMS University Central Library, Jaipur, India. The study was conducted as descriptive survey using questionnaire as tool. Majority of the users indicated the lack of gazetteers in the library. For the proficient and effective use of the library for teaching, learning and research, the academic institution must provide a library of updated library resources to meet the information requirements of the library users'. The study also recommended the inclusion of library literacy education to teach users how to properly utilize the library.

Verma (2018) assessed the user satisfaction with library resources and services of Lungelei Government College library. The users were not regular visitors

of the library, satisfied with the collection and services of the library. In the realm of technological world they were not using electronic resources.

Maina et al. (2017) aimed to assess the usage and user satisfaction of library resources and services in university libraries in Kenya. The ex-post facto research design was used for this study. The target population comprised of all librarians and all registered library users in Kisii University. Three questionnaires, one for the library users' i.e the students, another for the teaching staff and the other for the library staff were used to collect data from the respondents for the study. The questionnaires consisted of both open and closed ended questions. The findings suggested that both library staff and users to embrace automation, better marketing of library resources and user training to be done.

Rao and Chandriah (2017) conducted a study on information use pattern and resources of Chittoor District Central Public Library. Major objectives of the study were to know the modernization and expansion of infrastructure and library services, to examine the modernization in collection development, to know the man power management in handling information technology, to find out the development of information technology and its services, to assess user satisfaction on library facilities, to realize the problems of the users in utilization of modern services, to find possibilities of improving services and to know the collection available for specially challenged users. The study revealed that most of the respondents need more number of competitive exam books. The investigators suggested that internet and wi-fi facility to be provided to the users.

Bhatti et al. (2015) investigated the user's perception of services quality provided by the Central Public Library of Bahawalpur. Survey among library users was administered and data was collected with the help of questionnaire. Respondents were satisfied with different library services including, library books, journals, dictionaries, encyclopaedias, Internet services, special collection, periodical collections, reference service, adult education program, reading room facility, library environment, opening hours and attitude of library staff with the

library users. The study concluded that the overall services quality offered by the Central Public Library of Bahawalpur was satisfactory.

Thangapandy(2014) conducted a study to assess the utilization of knowledge resources by the students of G D institutions in Tamil Nadu district. A well-structured questionnaire was used to collect data regarding library resources, facilities, services, satisfaction with library resources and problems encountered while accessing information from the library. Most of the students visited library for lending the documents and they remarked that the documents they were searching was not available in the library. They suggested an effective user education.

Jamil et al. (2013) investigated the utilization of library resources by teachers and students of universities and GCETs where ADE and B.Ed. (Hons.) elementary programs were launched during the year 2010 – 2011.Data was collected through checklist and questionnaires. Teachers were using library for searching of material for developing course outline, preparing lectures, searching topic for giving assignments/projects, preparation of hand outs for students, looking for supplementary reading material and knowing variety of material available in library to guide students. Most of the students visits library for reading books to prepare assignments and enhancing their knowledge and also to spent spare time and reading in a comfortable place. Non-availability of material and lack of research related resources were the main problems faced by teacher educators and students in using the library. They also reported insufficient space/ inadequate environment and lack of trained staff in library to support them

Hussain and Abalkhail (2013) inspected the determinants of library use, collections and services among the students of engineering of King Saud University. Survey method was adopted using a well-structured questionnaire and it was circulated to collect the necessary primary data from the faculties, research scholars, postgraduates, undergraduates, and other categories. Majority of users of the library used the circulation service. Majority of research scholars consulted the reference books for research work followed by undergraduate students who used the library circulation service.

Ezeala and Yusuff (2011) indulged in collection of data on opinions, attitudes, feelings and behaviours of people about the information services of many research libraries and their diverse resources in Nigeria. The study concluded that the agricultural research institute libraries in Nigeria are ineffective in their service provisions.

Obinyan et al. (2011) sought to depict and evaluate use of information resources in four branches of a State Public Library in Nigeria, particularly Edo state. The study found out the characteristics of the rural dwellers using the public libraries and their reasons for the library use, various resources available in the libraries and the frequency of use, adequacy of the information resources provided by the public libraries. The primary data were collected using a structured questionnaire while secondary data were obtained from relevant literatures and library records.

By examining these literature on library use, the investigator could gain a better understanding on how libraries can adapt to changing user needs and expectations and how they can continue as a valuable information system for education, research and community engagement.

2.4 Role of Libraries in Various Sectors of Society

Libraries have played an important role for centuries serving various segments of the society. In this section literature on different roles of libraries in various sectors such as in education, community development etc. is discussed.

Jindal and Rai (2022) inspected online information services during Covid 19 in college libraries. During the pandemic librarians played an important role in disseminating information to students and faculties facilitating access to millions of e resources as well as sharing information related to Covid 19 through various available virtual media channels. Various innovative digital information services were provided by college librarians and they also faced many challenges in implementing the technology. The study concluded that libraries need to continue online information services and need to be prepared for any type of such closures.

Varghese and Thirunavukkarasu (2021) carried out a study on the activities of Valapattanam Grama Panchayath Public library of Kannur district by observing and meeting the library committee and librarian. It is found that library conducts many service activities and among them one of the eye catching activity is the coaching provided for competitive examinations.

Anand and Mini Devi (2021) attempted to know the role of Kerala University Library in supporting Social Science research while Rasul and Singh (2010) portrayed the post graduate students' view on the role of university libraries in academic research and their satisfaction with the sources and services provided. The study was carried out in four Malaysian public universities. The findings indicated that the majority of respondents acknowledged the important role of library in facilitating research and were satisfied with the current role being played by the libraries. However, certain areas needed to be improved such as longer opening hours for physical visits, in spite of the facilities for remote access assistance for supporting students' research.

Rattan (2013) highlighted the role of libraries in managing a situation of disaster or any emergency. The main thrust of the study was to explore the possible roles that the library professionals may assume in case of disasters besides their regular or routine jobs. Meanwhile Akparobore (2011) proposed that public libraries should promote adult education in Nigeria. Khuntia and Mishra (2019) opined that libraries should play a vital role with sufficient beneficiary assets for users to develop knowledge, education towards India's start-up and stand-up entrepreneurship movement programs.

Sethy (2018) intended to define the concept of reading culture, various factors of poor reading culture and the role libraries can play towards improving and promoting reading culture among users while Olaifa (2014) presented how library preserves and keep language for education. Anyira et al.(2010) observed how libraries manage indigenous knowledge.

Asiimwe and Kinengyere(2011) demonstrated role of libraries and information in the empowerment of women prisoners in Uganda and Sasi (2014)

focused on the role of public libraries on women empowerment. The study found out libraries' met women prisoners' need for education, recreation and culture and women users were not satisfied with the sources, services and infrastructure of the library as far as empowerment is considered.

This literature review has highlighted the diverse roles of libraries in various sectors, including education, research, community development, and lifelong learning. As society continues to evolve, libraries must adapt and innovate to meet the changing needs of their communities, ensuring their continued relevance and impact in the digital age.

2.5 Role of Libraries in Academic Achievement

Libraries are important source of information for education at all levels i.e from primary to higher education. Many research shows that libraries have significant impact on academic achievements of students. Through this literature review the investigator explore different ways in which libraries contribute to academic achievement i.e. impact of library resources and services on students' performance.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr et al., 2014).“The Kothari Education Commission (1964- 65) stressed the importance of library in higher educational institution stating that, “nothing could be more damaging to a- pawing department than to neglect its library, give to it a low priority.”

Ani et al. (2022) examined the utilization of library resources for academic activeness among undergraduate students in Nigerian tertiary institutions. The population of the study comprises all the undergraduate students in the four departments in the Faculty of Education, Alex Ekwueme Federal University Ndufu Alike Ikwo, Ebonyi State. The instrument titled “Utilization of Library Resources Questionnaire” (ULRQ) developed by the researchers was used for data collection.

Data collected were analysed using descriptive statistics. The major findings of the study were that there are adequate library resources in the library for students' use and that students use the library mainly for consultation of books and reference materials. It was concluded that the extent of the use of library resources and utilization is not a key determinant for students' academic activeness. Esse (2014) in a study also found that the attitudes and successes of junior and senior post primary school students in Ado-Odo/Ota local Government area of Ogun state were not significantly influenced by the use of library.

Rodrigues and Mandrekar (2020) investigated the students' satisfaction with library resources and services provided by the academic library. The study also examined the relationship between the study habits, library use and academic performance and found that there is a significant and remarkable relationship between the library usage and the students' academic performance and success. The study suggests to conduct the information literacy programme for the students to promote awareness about the resources, services and facilities available in the library so that the students can take maximum advantage of the benefits provided by the library.

Ajibona et al.(2019) aimed at investigating the effect of library services provision on the academic performance of nursing undergraduates in selected universities in South West Nigeria while Suleiman et al. (2018) measured the degree of influence of library services on students' academic achievement in secondary schools in Kwara state, Nigeria. The study analysed that the library services positively influenced students' academic achievement.

Afolabi (2017) conducted an evaluative study on the role of school libraries in learning activities of senior secondary school students in Ondo state, Nigeria. The study showed that the library plays an important roles in learning activities of senior secondary school students and they used school library mainly to do their assignments, to prepare for class tests and to prepare for examinations. In 2016 Afolabi sought to depict the availability of school library media resources and how that has contributed to students' academic achievement in Social Studies in Ondo

State, Nigeria. The study found that there was a correlation between the availability of school media resources and students' achievement in Social Studies.

Stone and Ramsden (2017) looked for the link between library usage and student attainment through library impact data project. The library impact project was a six month project funded by JISC and managed by the University of Huddersfield to investigate the hypothesis "There is a statistically significant correlation across a number of universities between library activity data and student attainment. It has been proved but it is said that these are not indicators that library usage and student attainment had a casual relationship.

Thorpe et al. (2016) analysed the impact of the academic library on student success. This study described a methodology for how libraries may examine student interactions with services to assess whether library usage impacts student grade point averages (GPAs) and retention rates. Usage data were collected at six library service points during the 2013–2014 academic year. Analysis suggested an association between student use of the library and higher GPAs and retention rates.

Wong and Webb (2011) measured the degree of library usage and their academic performance at Hong Kong Baptist University Library. The study investigated whether a mathematical correlation exists between student cumulative grade point average and their loan of books and audio visual materials. The subjects of this study were all HKBU students who had graduated within the last three years (from 2007 to 2009) with cumulative GPA given. The study found that about 65 per cent of population had a positive correlation between GPA and CHKOUT.

Small et al. (2010) conducted a research study to know the impact of New York's school libraries on student achievement and motivation. Qualitative research was used that included focus groups and interviews held in ten selected schools with school librarians, classroom teachers, building principals, students, and parents; and a more ethnographic approach in two exemplary school libraries, including observations over a period of ten weeks and interviews with principals and classroom teachers. Results were reported in the areas of learning and motivation (including research & information literacy skills development/motivation and

reading skills development/motivation), librarian-teacher collaboration, technology use, inclusion, administrative support, outreach, and library environment. The study concluded with implications for practice.

Through this the investigator get a vision on how libraries support in student success, challenges and opportunities facing libraries in 21st century.

2.6 Role of Libraries in Career Development

Libraries have an important role for individuals seeking to advance their careers. They provide access to a wide range of information and resources that helps them in their exam preparation, explore new career paths and achieve their professional goals. This section explores the literature that discusses the different ways in which libraries support career development that includes the impact of sources and services of libraries on career exploration, role of libraries in providing training and professional development opportunities and the influence of library use in career satisfaction.

Career is path of a person that he is aimed to be in future which is achieved through lifelong learning and continuous hardwork.Libraries have a major role in a person's life in achieving his career. "Quality career information services are the need of hour to bridge the gap between education and world of work, wherein libraries has to play a pivotal role to bridge the gap."(Varalakshmi & Moly, 2009) . Sathe (2015) throws light on the best practices to be followed in college libraries. Library should have very rich collection of competitive examination resources. Library should invites guest lecturers for guiding students for preparing the competitive examinations.

Gandhasiri and Kumar (2023) highlighted the pivotal role played by University libraries in providing materials for competitive examinations to the users in Telangana.They studied seven Universities in Telangana and most of them have resources helpful for the preparation of competitive examination

Rao and Swamy (2023) explored competitive collection usage and satisfaction among the students at Yogi Vemana University. The population of the

study was competitive exam aspirants who used competitive exam section of the Yogi Vemana University. Majority of the respondents are satisfied with the competitive collection of the books and most popular exams among them was Andhra Pradesh Public Service Commission.

Chougule et al. (2021) studied the effect of competitive examination on student behaviour. A systematic questionnaire was developed for the purpose of collecting primary data. The questionnaire consist of questions pertaining to various aspects such as social media usage, study sources, and more. Information was gathered from students enrolled in different classes, colleges, and study centres within the Kolhapur Districts. The data collection was conducted in collaboration with several institutions, including Arun Narke Foundation, A B Foundation, Study Centre, and Shivaji University Library. The convenience sampling method was used for collecting data. The study revealed that the maximum students' parents' education is SSC, maximum students used book for preparation of exams. Most of students preparing for competitive exams were from Arts and Science stream.

Balakrishnan and Ramalingam (2019) jointly dealt with digital literacy skills of competitive exam aspirants in Anna Centenary Library at Chennai. Half of the respondents have high level digital literacy skills, they were good at using MS word, MS Excel and MS Power Point; they didn't possess good skills in using MS Access; they mainly use internet for general browsing, attending online coaching classes and attending online mock tests; half of them had good internet search skills; they had moderate skills of using ICT technologies and medium like PC, laptop, tab, android phone and external storage devices.

Shuva (2022) explored the employment related information seeking behavior of Bangladeshi immigrants in Canada while Babalola and Funto (2013) assessed the job information seeking behavior of Nigerian graduates. Bangladeshi immigrants utilized various information resources for their employment in Canada, including friends and professional colleagues, online searchers and settlement agencies and Nigerian graduates said that library was not a major source of job information among them and suggested the need that libraries should equip to serve as intermediary between graduates and labour market.

Manthiramoorthi et al. (2020) studied the use of information resources by job seekers at Chennai public libraries. The findings showed that majority of respondents often use public library, job oriented books followed by job oriented periodicals, e resources etc.

Debnath and Sinha (2019) led a case study of selected colleges of West Tripura District to explore the role of college libraries in organizing capacity building programs and career development service for library users. It discussed the importance of library services for a student to develop their personal capability to establish their career at college level.

Dilli (2019) made a comparative analysis of Government and private college libraries in Chennai on the services extended to the students preparing for competitive examinations. The study highlighted the role of libraries in extending intellectual support for candidate who aspire for UPSC examination .It also presented different strategies to be used by libraries to disseminate career information in a right way, right manner and in right time.It identified some of the problems faced by the Government and private college libraries in providing quality career information and materials to its clienteles.

Holcomb et al. (2019) endeavored to know the extent to which public libraries across US were providing career services. Researchers used literature review, library websites and interviews with library staffs to collect data. It is reported that majority of libraries provided career services and they were partnered with different nonprofit organizations to expand their service. Lack of funding were affecting their programs.

Kalyani and Thanuskodi(2019) jointly presented the usage of library resources among the civil service exam aspirants .This paper portrayed the awareness of internet and latest technical applications of information among civil service aspirants in Chennai.

Munshi et al. (2019) investigated the Career Guidance Services (CGS) for unemployed youth in Nadia District Library, West Bengal. The investigator used

two sets of semi-structured questionnaire for data collection, one for staff of CGS, and another for its users. The study revealed that a separate CGS is in the library and majority of participants were satisfied with library resources, services and facilities.

Ramesha (2019) evaluated library and information sources and services for preparation of competitive examinations in libraries of selected colleges affiliated to Pondicherry University. The study elaborates how the competitive exams have a prime importance in Arts and Science colleges and the role played by the college library to the competitive exam aspirants. It is concluded that level of satisfaction of the users mainly depends on library resources and support in which the college libraries can concentrate on. The importance of career information lies not only in provision but also in its utilization.

Sakkaravarthi and Thanuskodi (2019) endeavored the importance of academic libraries on career development of Master of Business Administration (MBA) students with special reference to Thiruchirapalli district, Tamil Nadu. Books were considered fairly useful for career development and competitive examination section was good and very useful. More MBA students were moderately satisfied with availability of resources, services and career development programs in colleges in Trichy city.

Aareifa and Kaliyaperumal (2018) surveyed five public libraries in Vellore District, Tamil Nadu to assess how libraries help the job seekers. Data were collected from five regional libraries in Vellore district using questionnaire. More than 60% of users opined that library is helpful for seeking employment opportunities.

Swamy (2018) analysed the adequacy of information sources and services for competitive examination in career information centres of public libraries in Karnataka.Majority of the users were satisfied with the information sources and services available in these career information centres. Another study was conducted by Swamy jointly with Ramasesh (2017) and evaluated use pattern of competitive examinations and career information centers of public libraries in Karnataka. The objective of the study were to know the region wise response of members for

preparation of various competitive examination, to know the adequacy of information resources on general studies and to know the use pattern of sources on Functional English and grammar, general knowledge and mental ability tests. Questionnaire was used to collect data. Large majority of users visited libraries for preparation of competitive examinations conducted by various departments such as Police, Postal, KSRTC etc. The users expressed that sources on general knowledge are adequate and it is evident that non graduates used sources on Functional English and English grammar most frequently.

Shanmugam and Kathirvel (2017) assessed the impact of the utilization pattern of competitive examination resources of Thiruvalluvar University by the aspirants of competitive examinations. Survey method was applied and the data collected from Thiruvalluvar University and constitution colleges through a structured questionnaire. Majority of male aspirants were using the library more than female likewise the purpose of library visits and preferences of information were analysed. This study revealed that present generation aspirants of competitive examinations approach university libraries in an effective way and the constitution college libraries, Thiruvalluvar University has more opportunity to shape the young minds.

Raja and Kennedy (2017) studied the awareness and usage of competitive examination resources among students and job seekers in the public libraries of Thirunelveli district. The users said that there are lot of resources for competitive examination available in the library and most of them uses for their preparation. The library also provided the facility for applying for various examinations and taking printout and many coaching programs are conducted frequently.

Ramesh and Kumar (2016) examined the practices and utility of resources by the aspirants of competitive exams. A structured questionnaire was used to collect the data from pursuing and completed graduate students in Karaikal District (Puducherry U.T). ANOVA test and Chi-square test were applied on the processed data. The findings revealed that the motivating factor of the aspirants of competitive exams is self-motivation than any other motivating factors, the procurement of

resources by the aspirants of competitive exams is more from training centre than from all the other sources, and the resource utilized more by the aspirants of competitive exams is e-resource than that of other resources.

Veena and Ramanik (2016) focussed on the information needs of aspirants of competitive exams in Arts colleges of Nagpur city. It also portrayed how the libraries succeeded in satisfying these aspirants. They assessed the collections and services of libraries and gave suggestions to better serve the users in future.

Sarkar et al. (2014) made a comparative study on role of career guidance section in University libraries of West Bengal. The objective of the study were to know the strength and weakness of collections of career guidance resources in University libraries and level of satisfaction of career seekers in using the services and resources of libraries. The study surveyed the central libraries and its users of Jadavpur University, Calcutta University and Kalyani University. The results showed that there were no enough materials in career guidance section of these libraries and users of these libraries were very much aggressive for enrichment of collection about career related materials in career guidance section. At the same time Abhinaya and Lydia (2016) led a study to know the level of awareness among the people about public libraries and its services and the career prospects gained by its users. Questionnaire and interview method was used to collect data from the users who have got job in the Erode district by using public library resources and services. Most of the respondents opined that library usage has broadened the benefits of passing competitive examinations and suggested to add more number of books for competitive exams, motivation and self-confidence and to update the collection regularly.

Victor and Geetha (2013) jointly had done a case study in coaching centres of Tiruchirapalli, Tamil Nadu on the usefulness of information resources, management in promoting education among competitive exam aspirants. Questionnaire was used as tool of the study. About half of the respondents preferred notes of coaching classes as information resources and good number of them preferred material gathering, group discussions and attending mock tests.

Rashikar (2012) conducted a study to know the status of career services provided by college libraries in Mumbai. It also aimed to find out innovative practices adopted by these libraries for provision of career guidance services. Questionnaire was used as tool to collect data from twenty college libraries. The study concluded that the college libraries in Mumbai does not play a satisfactory role in providing career guidance services. Large majority of libraries have good collection on career guidance but very few students visit library for obtaining career information.

Varalakshmi and Moly (2009) proposed a model for career guidance service in college libraries. This paper also discussed role of college librarian in career guidance and the status of career guidance in college libraries of India.

By examining the existing literature,overall understanding of the role of libraries in supporting career prospects and in professional growth of individuals that helps in enhancing the respective role of libraries is explored.

2.7 Conclusion

The present study's perspective can be understood by examining the literature reviewed in this chapter. The literature encompasses international studies, national level studies, and theoretical articles. From the literature, it is evident that users heavily rely on libraries for competitive examination preparation and information retrieval for their purpose. Multiple studies recommend that libraries should enhance their offerings by incorporating electronic resources and career-related information. Survey methods were widely employed, and stratified sampling technique was utilized to select the sample. Questionnaires were predominantly utilized as the method for data collection, and statistical techniques such as ANOVA, T-test, Chi-square, and simple percentage analysis were employed for data analyses. Lack of significant studies investigating the role of libraries specifically targeting individuals who have succeeded in competitive examinations were noted and this study is expected to make a valuable contribution to the field of Library and Information Science research in Kerala.

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CHAPTER III

METHODOLOGY

3.1 Introduction

3.2 Variables Selected for the Study

3.3 Sampling Design

3.4 Data Collection Tools

3.5 Data Collection Procedure

3.6 Tools and Techniques for Data Analyses

3.7 Style Manual Used

3.8 Conclusion

References

3.1 Introduction

This chapter probes into the research methodology employed in the conducted study.Research method is about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims, objectives and research questions (Jansen & Warren,2020).The current investigation strives to comprehend the significance of libraries in competitive examinations. This study is conducted among administrative assistants employed in various universities across Kerala, who were recruited through the KPSC examination. The indispensable role of libraries within society is widely acknowledged, as they bear the responsibility of catering to the diverse information requirements of different segments of the population. The issue of unemployment holds particular prominence in Kerala. Achieving success in competitive examinations is pivotal for securing employment opportunities. Thus, libraries should be adequately equipped to offer resources and services that cater to the needs of aspirants preparing for such examinations. This study contributes to the evaluation of the libraries' contribution to success in the KPSC examination and offers insights for potential enhancements. This chapter gives a description of the variables selected for the study, sampling design, data collection tools, procedures of data collection, and also the tools and techniques used for data analyses.

3.2 Variables Selected for the Study

In research, variables refer to characteristics or attributes that can be measured, manipulated, or controlled. They are the factors that researchers observe or manipulate to understand the relationship between them and the outcomes of interest (Mohammed Hassan, 2023).A thorough review of literature helps to select the variables for the study. Variables selected for this study is classified into two: Independent and Dependent Variables

3.2.1 Independent Variables

The independent or classificatory variables selected concerning the nature of the study are the following:

1. Gender
2. Area of residence
3. Subject of graduation
4. Qualification

3.2.1.1 Gender: Examining gender as a variable would help in finding out whether any discrepancies exists among the different genders in the utilization of library resources, services, facilities and the library as a whole for the preparation of KPSC examinations. The gender is categorised as male, female and transgender but there is no transgender involved in the study.

3.2.1.2 Area of Residence: Studying area of residence helps to uncover whether the geographical location influences the use of library for the preparation of KPSC examination. It can reveal disparities in access to library resources, quantity and quality of information resources available, preferences of using the library etc. It is categorised as respondents from rural and urban areas.

3.2.1.3 Subject of Graduation: Use of libraries in preparation of KPSC examinations among the employees of various Universities of different subject backgrounds is compared. The subject of graduation is classified into three streams as Arts, Science and Commerce.

3.2.1.4 Qualification: The qualification of the respondents may significantly influence the utilization of libraries for the preparation of KPSC examination and is selected as a variable in the study. The qualification is categorised as graduation, post-graduation, M.Phil and Ph.D.But in the study there were no M.Phil and Ph.D qualified candiadates.

3.2.2 Dependent Variables

Dependent variables of the study was library use for the preparation of KPSC examination with respect to:

- Use pattern of library
- Library Resources
- Library facilities and services
- Problems faced in the library
- Satisfaction level with respect to resources, facilities and services of the library

3.2.2.1 Use Pattern of Library: Library usage and information needs of youngsters are mainly related to employment and education (Patil et.al, 2019). The researcher aimed to understand the library usage patterns by investigating various aspects such as the types of libraries utilized, frequency of visit to library, duration of visits, purpose of use of library, methods of locating documents, and the access of electronic resources.

3.2.2.2 Library Resources: The investigator sought to know the significance of library resources in competitive examination preparation by assessing the reliance on various resources such as books, guides, reference materials, magazines, and newspapers. The competitive exam aspirants should utilize the resources and services of the competitive exam section at an optimum level for the success in the competitive exams (Ramesh & Kumar, 2020).Additionally, the study aimed to evaluate the extent of availability of both print and electronic resources in these categories within the library setting.

3.2.2.3 Library Facilities and Services: The library amenities and services significantly influence the effective utilization of library resources. The study focused on identifying specific sections dedicated to competitive exam aspirants, exploring diverse services offered within the library, assessing available infrastructural facilities, and examining the staff's attitudes towards them and aiming to understand their impact on the utilization of library resources.

3.2.2.4 Problems Faced in the Library: There may be varied challenges individuals' encounter while utilizing the library for effective preparation of the KPSC examinations.

3.2.2.5 Satisfaction Level with Respect to Resources, Facilities and Services of the Library: The investigator aimed to portray the satisfaction of employees regarding the significance of libraries in competitive examinations with regard to resources, facilities and services of the library while preparing for KPSC examination.

3.3 Sampling Design

The sampling design is the method of selecting the items to be observed and it provides the basic plan and methodology for selecting the sample.

3.3.1 Population of the Present Study

The potential population of the study comprises of administrative assistants working in Universities of Kerala who secured their job through the examination conducted by KPSC. There are currently nineteen Universities in Kerala approved by UGC. They are A.P.J. Abdul Kalam Technological University, University of Calicut, Cochin University of Science & Technology, Kannur University, Kerala Agricultural University, University of Kerala, Kerala University of Digital Sciences Innovation and Technology, Kerala University of Fisheries & Ocean Studies, Kerala University of Health Sciences, Kerala Veterinary & Animal Sciences University, Mahatma Gandhi University, National University of Advanced Legal Studies (NUALS), Shree Sankaracharaya University of Sanskrit, Sree Narayanguru Open University,Thunchath Ezhuthachan Malayalam University,Central University of Kerala,Chinmaya Viswavidyapeeth,Indian Institute of Space Science and Technology and Kerala Kalamandalam (University Grants Commission,n.d.).Out of these Universities, the investigation confined to a sample of four universities, namely University of Kerala, Mahatma Gandhi University, University of Calicut and Kannur University. These are the four dominant Universities in the state of Kerala and further these Universities represent three regions of the state viz south, centre

and north. The geographical location of the selected universities are expected to make population representative of the entire employees who secured their job through KPSC examination in university campuses in Kerala. The total strength of these employees from four universities were obtained from respective University authorities. The total population of the study is 1973. Details of employees who secured their job through KPSC examination in four universities under study is shown in the table1.

Table 1

Total Population of the Study

University	Population
University of Kerala	805
Mahatma Gandhi University	564
University of Calicut	374
Kannur University	230
Total	1973

3.3.2 Sampling Techniques Used for the Study

It is impossible to study the whole population if the population is large. The 10% sample size was considered representative enough based on Alreck and Settle's (1995) assertion that a sample size of 10% is usually adequate as representative sample. In the study, investigator distributed three ninety four questionnaires among the assistants working in the four universities in Kerala taking 20% of the population i.e. twice of the minimum expected sample size using stratified random sampling method. The increment of sampling size or oversample to the overall sampling size was done for several reasons, which are: to increase the reliability, to decrease the margin of error of the statistical result, and to address the non- responsiveness (Bover, 2008).Among these 394 questionnaires, 340 questionnaires were received back. Of these, seven questionnaires were rejected due to incomplete answering of questions. Hence the final sample for the analysis was 333.

US National Education Association Statistical table prepared by Krejice and Morgan (1970) is a very commonly used statistical table in Social Science in order to estimate the sample size of a given population. In the article "Small Sample Techniques" the research division of the National education Association has published a formula for determining sample size which is given below:

$S=\chi 2\ N\ P\ (1-P)/d2\ (N-1) +\chi 2\ P\ (1-P)$

S=Sample Size

$\chi 2$ =the table value of chi-square for 1 degree of freedom at the desired confidence level=3.841

N=Population Size

P=Population proportion (assumed to be 0.50 since this would provide maximum sample size)

D=degree of accuracy expressed as proportion

Table 2

Response Rate

University	Population	Sample size (Krejice & Morgan)	Questionnaires distributed	Questionnaires Received	Response rate (Percentage)
University of Kerala	805	131	161	128	79.5
Mahatma Gandhi University	564	92	112	105	93.8
University of Calicut	374	61	75	62	82.7
Kannur University	230	38	46	45	97.8
Total	1973	322	394	340	86.3

Using the sample size table developed by Krejcie & Morgan (1970) minimum sample size to be selected for the study is 322. Here the sample size selected is 394 and it is enough for the study.

3.3.2.1 Breakup of the Sample

University-wise Distribution of the Sample

University- wise distribution of the sample is shown in the table 3.

Table 3

University-wise Distribution of the Sample

University	Response	Percentage
University of Kerala	125	37.5
Mahatma Gandhi University	103	25.2
University of Calicut	61	20.1
Kannur University	44	17.2
Total	333	100

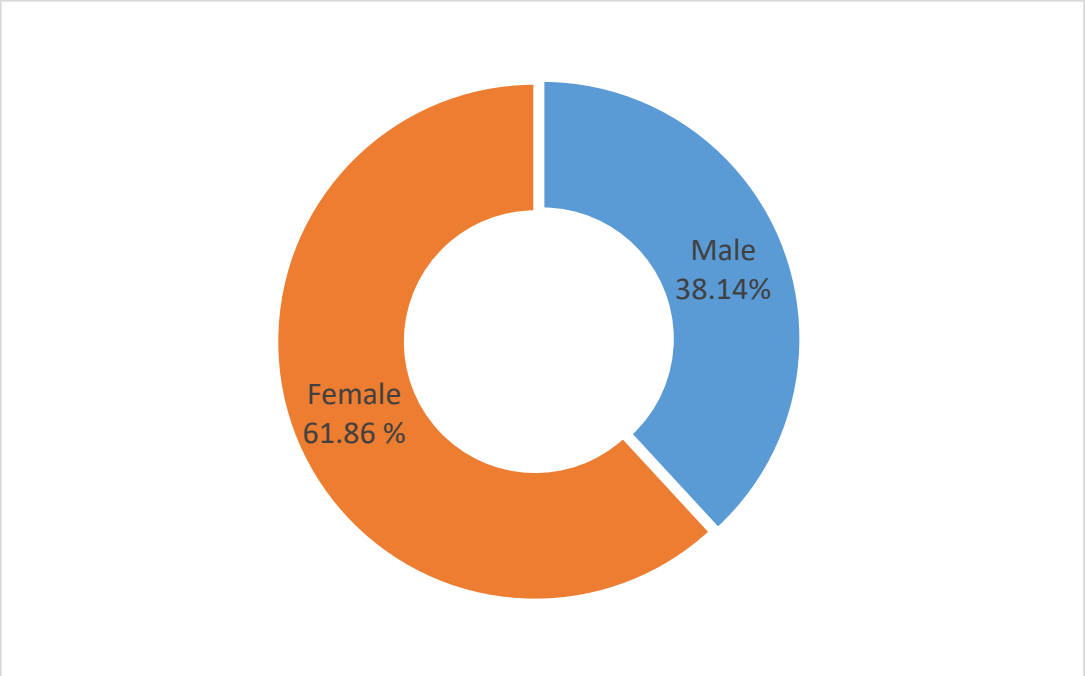
Table 3 shows that 37.5 per cent of the respondents are from University of Kerala, 25.2 per cent of the respondents are from Mahatma Gandhi University, 20.1 per cent of the respondents are from University of Calicut and 17.2 per cent of the respondents are from Kannur University. It reveals that response from different universities are adequate for the study.

Gender-wise Distribution of the Sample

Distribution of the sample on gender-wise is portrayed in the figure 1

Figure 1

Gender-wise distribution of the sample



It is evident from the figure 1 majority of the respondents are female (61.86 per cent) and 38.14 per cent are male.

Area of Residence-wise Distribution of the Sample

Distribution of the sample according to area of residence-wise is shown in the figure 2

Figure 2

Area of Residence-wise Distribution of the Sample

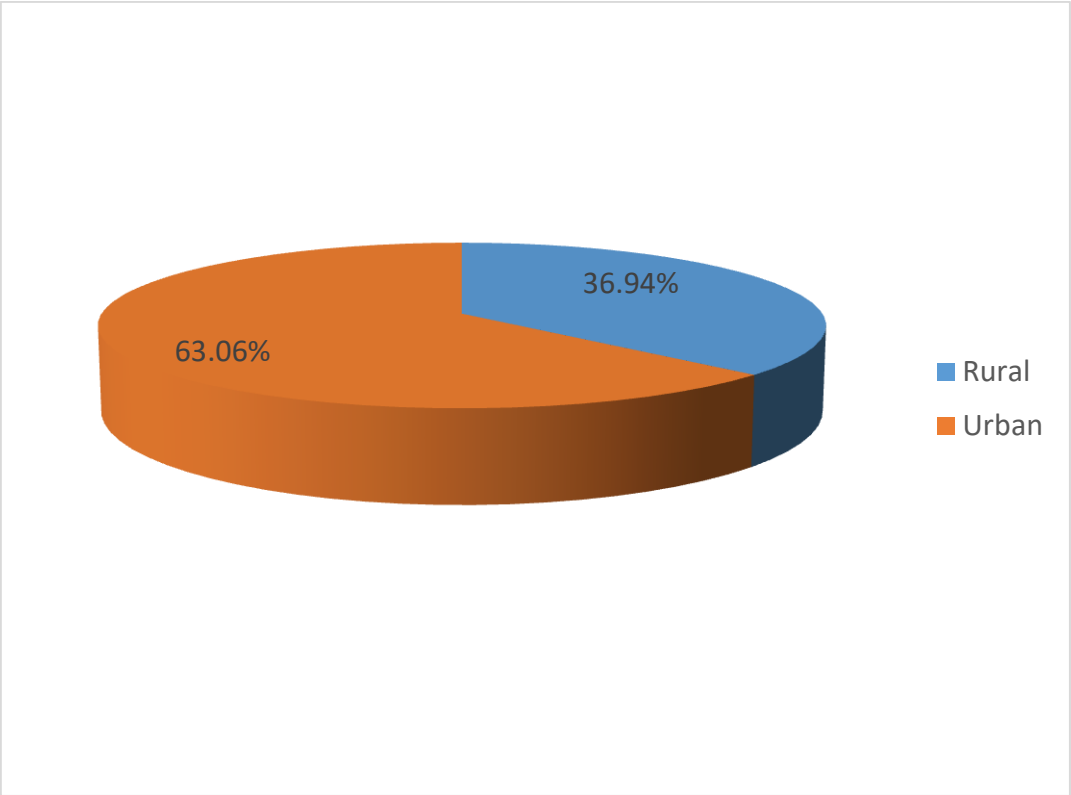


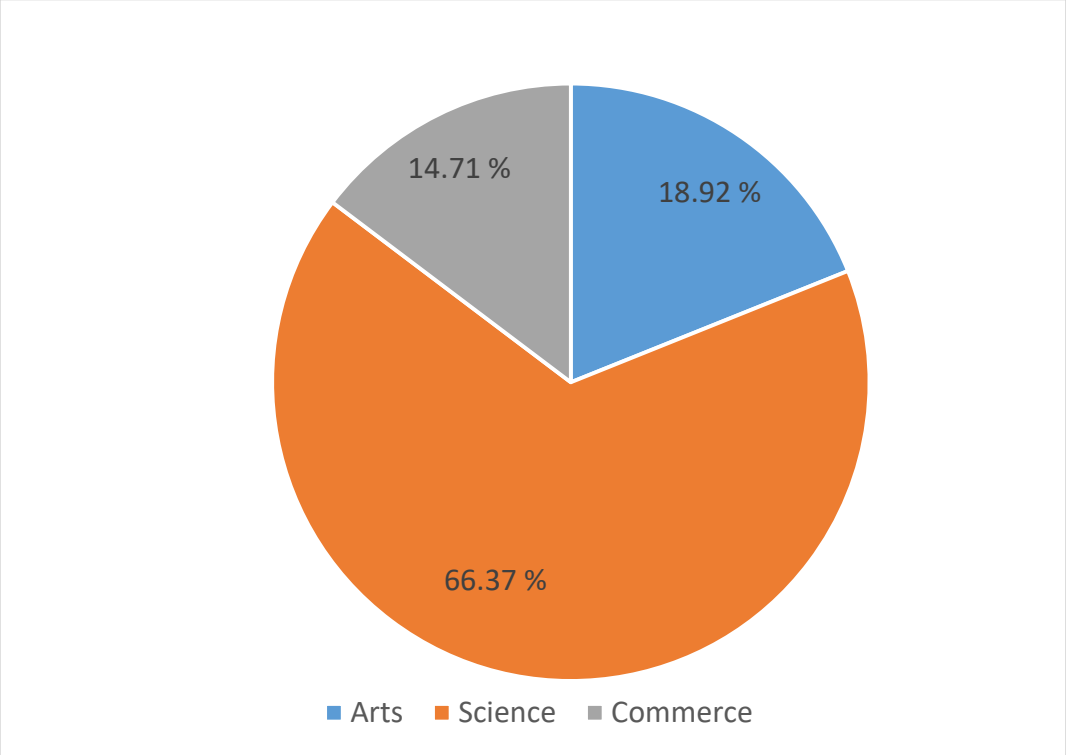
Figure 2 depicts that the majority of the respondents (63.06 per cent) are from urban area and 36.94 per cent are from rural area.

Subject-wise Distribution of the Sample

The distribution of the sample according to the subject of graduation is represented in the figure 3

Figure 3

Subject-wise Distribution of the Sample



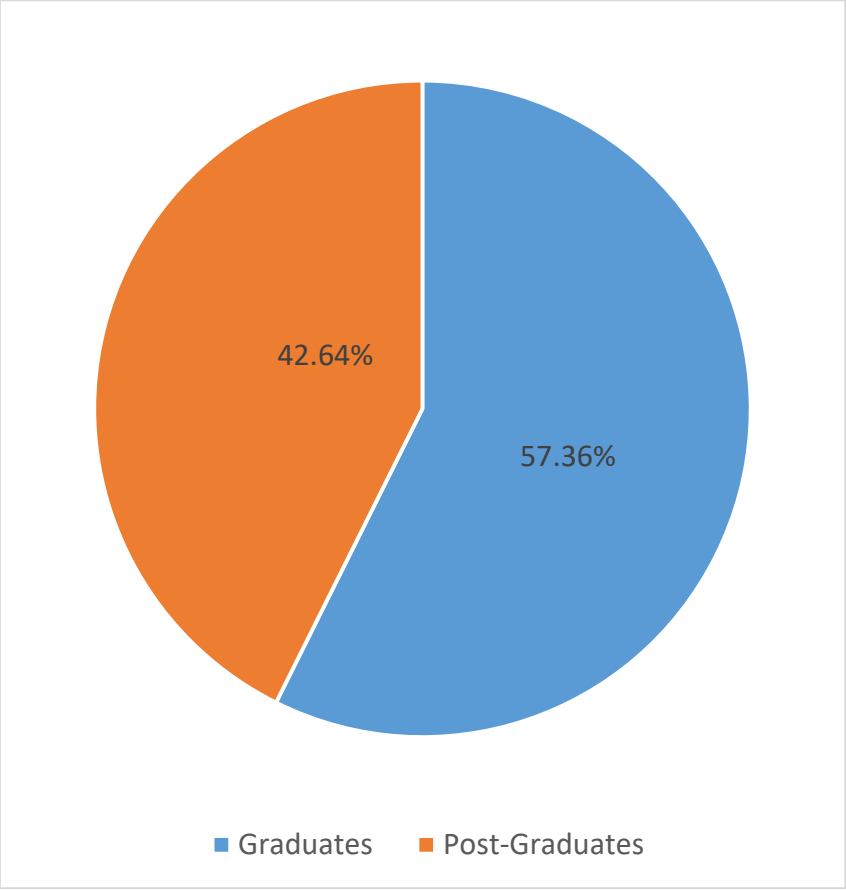
From the figure 3 it is clear that majority of the respondents (66.37 per cent) are Science graduates, 18.92 per cent are Arts graduates and 14.71 per cent are Commerce graduates. The respondents from Arts and Commerce graduates are almost equal.

Qualification-wise Distribution of the Sample

Distribution of the sample according to their highest qualification is presented in the figure 4.

Figure 4

Qualification-wise Distribution of the Sample



The figure 4 indicates that more than half of the respondents (57.36 per cent) are graduates and a good number of them (42.64 per cent) are post graduates. There were no respondents having qualification higher than post-graduation.

3.4 Data Collection Tools

The study used a well-structured questionnaire for the collection of data. In the preliminary stage, the investigator prepared a draft of the questionnaire and

discussed with the supervisor and other experts in the field. The investigator made the minor corrections in the questionnaire suggested by them.

The questions were formulated on the basis of research objectives and were designed as closed ended questions along with an open ended question. A 33 item questionnaire was formulated in line with the objectives of the study by reviewing many related studies.

The questionnaire is divided into two parts: first part deals with the general information and second part deals with the topic of the study. Second part of the questionnaire is again divided into six sections and contains a mixture of likert scale, multiple choice, yes/no questions and an open ended question and are the following:

Personal Details of the Respondents

Five questions are enclosed in this section to collect the personal details of the employees that constitute name of University they are employed in, Sex, Area of Residence, Subject of Graduation and Qualification of the respondents.

Competitive Examinations

This section contains nine questions that the investigator tries to understand the preparedness of respondents' regards to competitive examinations. It comprises questions to know initiation time of preparation, different competitive examinations attended, sources of motivation and aspirations towards Government employment. The last five questions dealt with the preparation of KPSC as the time allocation, preparing methods, status of training, number of attempts and encountered difficulties in the preparation.

Library Use

This segment is designed to gather data concerning the usage pattern of libraries for KPSC examination preparation. It comprises seven questions focusing on the type of library utilized, frequency of visit to the library, time allocation, purposes for library use, methods for document retrieval, and concludes by inquiring about access to electronic resources.

Library Resources

This section evaluates the reliance on library resources for exam preparation. It begins by using a five-point Likert scale (Always, Very often, Sometimes, Rarely, and Never) to assess respondents' availability of books and other materials in the library. Subsequent questions explore preferences for information sources used in preparation of KPSC examination and into the dependence on various resources like books, guides, reference materials, magazines, and newspapers available in the library. It also investigates the specific content within newspapers and magazines that respondents rely upon for their preparation. The last question prompts respondents to rate the availability of print and electronic resources for competitive examinations in libraries.

Library Facilities and Services

This section aims to assess library facilities and services available for competitive examination preparation. It starts by inquiring whether the library offers a separate section for competitive exam aspirants. The subsequent questions focus on evaluating the specific services and facilities utilized by employees in their exam preparation. Finally, it concludes by gauging the attitude of library staff towards aspirants, employing a 3-point Likert scale—ranging from helpful to not helpful.

Problems Faced in the Library

This section focusses on the problems encountered in the use of library at the time of KPSC examination preparation.

Satisfaction Level with Library Resources, Facilities and Services for Success in KPSC Examination

The investigator aims to gather perceptions regarding the role of libraries in competitive examinations using various statements about information resources, services, and facilities available in libraries. A 5-point Likert scale, ranging from Strongly agree to Strongly Disagree, is used for respondents to express their opinions. Additionally, this question includes a query regarding the level of

dependency on the library for success in the KPSC examination, utilizing a 3-point Likert scale—ranging from to a great extent to not at all.

3.5 Data Collection Procedure

The pilot study was carried out among the employees of University of Calicut to assess the reliability and validity of the questionnaire. The questionnaire's reliability was tested using the Cronbach's Alpha test, yielding a high reliability score of 0.967, indicating strong consistency among the statements included. Moreover, respondents did not exhibit significant difficulty in answering the questionnaire items, suggesting ease in comprehension and response.

Initially sufficient number of questionnaires were prepared for data collection. The investigator visited four universities in Kerala, seeking permission from the respective Registrars to distribute questionnaires among their employees. Subsequently, the investigator visited various sections and met with section heads to identify employees recruited through KPSC examination, personally handing out the questionnaires. The majority of employees responded affirmatively and returned the completed questionnaires. Additionally, a Google form was created and personally shared, resulting in only fifteen responses from Mahatma Gandhi University through this platform. Data was collected during December 2021 to October 2022.Following the survey, the collected data was coded using Microsoft Excel for analyses.

3.6 Tools and Techniques for Data Analyses

Simple Percentage Method: To condense the whole data

Weighted Mean: The weighted mean is defined as an average computed by giving different weights to some of the individual values (Vedantu,n.d.).

Standard Deviation: It is an average distance from the mean of the observations in a data set (Iversen, 1997).

T-Test: It is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related (Hayes, 2023).

ANOVA: ANOVA is used when multiple sample cases are involved. It is an inferential statistical test used to determine if the differences among three or more sample means are statistically significant. The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to chance and that amount which can be attributed to specified causes. ANOVA test can be applied only if : a) the sample groups are randomly and independently selected, b) the data are of interval or ratio type, c) there is normal distribution in the population from which the sample is selected and d) the variability within groups are fairly similar (Vaughan, 2009).

LSD Test: Least Significant Difference (LSD) Test is developed by Fisher Ronald Alymer in 1935.This test helps to identify the populations whose means are statistically different. The basic idea of this test is to compare the populations taken in pairs (Dodge, 2008).

Chi-Square Test: It is symbolically written as $\chi 2$ is a common test for analysing data from surveys. Chi-square test is based on chi-square distribution and as a parametric test is used for comparing a sample variance to a theoretical population variance. It is an inferential statistical test that is used to examine relationship between two variables with nominal or ordinal data. The chi-square value measures the discrepancy between the observed frequencies and the expected frequencies. The larger the chi-square score, the larger the discrepancy, and the more likely that the two variables being studied are related. If the calculated value of chi-square is less than the table value, it indicates that the difference between actual and observed frequencies is due to chance of variation and can be ignored (Kothari, 2004).

3.7 Style Manual Used

Publication manual of the American Psychological Association (APA) 7th edition is followed to write, arranging of bibliographical references and formatting of thesis.

3.8 Conclusion

In this section the research methodology of the study has been deployed in detail. The geographical area where the study was conducted, the study design, and the population and sample are described. Details regarding the questionnaire and the pilot study conducted were also explained. It also provides an explanation of the statistical procedures used to analyse the data collected from employees in the selected universities who secured their job through KPSC examination or understanding the role of libraries in their success of competitive examination of KPSC with appropriate statistical techniques.

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CHAPTER IV

ANALYSIS AND INTERPRETATIONS

4.1 Introduction

4.2 Competitive examinations

4.3 Library Use

4.4 Library Resources

4.5 Library Facilities and Services

4.6 Problems Faced in the Library

4.7 Satisfaction with Resources, Facilities and Services of the Library

4.8 Conclusion

References

4.1 Introduction

The primary aim of this study was to investigate the extent to which individuals depended on libraries for their successful journey in competitive examinations. The data given here was collected from employees at various universities in Kerala who secured their job through KPSC examination. The objective was to determine whether libraries have effectively catered to the information needs of KPSC exam aspirants through their existing collections, services, and facilities to enhance their chances of achieving successful results.

The data gathered here was obtained via questionnaire designed precisely for this purpose. The investigator personally administered this questionnaire to employees at four universities in Kerala who secured their positions through the examination of KPSC. Data collected was tabulated with MS Excel and SPSS was used to analyse the data. The collected data was then subsequently subjected to various tests such as simple percentage analysis, weighted mean, standard deviation, chi-square test, ANOVA, T-test and LSD test.

4.2 Competitive Examinations

Job recruitment is frequently initiated through the implementation of competitive examinations, which aid individuals in securing job placements. Success in these examinations often require continuous preparation, dedication and a deep understanding of the subject matter. This section deals with the various facets related to competitive examinations, including the commencement of preparation, various competitive examinations encountered, time spent for the preparation, the strategy of preparation and the challenges encountered during the preparatory phase.

4.2.1 Commencement of Preparation for Competitive Examination

Competitive examinations have a tremendous importance in job placements. Knowing the significance of this, many start early preparations often from school or college years or even earlier. It varies from person to person and it depends on individual circumstances, capabilities and preferences .Early planning, setting a goal and structured study plan are key factors for making success in an examination. Competitive examinations often include a wide syllabus and early preparation can help the candidates to cover the topics completely, help to increase the confidence in facing such examinations which in turn increase the performance level and attain success. So it is important to know the time at which the respondents started their preparation for competitive examination. The investigator analysed the data using variables, gender and area of residence wise and is depicted in the tables 4 and 5.Here the variables subject of graduation and qualification of the respondents were not included because they were not directly relevant to the specific aspect being addressed. Their inclusion was considered unnecessary as they do not significantly influence the outcomes related to this particular question.

Table 4

Commencement of Preparation for Competitive Examination-Gender-wise

Commencement of preparation	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
School level	3	2.36	1	0.49	4	1.20
Higher secondary level	11	8.66	17	8.25	28	8.41
Degree level	11	8.66	17	8.25	28	8.41
After degree level	79	**62.20**	95	**46.12**	174	52.25
After PG level	23	18.12	76	36.89	99	29.73
Total	127	100	206	100	333	100
	Chi-square=15.550		df=4		*p value*= .004	

The gender-wise analysis helps to understand whether there is any difference in the initiation time for preparation of competitive examinations between male and female respondents. The table 4 shows that majority of male candidates (62.20 per

cent) and nearly half of the female candidates (46.12 per cent) started preparing for competitive examinations after degree level. A good number of female respondents (36.89 per cent) started their preparation after PG (Post-Graduation) level while only a few in the case of male (18.12 per cent) respondents. The starting point of examination preparation of female respondents may be delayed due to the work or household responsibilities.

Here chi-square test is applied to understand the association between the commencement of preparation of competitive examination and the gender of the respondents. The *p value* .004 shown in the table indicates a significant association at 5% level between the commencement of preparation for competitive examination and gender of the respondents. This makes it clear that male and female respondents differ significantly regarding the initiation time for preparation of competitive examinations.

The area of residence can influence the individuals' preparatory phase of the competitive examination as there occurs discrepancies in quality of education, facilities, access to resources and socio-economic conditions and is presented in the table 5

Table 5

Commencement of Preparation of Competitive Examinations-Area of Residence-wise

Commencement of preparation	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
School level	2	1.63	2	0.95	4	1.20
Higher secondary level	13	10.57	15	7.14	28	8.41
Degree level	14	11.38	14	6.67	28	8.41
After degree level	59	**47.97**	115	**54.76**	174	52.25
After PG level	36	29.27	63	30.00	99	29.73
Total	123	100	210	100	333	100
	Chi-Square=4.219		df=*4*	*p value*= .377		

Analysing the data received area of residence-wise, there is not much difference in time of commencement of preparation for competitive examinations. Nearly half of the respondents (47.97 per cent) from rural area and more than half of the respondents (54.76 per cent) from urban area commenced their preparation after degree level. Almost equal number of the respondents from rural (29.27 per cent) and urban (30 per cent) areas initiated their preparation after PG degree. To know the statistical association between the commencement of preparation of competitive examination and area of residence of the respondents chi-square test is applied. It shows that there is no significance difference between time of commencement of preparation for competitive examination and area of residence of the respondents at five per cent level as the *p value* exhibited in the table is .377 which is greater than .05.

It is also evident from the table 4 and 5 that more than half of the respondents (52.25 per cent) commenced their preparation for competitive examinations after completing their undergraduate studies. A good number of the respondents (29.73 per cent) began their preparation following the completion of their PG Degree. A very few initiated their preparation at undergraduate (8.41 per cent), higher secondary (8.41 per cent) and even at school level (1.20 per cent). Similar to this result Dilli (2019) found that only 7.2 per cent attended competitive examinations while pursuing degree in colleges. This indicates that individuals think of employment opportunities following the completion of their bachelors' or postgraduate degrees.

As a whole, the analysis depicts that higher number of respondents started their preparation for competitive examination following their graduation, irrespective of gender and area of residence. The educational institutions should conduct career counselling sessions regularly to motivate the students to attend and prepare for competitive examinations. This will encourage each and helps in setting the foundation for a successful career.

4.2.2. Types of Competitive Examinations

Securing a job is a dream shared by many individuals. Many jobs are recruited through various competitive examinations. They are diverse and cater to various streams and levels. The investigator seeks to gain insight into the array of examinations that the respondents have undertaken in their quest to secure employment. It could be influenced by various factors such as gender, area of residence, subject of graduation and the qualification of respondents. They are presented in the tables 6-9.

Table 6

Types of Competitive Examinations-Gender- wise

Competitive examinations	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
KPSC	127	**100**	206	**100**	333	100
UPSC civil service	31	24.42	18	8.74	49	14.71
Banking	29	22.83	45	21.84	74	22.22
SSC	53	**41.73**	63	**30.58**	116	34.83
Others	2	1.57	0	0	2	0.006

The table 6 shows that a good number of male (41.73 per cent) and female (30.58 per cent) respondents attended SSC examinations. A few (24.42 per cent) attended UPSC civil service examination while only 8.74 per cent of female attended the same. Banking exams were attended by almost same percentage of males (22.83 per cent) and females (21.84 per cent).The ‘others’ option was also given and is specified as RRB (Railway Recruitment Board) examination by two males. UPSC civil service examination and SSC examinations were attended by more males than females. This may be due to factors such as difference in thinking of career path, socio economic factors and analysing representation in the similar services.

Table 7

Types of Competitive Examinations-Area of Residence-wise

Competitive examinations	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
KPSC	123	100	210	100	333	100
UPSC civil service	24	19.51	25	11.9	49	14.71
Banking	28	22.76	46	21.90	74	22.22
SSC	43	**34.96**	73	**34.76**	116	34.83
Others	0	0	2	0.010	2	0.006

It is clear from the table 7 that the participation in UPSC civil service examination was 19.51 per cent from rural areas and 11.9 per cent from urban areas. The participation for banking exam were 22.76 per cent and 21.90 per cent from the respondents and for SSC examination it was 34.96 per cent and 34.76 per cent from rural and urban areas respectively. The participation in UPSC civil service examination was little higher in respondents from rural areas than urban areas and there was not much difference in their participation in other competitive examinations. The candidates from rural areas might be aspired by civil services and view civil service as a stable and prestigious position and believe that civil service improve their socio-economic status.

Table 8

Types of Competitive Examinations-Subject-wise

Competitive examinations	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
KPSC	63	100	221	100	49	100	333	100
UPSC civil service	9	14.29	37	16.74	3	6.12	49	14.71
Banking	11	17.46	50	22.62	13	26.53	74	22.22
SSC	26	**41.27**	74	**33.48**	16	**32.65**	116	34.83
Others	1	0.016	0	0	1	0.020	2	0.006

The table 8 articulates that UPSC civil service examination was attended by approximately same number of graduates from Arts (14.29 per cent) and Science (16.29 per cent) streams and it was little low among the Commerce graduates (6.12 per cent).Banking examination was mostly attended by Commerce graduates (26.53 per cent) compared to Arts (17.46 per cent) and Science (22.62 per cent) graduates. This result aligns with the study conducted by Rao and Swamy (2023). SSC exams were most attended by Arts (41.27 per cent) graduates than Science (33.48 per cent) and Commerce (32.65 per cent) graduates. This reveals the career preferences of graduates from different disciplines i.e. Arts and Science graduates were more leaned towards public service while it is unsurprising that Commerce graduates were towards financial sector like banks.

Table 9

Types of Competitive Examinations-Qualification-wise

Competitive examinations	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
KPSC	191	100	142	100	333	100
UPSC civil service	27	14.14	22	15.49	49	14.71
Banking	38	19.9	36	25.35	74	22.22
SSC	66	**34.55**	50	**35.21**	116	34.83
Others	1	.005	1	.007	2	0.006

Analysing qualification-wise, it is seen from the table 9 that the graduates (34.55 per cent) and post graduates (35.21 per cent) have followed SSC examinations after KPSC examination. A few of post graduates (25.35 per cent) and graduates (19.9 per cent) attended banking examinations. UPSC civil service examinations is also attended by a few of graduates (14.14 per cent) and post graduates (15.49 per cent).

The overall analysis reveals that a good number of individuals (34.83 per cent) have taken SSC examination in addition to the KPSC examination. A few have also participated in banking exams (22.22 per cent) and UPSC civil service examinations (14.71 per cent), suggesting a good interest in pursuing central government employment among a small number of respondents. Swami's study (2018) reported that a substantial proportion of respondents have participated in competitive examinations, including those for clerical posts, banking, and railway department positions. The study conducted by Ramesh and Kumar (2016) also revealed that majority of respondents were actively preparing for competitive examinations conducted by the Puducherry Government. This findings are matching to the analysis, which indicates that a notable percentage of respondents in the study have faced competitive examinations in addition to KPSC examination.

4.2.3 Motivation for Preparation of Competitive Examinations

Motivation serves as the driving force behind achieving a successful outcome. Motivation for the preparation of competitive examinations come from various sources and influences. It is a deeply and personally individualized concept. Motivation act as a facilitator for the successful outcome of examination. In this context it is important to reveal the factors that act as the motivation force contributing success in competitive examinations. The results are depicted in the table 10.

Table 10

Motivation for Preparation of Competitive Examinations

Motivation	Frequency	Percentage
Teachers	19	5.71
Family members	120	36.04
Friends	46	13.81
Self-Motivated	210	**63.06**
Librarians	3	9.09
Total	333	100

The table 10 indicates that the majority of the respondents (63.06 per cent) exhibit self-motivation while a good number of them (36.04 per cent) draw their motivation from family members. Ramesha's research (2022) aligns with this by substantiating that 48.10 per cent of students' demonstrated self-motivation in the preparation of competitive examinations. This give emphasis to the significance of self-motivation as a pivotal determinant for achieving success in competitive examinations. Certainly self-motivation acts as a driving force behind the efforts required for the success of competitive examinations.

4.2.4 Factors of Motivation to Become a Government Employee

Securing employment in the government sector is a popular aspiration for many individuals, driven by a variety of reasons. It is a personal choice that depends on one's values, career goals and aspirations. Here the researcher endeavours to discern the underlying motivations that prioritize the pursuit of government jobs on the basis of gender, area of residence, subject of graduation and qualification of the respondents. It is depicted in the tables below.

Table 11

Factors of Motivation to Become a Government Employee

Motivation to become a government employee	Weighted mean	Rank
A stable and secure future	**103.8**	**1**
Chance of career	68.26667	2
Salary	65.93333	3
Prestige and social status	56.33333	4
Parental inspiration	38.93333	5

The table 11 reveals that a stable and secure future (Mean=103.8) is the major consideration to become a government employee. Secondly give preference to chance of career (Mean=68.26667). Salary (Mean=65.93333) and prestige and social status (Mean=56.33333) is given third and fourth preference respectively. Parental inspiration (Mean=38.93333) is ranked as last by the respondents. It is due to the

fact that a government job in India is one of the most stable options. It guarantees fixed income, good benefits and a pension at the end of career.

Table 12

Factors of Motivation to Become a Government Employee-Gender-wise

Motivation to become a government employee	Male (Mean)	Female (Mean)	Weighted Mean	Rank
A stable and secure future	**115.6**	**195.8**	155.7	**1**
Chance of career	81.2	123.6	102.4	2
Salary	76.2	121.6	98.9	3
Prestige and social status	67.4	101.6	84.5	4
Parental inspiration	40.6	76.2	58.4	5

The table 12 reveals that a stable and secure future is the main reason behind to become a Government employee indicated by both male (mean=115.6) and female (mean=195.8) respondents. Second preference is given by male (mean=81.2) and female (mean=123.6) respondents that a Government employee have a chance of career. Salary, prestige and social status and parental inspiration is given as third, fourth and fifth preference by both male and female respondents.

Table 13

Factors of Motivation to Become a Government Employee-Area of Residence-wise

Motivation to become a government employee	Rural (Mean)	Urban (Mean)	Weighted Mean	Rank
A stable and secure future	**38.2**	**65.6**	51.9	**1**
Chance of career	25.66667	42.6	34.13333	2
Salary	23.93333	42	32.96667	3
Prestige and social status	20.66667	35.66667	28.16667	4
Parental inspiration	13.93333	25	19.46667	5

By analysing data, area of residence-wise, it is evident that the respondents from both the rural (mean=38.2) and urban (mean= 65.6) areas specified that a Government employee have a stable and secure future. Both the groups i.e. respondents from rural and urban areas pointed out the second, third, fourth and fifth preference as chance of career, salary, prestige and social status and parental inspiration respectively.

Table 14

Factors of Motivation to Become a Government Employee-Subject-wise

Motivation to become a government employee	Arts (Mean)	Science (Mean)	Commerce (Mean)	Weighted Mean	Rank
A stable and secure future	**20.13333**	**68.93333**	**14.73333**	34.6	**1**
Chance of career	12.4	44.93333	10.93333	22.75556	2
Salary	12.26667	43.86667	9.8	21.97778	3
Prestige and social status	10.06667	37.93333	8.333333	18.77778	4
Parental inspiration	8.133333	25.73333	5.066667	12.97778	5

The data given in the table14 illustrates that Arts (mean=20.13333), Science (68.93333) and Commerce (14.73333) graduates consider a stable and secure future as the primary concern to become a government employee. Second and third preference is given by Arts (mean=12.4 and 12.26667), Science (mean=44.93333 and 43.86667) and Commerce (mean=10.93333 and 9.8) graduates as chance of career and salary respectively. Arts (mean=10.06667 and 8.133333), Science (37.93333 and 25.73333) and Commerce (mean=8.3333333 and 5.066667) graduates marked their fourth and fifth choices as prestige and social status and parental inspiration respectively.

Table 15

Factors of Motivation to Become a Government Employee-Qualification-wise

Motivation to become a government employee	Graduation (Mean)	Post-Graduation (Mean)	Weighted Mean	Rank
A stable and secure future	**59.4**	**44.4**	51.9	**1**
Chance of career	39.46667	28.8	34.13333	2
Salary	37.8	28.13333	32.96667	3
Prestige and social status	32.26667	24	28.13333	4
Parental inspiration	22.06667	16.86667	19.46667	5

One can understand from the data given in the table 15 that graduates (mean=59.4) and post graduates (mean=44.4) consider the stable and secure future as the motivation factor to become a government employee. Second rank is marked by both graduates (mean=39.46667) and post graduates (28.8) as chance of career. Salary is the third preference given by graduates and post graduates with mean=37.8 and 28.13333 respectively. Prestige and social status and parental inspiration follows the preference given by graduates (mean=32.26667 and 22.06667) and post graduates (mean=24 and 16.86667) respectively.

The whole analysis reveals that a stable and secure future was the main motivational force of the respondents to become a government employee irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.2.5 Time devoted in the Preparation of KPSC Examination

The duration of time for preparation of KPSC examination can vary significantly from person to person. A well-structured plan of study and continuous effort play a key role in efficient preparation within available time frame. It is significant to know the time spent by the aspiring candidates and the investigator is interested in understanding the amount of time individuals have invested in preparing for the KPSC examination and is studied based on the factors as gender, area of residence, subject of graduation and qualification of the respondents.

Table 16

Time Devoted in the Preparation of KPSC Examination-Gender-wise

Time	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 4 hours	34	26.77	43	20.87	77	23.12
4-8 hours	64	**50.39**	114	**55.34**	178	53.45
9-12 hours	17	13.39	37	17.96	54	16.22
More than 12 hours	12	9.45	12	5.83	24	7.21
Total	127	100	206	100	333	100
	Chi-Square=3.987		df=*3*	*p value*= .263		

The table 16 indicates that more than half of the male (50.39 per cent) and female (55.34 per cent) candidates dedicated 4-8 hours in a day for the preparation of KPSC examinations. A few (26.77 per cent) of male and female (20.87 per cent) candidates allocated less than 4 hours for the preparation. A few of male (13.39 per cent) and female (17.96 per cent) users spent 9-12 hours, and a very few of male (9.45 per cent) and female (5.83 per cent) users invested more than 12 hours in their preparation for KPSC examination. This indicates that time allocated for the study is not distinctly varied with gender and also statistically, chi-square test shows that *p value* is .263 which is higher than .05 i.e. there is no significant association between time spent for the preparation of KPSC examination and gender of the respondents at five per cent level.

Table 17

Time Devoted in the Preparation of KPSC Examination -Area of Residence-wise

Time	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 4 hours	37	30.08	40	19.05	77	23.12
4-8 hours	61	**49.59**	117	**55.71**	178	53.45
9-12 hours	18	14.63	36	17.14	54	16.22
More than 12 hours	7	5.69	17	8.10	24	7.21
Total	123	100	210	100	333	100
Chi-Square=5.551		df=3		*p value*= .136		

The table 17 clears that almost half of the respondents (49.59 per cent) from rural areas and slightly more than half of the respondents (55.71 per cent) from urban areas spent 4-8 hours for the preparation of KPSC examination. A good number of respondents (30.08 per cent) from rural areas and 19.05 per cent from urban areas only allocated less than 4 hours for the preparation of KPSC examination. A few of the respondents from rural (14.63 per cent) and urban (17.14 per cent) areas invested 9-12 hours for the preparation and a very few from rural (5.69 per cent) and urban (8.10 per cent) areas spent more than 12 hours for the same purpose.

A good number of respondents from rural areas only spent less than 4 hours for the preparation of KPSC examination i.e. they chose smaller duration of time for their preparation than respondents from urban areas showing the need for support the inhabitants from rural areas to improve their educational opportunities. This result may be attributed to the factors such as their economic status, family responsibilities, lack of awareness etc. Statistically to know the association between time spent in the preparation of KPSC examination and area of residence of the respondents chi-square test is done and shows that the *p value* is .136 which indicates that there is no significant association between time spent in the preparation of KPSC examination and area of residence of the respondents.

Table 18

Time Devoted in the Preparation of KPSC Examination-Subject-wise

Time	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 4 hours	13	20.63	49	22.17	15	30.61	77	23.12
4-8 hours	35	**55.56**	116	**52.49**	27	**55.10**	178	53.45
9-12 hours	5	7.94	43	19.46	6	12.24	54	16.22
More than 12 hours	10	15.87	13	5.88	1	2.04	24	7.21
Total	63	100	221	100	49	100	333	100
Chi-Square=15.048 df=6 *p* value= .020								

Analysing subject-wise, it is seen that more than half of the respondents from Arts (55.56 per cent), Science (52.49 per cent) and Commerce (55.10 per cent) graduates spent 4-8 hours for the preparation of KPSC examination. A good number of Commerce graduates (30.61 per cent) spent only less than 4 hours for preparation which is 22.17 per cent and 20.63 per cent of respondents from Science and Arts graduates respectively. The respondents who spent 9-12 hours in preparation is high in Science graduates (19.46 per cent) compared to Arts (7.94 per cent) and Commerce graduates (16.22 per cent) and also who spent more than 12 hours is high in Arts graduates (15.87 per cent) compared to Science (5.88 per cent) and Commerce graduates (7.21 per cent).

The data is further analysed by chi-square test to know the statistical significance in the association between subject of graduation of the respondents and time devoted in the preparation of KPSC examination and is seen that it is statistically significant at five per cent level as the *p* value is .020 which is lesser than .05

Table 19

Time Devoted in the Preparation of KPSC Examination-Qualification-wise

Time	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 4 hours	43	22.51	34	23.94	77	23.12
4-8 hours	108	**56.54**	70	**49.30**	178	53.45
9-12 hours	27	14.14	27	19.01	54	16.22
More than 12 hours	13	6.81	11	7.75	24	7.21
Total	191	100	142	100	333	100
Chi-Square=2.168 df=3 *p* value= .538						

The table 19 demonstrates that more than half of graduates (56.54 per cent) and approximately half of post graduates (49.30 per cent) devoted 4-8 hours in the preparation of KPSC examination. Almost same number of graduates (22.51 per cent) and post graduates (23.94 per cent) spent less than 4 hours in the preparation. A very few graduates (14.14 per cent and 6.81 per cent) and post graduates (19.01 per cent and 7.75 per cent) allotted 9-12 hours and more than 12 hours for the preparation of KPSC examination respectively.

It is further analysed by chi-square test to know the statistical significance between the qualification of the respondents and time spent in the preparation of KPSC examination and it is understood that there is no significant association between them at five per cent level as the *p* value is .538 i.e greater than .05.

The total analysis concludes that more than half of the respondents (53.45 per cent) devoted 4-8 hours to prepare for the KPSC examination. When comparing the time allocation between male and female participants, urban and rural respondents, Arts, Science and Commerce graduates and graduates and post graduates it's evident that more than or almost half of each category spent 4-8 hours in the preparation of KPSC examination. Most of the participants spent a moderate amount of time i.e. 4-8 hours in the preparation of KPSC examination. This is highly individualistic and may be most feel to make the moderate spent time as fruitful hours.

4.2.6. Preparation for KPSC Examination

Preparation strategies for the KPSC examination differ among individuals. Various coaching centres offer assistance to KPSC aspirants through classes, study materials, and other resources. Some individuals prefer self-guided preparation and some may acquire informational resources independently. Group discussion methods are also adopted by some candidates. The investigator seeks to understand the diverse preparation strategies employed by the respondents. The tables 17-20 indicates the strategies of preparation gender-wise, area of residence-wise, subject of graduation-wise and qualification-wise.

Table 20

Preparation for KPSC Examination-Gender-wise

Criteria of preparation	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Joined a coaching centre	93	**73.23**	172	**83.50**	265	79.58
Bought information resources by your own	36	28.35	73	35.44	109	32.73
Individual preparation	64	50.39	121	58.74	185	55.56
Group study	56	44.09	90	43.69	146	43.84
Depended on internet resources	34	26.77	49	23.79	83	24.92

The table 20 reveals that majority of both male (73.23 per cent) and female (83.50 per cent) respondents joined a coaching centre for preparation of KPSC examination. More than half of the male (50.39 per cent) and female (58.74 per cent) respondents preferred individual preparation. Group study is opted by nearly half of the male (44.09 per cent) and female (43.69 per cent) respondents. In the case of internet resources it is seen that almost same percentage of male (26.77 per cent) and female (23.79 per cent) respondents depended on it.

Table 21

Preparation for KPSC Examination-Area of Residence-wise

Criteria of preparation	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Joined a coaching centre	76	**61.79**	189	**90**	265	79.58
Bought information resources by own	34	27.64	75	35.71	109	32.73
Individual preparation	70	56.91	115	54.76	185	55.56
Group study	48	39.02	98	46.67	146	43.84
Depended on internet resources	28	22.76	55	26.19	83	24.92

It is clear from the table 21,there is much variation in percentage of respondents joined a coaching centre for preparation of competitive examination comparing rural and urban areas i.e. 90 per cent from urban areas while only 61.79 per cent from rural areas. More than half of the respondents from rural (56.91 per cent) and urban (54.76 per cent) areas have chosen individual preparation as their mode of study. Approximately half of the respondents from urban (46.67 per cent) areas and a good number of respondents from rural (39.02 per cent) areas preferred group study method. A good number of respondents from urban areas (35.71 per cent) and a few from rural areas (27.64 per cent) bought information resources by their own. In the case of internet resources, 22.76 per cent of respondents from rural areas and 26.19 per cent from urban areas depended on it. The individuals from urban areas may have better financial resources to afford high fees of coaching centres and also there are greater number of coaching centres and a competitive atmosphere in urban areas than in rural areas.

Table 22

Preparation for KPSC Examination –Subject-wise

Criteria of preparation	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Joined a coaching centre	51	**80.95**	179	**81**	35	**71.43**	265	79.58
Bought information resources by own	26	41.27	71	32.13	12	24.49	109	32.73
Individual preparation	40	63.49	119	53.85	26	53.06	185	55.56
Group study	35	55.56	85	38.46	26	53.06	146	43.84
Depended on internet resources	19	30.16	55	24.89	9	18.37	83	24.92

Comparing subject-wise, from the table 22 one can notice that the number of Commerce graduates (71.43 per cent) joined a coaching centre is less compared to Arts (80.95 per cent) and Science (81 per cent) graduates. The respondents from Arts graduates (41.27 per cent) bought information resources by their own than compared to Science (32.13 per cent) and Commerce (24.49 per cent) graduates. Group study method is low in Science (38.46 per cent) graduates than Arts (55.56 per cent) and Commerce (53.06 per cent) graduates. The respondents from Commerce graduates (18.37 per cent) depended on internet resources less than Arts (30.16 per cent) and Science (24.89 per cent) graduates.

Table 23

Preparation for KPSC Examination –Qualification-wise

Criteria of preparation	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Joined a coaching centre	153	**80.1**	112	**56.41**	265	79.58
Bought information resources by own	58	30.37	51	21.38	109	32.73
Individual preparation	105	54.97	80	38.71	185	55.56
Group study	93	48.69	53	34.29	146	43.84
Depended on internet resources	48	25.13	35	17.7	83	24.92

A notable variation is seen from the table 23 in the number of candidates who joined a coaching centre comparing graduates and post graduates. Majority of graduates (80.1 per cent) joined a coaching centre for preparation of KPSC examination while only 56.41 per cent post graduates followed same strategy. This may be because of the difference in the knowledge acquired through higher studies. More than half (54.97 per cent) and nearly half (48.69 per cent) of graduates

followed individual preparation and group study method for the preparation of KPSC examination respectively. A good number of post graduates followed individual preparation (38.71 per cent) and group study (34.29 per cent) method as strategy for the preparation of KPSC examination.

The overall analysis clears that the majority of individuals (78.68 per cent) opted for coaching centres as their preferred method of preparation for the KPSC examination. Furthermore, more than half of the candidates (55.56 per cent) chose to prepare on an individual basis. Nearly half of the respondents (43.84 per cent) engaged in group study methods. Many of the respondents opted for coaching centres and it may be due to structured learning, guidance of instructors, provision of study materials etc. Individual preparation allows candidates to use the time effectively according to convenience. Nearly half of the respondents followed group study method in the belief that collaborative learning and many discussions will increase the understanding of different topics. The gender wise analysis states that the majority of male and female respondents joined a coaching centre. While considering the area of residence a large majority of respondents from urban areas joined a coaching centre which is higher compared to respondents from rural areas. Subject wise analysis indicates that majority of the respondents from Arts, Science and Commerce graduates joined a coaching centre and qualification wise analysis shows a variation in the percentage of respondents joined a coaching centre.

4.2.7. Training for KPSC Examination

KPSC conducts recruitment examinations that covers wide range of subjects including general knowledge, current affairs, reasoning, numerical ability and specific subjects based on the job category. The candidates have to prepare thoroughly and systematically to succeed in these examinations. Training programs for KPSC examinations help aspirants to prepare for such examinations. Various institutes, agencies and online platforms are conducting such training programs to help the aspirants to be equipped with knowledge, skills and confidence to excel in highly competitive examinations. Attempts are made to analyse the training program that the respondents undergone for the preparation of KPSC examination and they are further analysed with gender, area of residence, subject of graduation and qualification of the respondents and is depicted in the tables 24-27.

Table 24

Training for KPSC Examination –Gender-wise

Training	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Free training by central/state government	6	4.72	4	1.94	10	3.00
Free training by private institutions	9	7.09	5	2.43	14	4.20
Paid training by private institutions	75	**59.06**	163	**79.13**	238	71.47
Online training by private institutions	3	2.36	6	2.91	9	2.70
Not going for any training	34	26.77	28	13.59	62	18.62
Total	127	100	206	100	333	100
	Chi-Square=17.929		df=4	*p* value= .001		

Comparing gender-wise, it is seen from the table 24 that majority of both male (59.06 per cent) and female (79.13 per cent) respondents chose paid training by private institutions and is little higher in the case of female respondents. Also 26.77 per cent of male respondents did not undergone any training which is slightly higher compared to female (13.59 per cent) respondents. A very few of male and female respondents selected other training methods such as free training by central/state government, private institutions and online training by private institutions.

The chi-square test is further done to understand whether there is significant association between the mode of training for KPSC examination and gender of the respondents and it shows that there is significant association between the mode of training for KPSC examination and gender of the respondents at 5% level as the *p* value is .001.

Table 25

Training for KPSC Examination –Area of Residence-wise

Training	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Free training by central/state government	9	7.32	1	0.48	10	3.00
Free training by private institutions	13	10.57	1	0.48	14	4.20
Paid training by private institutions	50	**40.65**	188	**89.52**	238	71.47
Online training	2	1.63	7	3.33	9	2.70
Not undergone any training	49	39.84	13	6.19	62	18.62
Total	123	100.00	210	100.00	333	100
Chi-Square=104.8077 df=4 *p* value=.000						

Considering the area of residence of the respondents, it is seen from the table 25 that free training by government and private agencies are more participated by candidates of rural areas than urban areas for the preparation of KPSC examination. With respect to paid training by private institutions, majority of the respondents from urban areas (89.52 per cent) have undertaken while only 40.65 per cent from rural areas joined it. Also a good number of respondents (39.84 per cent) from rural areas have not undergone any training for preparation of KPSC examination which is only a very few (6.19 per cent) in the case of respondents from urban areas. It is interpreted that it may be due to absence of coaching centres in rural areas or financial status difference.

Also, there is statistically significant association between mode of training for KPSC examination and area of residence of the respondents as the *p* value obtained from chi-square test is .000

Table 26

Training for KPSC Examination –Subject-wise

Training	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Free training by central/state government	3	4.76	6	2.71	1	2.04	10	3.00
Free training by private institutions	1	1.59	10	4.52	3	6.12	14	4.20
Paid training by private institutions	47	**74.60**	162	**73.30**	29	**59.18**	238	71.47
Online training	1	1.59	6	2.71	2	4.08	9	2.70
Not undergone any training	11	17.46	37	16.74	14	28.57	62	18.62
Total	63	100	221	100	49	100	333	100
			Chi-Square=7.301	df=8	*p* value= .505			

From the table 26 it can be inferred that paid training is more attended by Arts (74.60 per cent) and Science (73.30 per cent) graduates than Commerce graduates (59.18 per cent).Also the percentage of respondents did not undergone any training is more among Commerce graduates (28.57 per cent) than Arts (17.46 per cent) and Science graduates (16.74 per cent).This could be attributed to the fact that Commerce graduates are preparing more for banking exams than KPSC exams.

The statistical association between the mode of training for KPSC examination and subject of graduation of the respondents is analysed by chi-square test. As the *p* value is .505 there is no significant association between mode of training for KPSC examination and subject of graduation of respondents.

Table 27

Training for KPSC Examination-Qualification-wise

Training	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Free training by central/state government	4	2.09	6	4.23	10	3.00
Free training by private institutions	9	4.71	5	3.52	14	4.20
Paid training by private institutions	139	**72.77**	99	**69.72**	238	71.47
Online training	5	2.62	4	2.82	9	2.70
Not undergone any training	34	17.80	28	19.72	62	18.62
Total	191	100	142	100	333	100
	Chi-Square=1.7856		df=4	*p* value= .7750		

It is seen from the table 27 that paid training by private institutions is attended by majority of graduates (72.77 per cent) and post graduates (69.72 per cent).A few of graduates (17.80 per cent) and post graduates (19.72 per cent) did not undergone any training for KPSC examination. The *p* value obtained from chi square test is found to be .7750 and it indicates that there is no significant association between the mode of training for KPSC examination and qualification of the respondents.

The total analysis clears that majority of the respondents (71.47 per cent) have undergone paid training by private institutions whereas 18.62 per cent did not undergone any training for the preparation of KPSC examination. Private institutions provide comprehensive study materials, experienced faculty and a time bound curriculum. They conduct regular examinations that may help the candidate to assess them and prepare in their weak points. The respondents who have not undergone any training may be interested to follow their own study strategy and some may be in constraint of finance. In contrast Ramesha (2019) states that the most of the students did not undergone any training for competitive examinations.

4.2.8. Attempts in KPSC Examination

The achievement in KPSC examination demands diligent and systematic effort to succeed. The researcher in this study endeavoured to determine the frequency of attempts made by candidates seeking employment in the state service. It is analysed based on various factors such as gender, area of residence, subject of graduation and qualification of the respondents.

Table 28

Attempts in KPSC Examination –Gender-wise

Number of Attempts	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	21	16.54	30	14.56	51	15.32
2	18	14.17	31	15.05	49	14.71
3	17	13.39	28	13.59	45	13.51
More than 3	71	**55.91**	117	**56.80**	188	56.46
Total	127	100	206	100	333	100
Chi-Square=0.254 df=3 *p* value= .968						

From the table 28, it is inferred that gender-wise analysis shows not much difference in the number of attempts made to succeed in KPSC examination. In both cases, more than half of male (55.91 per cent) and female (56.80 per cent) candidates have made more than 3 attempts for success in the KPSC examination. A few of male and female candidates had success in one, two and three attempts.

Statistically, to know the association, chi-square is conducted and shows that there is no significant association between the number of attempts made for the success in KPSC examination and gender of the respondents at five per cent level specified by the *p* value =.968.

Table 29

Attempts in KPSC Examination-Area of Residence-wise

Number of attempts	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	17	13.82	34	16.19	51	15.32
2	20	16.26	29	13.81	49	14.71
3	22	17.89	23	10.95	45	13.51
More than 3	64	**52.03**	124	**59.05**	188	56.46
Total	123	100	210	100	333	100
	Chi-Square=4.036691		df=3	*p* value= .258		

The respondents from rural and urban areas does not differ much with respect to number of attempts made by them in qualifying KPSC examination as shown in the table 29. More than half of the respondents from both the urban (52.03 per cent) and rural areas (59.05 per cent) have made more than 3 attempts for success in KPSC examination. A few (17.89 per cent) of candidates from rural areas and 10.95 per cent from urban areas achieved success in KPSC examination in three attempts.

The data is further analysed using chi-square test and the *p* value .258 shows that there is no significant association between the number of attempts made by the respondents in the success of KPSC examination and area of residence of the respondents.

Table 30

Attempts in KPSC Examination-Subject-wise

Number of attempts	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	5	7.94	42	19.00	4	8.16	51	15.32
2	5	7.94	39	17.65	5	10.20	49	14.71
3	13	20.63	29	13.12	3	6.12	45	13.51
More than 3	40	**63.49**	111	**50.23**	37	**75.51**	188	56.46
Total	63	100	221	100	49	100	333	100
Chi-Square=19.36914 df=6 *p* value= .004								

As from the table 30,comparing subject wise, Science graduates qualified KPSC examination in less number of attempts than Arts and Commerce graduates.19 per cent of Science graduates attained KPSC examination in one attempt which is 7.94 per cent and 8.16 per cent in Arts and Commerce graduates respectively. Also 17.65 per cent of Science graduates qualified in two attempts while only 7.94 per cent Arts graduates and 10.20 per cent Commerce graduates attained the same .Majority of Commerce graduates (75.51 per cent) and Arts graduates (63.49 per cent) attained by attempting more than three attempts that is only half (50.23 per cent) in the case of Science graduates.

Statistical analysis is given by chi-square test and shows that there is significant association between the number of attempts in KPSC examination and subject of graduation of the respondents indicated by the *p* value .004 ($p<.05$)

Table 31

Attempts in KPSC Examination-Qualification-wise

Number of attempts	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	34	17.80	17	11.97	51	15.32
2	31	16.23	18	12.68	49	14.71
3	26	13.61	19	13.38	45	13.51
More than 3	100	**52.36**	88	**61.97**	188	**56.46**
Total	191	100	142	100	333	100
Chi-Square=3.843503 df=3 *p* value= .279						

The table 31 shows that majority of post graduates (61.97 per cent) succeeded in KPSC examination by more than 3 attempts while it is 52.36 per cent as of graduates. More graduates (17.80 per cent) attained KPSC examination in 1 attempt than post graduates (11.97 per cent).Statistically, chi-square test shows that

there is no association between the number of attempts made in the success of KPSC examination and qualification of the respondents as the *p* value>.05(*p* value=.279)

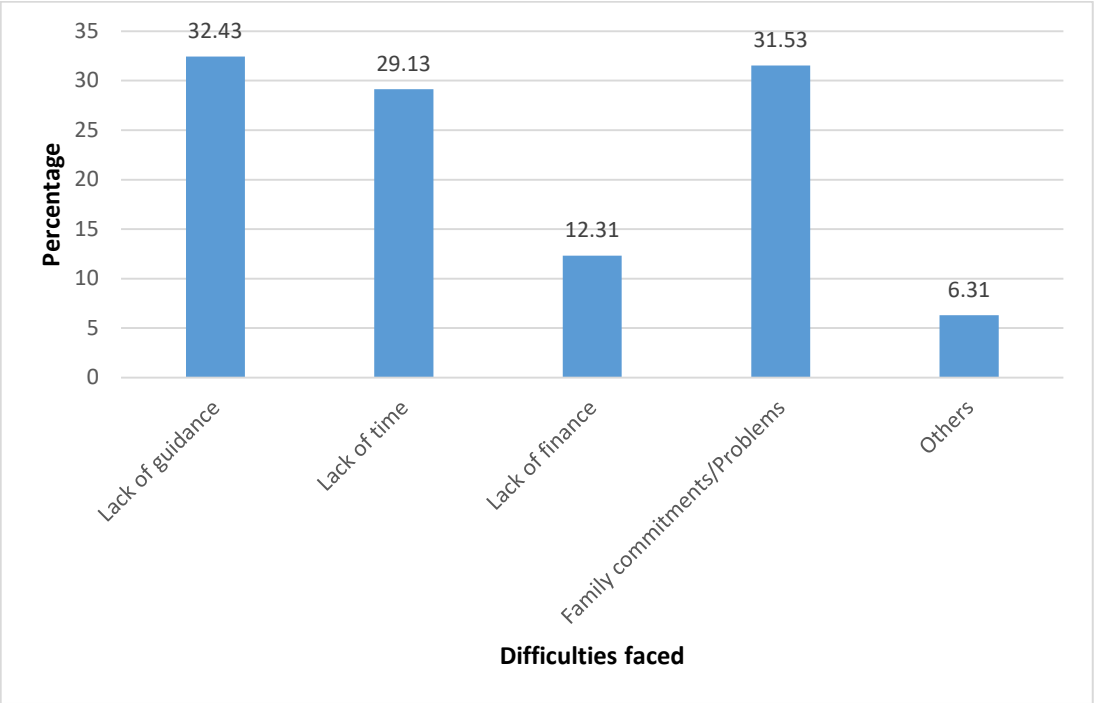
The overall analysis reveals that more than half of the respondents (56.46 per cent) have undertaken more than 3 attempts to qualify KPSC examination. There is no much variation considering gender and area of residence of the respondents that more than 3 attempts were made by most of the candidates. Subject wise analysis reveals that Science graduates qualifies KPSC examination in less number of attempts compared to Arts and Commerce graduates and also qualification-wise analysis shows that more number of graduates qualified in less number of attempts than post graduates in the success of KPSC examination. KPSC examination is highly competitive in nature and requires a thorough understanding of different subjects and candidates might take time to develop and many attempts teaches them to refine their preparation strategy and helps in success of the examination by least attempts.

4.2.9. Difficulties Faced in the Preparation of KPSC Examination

Effective preparation is essential for achieving success in the KPSC examination. However, numerous challenges can hinder the preparation process for various reasons. Some aspirants lack proper guidance, while others struggle to find adequate time for preparation. Financial constraints may prevent some from accessing quality coaching centres, and family commitments or personal issues can also hinder their preparation. The investigator aims to explore and understand the difficulties encountered by these aspirants in their pursuit of success gender wise and area of residence wise. This question excluded the variables subject of graduation and qualification of the respondents because they are unlikely to shed light on the specific difficulties faced while preparing for KPSC examination.

Figure 5

Difficulties faced in the preparation of KPSC examination



From the figure 5, it is inferred that a good number of the candidates encountered the challenges during the preparation was lack of guidance (32.43 per cent) and family commitments/problems (31.53 per cent). A few of respondents (29.13 per cent) faced the constraint of lack of time. This indicates the necessity of guidance and support for aspirants of competitive examinations. Libraries can play a vital role in conducting such guidance sessions. In developing countries like India, librarians can play a major role in the career development of the youth who comes to the library for guidance and support in their study and to prepare for their future career opportunities. (Lokhande, 2023)

Table 32

Difficulties Faced in the Preparation of KPSC Examination-Gender-wise

Difficulties	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Lack of guidance	56	**27.18**	52	25.24	108	32.43
Lack of time	27	13.11	70	33.98	96	28.83
Lack of finance	25	12.14	16	7.77	41	12.31
Family commitments/ problems	31	15.05	74	**35.92**	105	31.53
Others	10	4.85	11	5.34	21	6.31

When examining gender differences a good number of female (35.92 per cent and 33.98 per cent) candidates faced family commitments/problems and constraints of time respectively, while male (27.18 per cent) predominantly put up with shortage of guidance. The problems of females might be arises due to long time spending on house hold activities, taking care of family members and dealing with family related problems.

Table 33

Difficulties Faced in the Preparation of KPSC Examination-Area of Residence-wise

Difficulties	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Lack of guidance	44	**35.77**	64	30.48	108	32.43
Lack of time	32	26.02	64	30.48	96	28.83
Lack of finance	15	12.20	26	12.38	41	12.31
Family commitments /problems	39	31.71	66	**31.43**	105	31.53
Others	4	3.25	17	8.10	21	6.31

While analysing with area of residence of the respondents, a good proportion of respondents from both rural (35.77 per cent) and urban (30.48 per cent) areas experiences the problem of lack of guidance. In the case of lack of time a small variation is seen in the response that more respondents from urban area (30.48 per cent) experience than from rural areas (26.02 per cent) and it may be because of life style difference in urban areas.

The whole analysis reveals that a good number of respondents faced the problem of lack of guidance and family commitments in the preparation of KPSC examination. With respect to gender, females faced mostly the problem of family commitments and lack of time while males mostly indicated the lack of guidance for the preparation of KPSC examination. Analysing area of residence of the respondents, it is understood that a good number of respondents from rural areas faced lack of guidance and family commitments/problems while a good number of respondents from urban areas indicated lack of time along with lack of guidance and family commitments/problems in the preparation of KPSC examination.

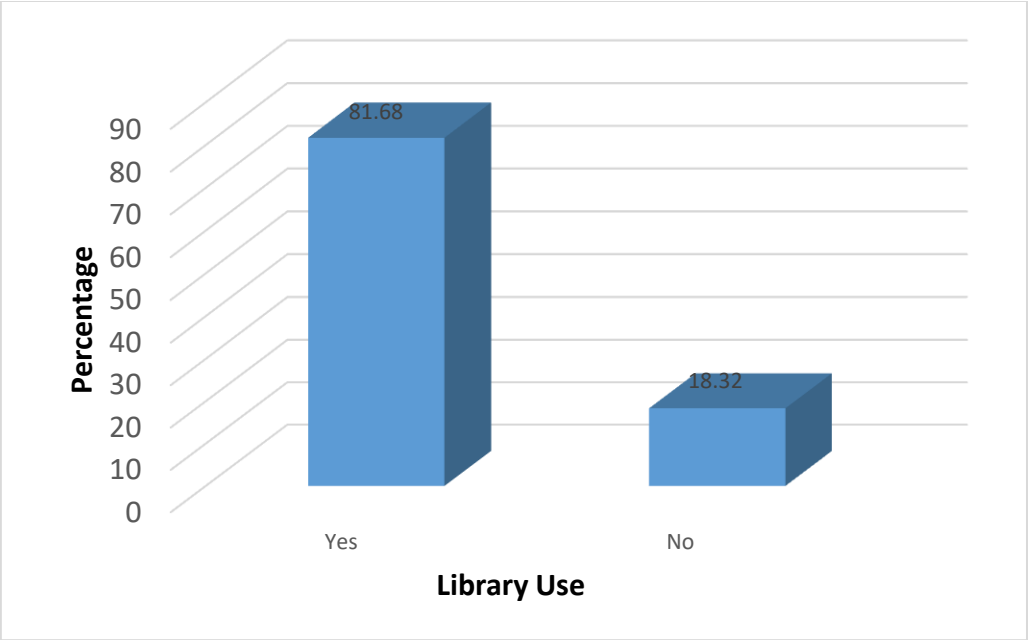
4.3 Library Use for Preparation of KPSC Examination

Libraries play a significant role in preparing competitive examinations i.e. can be invaluable resources for individuals preparing for competitive examinations. Libraries can offer a wealth of resources, a quiet learning space, range of different services etc. This section comprises a range of inquiries related to utilizing libraries for preparation of competitive examinations. These enquiries encompass aspects like choice of libraries, frequency of library visits, purpose of use, and the access of documents from the library. Preparation of KPSC examination involves various strategies for preparation. Libraries houses collections and provide facilities and services for the preparation of competitive examinations. The investigator intends to know whether the respondents used library for their preparation. Aeriefa & Kaliyaperumal (2018) conducted an analysis revealing that more than 60% of the user's opined that library is helpful for seeking employment opportunities. More than half of the respondents visited City Central Library in Belagavi to prepare for

competitive examinations and quizzes, and a good number of respondents visited libraries to obtain job and career information. (Kori & Mulla, 2017)

Figure 6

Library Use



The figure 6 shows that majority of the respondents (81.68 per cent) used library for the preparation of KPSC examination. In the study of Kasimani & Rajendran (2020) the respondents ranked first rank for preparation of competitive examination as the purpose of visit of the library. Also Huded et al. (2016) investigated that (71.05 per cent) used library to prepare for the competitive examinations .This indicates the significant role of libraries in aiding the candidates for preparation of competitive examinations. The library is a primary place for aspirants that indicating importance in providing resources and a conducive environment for preparation of examinations. Here library use is analysed gender wise, area of residence wise, subject of graduation wise and qualification wise and the results are depicted in the tables 34-37.

Table 34

Library Use for Preparation of KPSC Examination –Gender-wise

Library Use	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	111	**87.40**	161	**78.16**	272	81.68
No	16	12.60	45	21.84	61	18.32
Total	127	100	206	100	333	100
Chi-Square=4.489		df=1	*p* value= .0341			

Gender-wise analysis depicts that both the majority of male (87.40 per cent) and female (78.16 per cent) respondents used library for the preparation of KPSC examination. Looking who responded no to the use of library is somewhat more in female (21.84 per cent) users than in male (12.60 per cent) users. The relation between the library use and gender of the respondents is statistically analysed by applying chi-square test and it shows that it is significant at 5 per cent level i.e. there is significant difference between library use and gender of the respondents as the *p* value is .0341 which is less than .05.

Table 35

Library Use for Preparation of KPSC Examination-Area of Residence-wise

Library Use	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	103	**83.74**	169	**80.48**	272	81.68
No	20	16.26	41	19.52	61	18.32
Total	123	100	210	100	333	100
Chi-Square=0.5521		df=1	*p* value= .45743			

Analysing library use, area of residence wise, there is not much difference between them. In both cases majority of respondents from rural (83.74 per cent) and urban (80.48 per cent) areas used library for the preparation of KPSC examination. A very few respondents from rural (16.26 per cent) and urban (19.52 per cent) areas didn't use library for preparation of KPSC examination. There is no significant association between the library use and area of residence of the respondents as the *p* value obtained from chi square test is found to be .45743 i.e. >.05.

Table 36

Library Use-Subject-wise

Library Use	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	54	**85.71**	179	**81**	39	**79.59**	272	81.68
No	9	14.29	42	19	10	20.41	61	18.32
Total	63	100	221	100	49	100	333	100
Chi-Square=0.897			df=2		*p* value= .6385			

The table 36 reveals the subject-wise analysis of library use for preparing KPSC examination. Majority of Arts (85.71 per cent), Science (81 per cent) and Commerce (79.59 per cent) graduates used library for the preparation of KPSC examination. Further chi-square test is used to understand whether there is statistical difference between the library use and subject of graduation of the respondents and here *p* value = .6385 indicates that there is no significant difference between the library use and subject of graduation of the respondents at five percent level.

Table 37

Library Use for Preparation of KPSC Examination-Qualification-wise

Library Use	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	148	**77.49**	124	**87.32**	272	81.68
No	43	22.51	18	12.68	61	18.32
Total	191	100	142	100	333	100
Chi-Square=5.26738			df=2		*p* value= .02172	

The table 37 discloses that 77.49 per cent of graduates used library for the preparation of KPSC examination while it is 87.32 per cent in the case of post graduates. Thanuskodi and Kalyani (2018) analysed that there is significance difference among the respondents belonging to various educational qualifications in visiting libraries. Here also it is found that there is significant difference among the respondents belonging to various educational qualification in the use of library as *p* value obtained from the chi-square test is .02172 which is <.05.

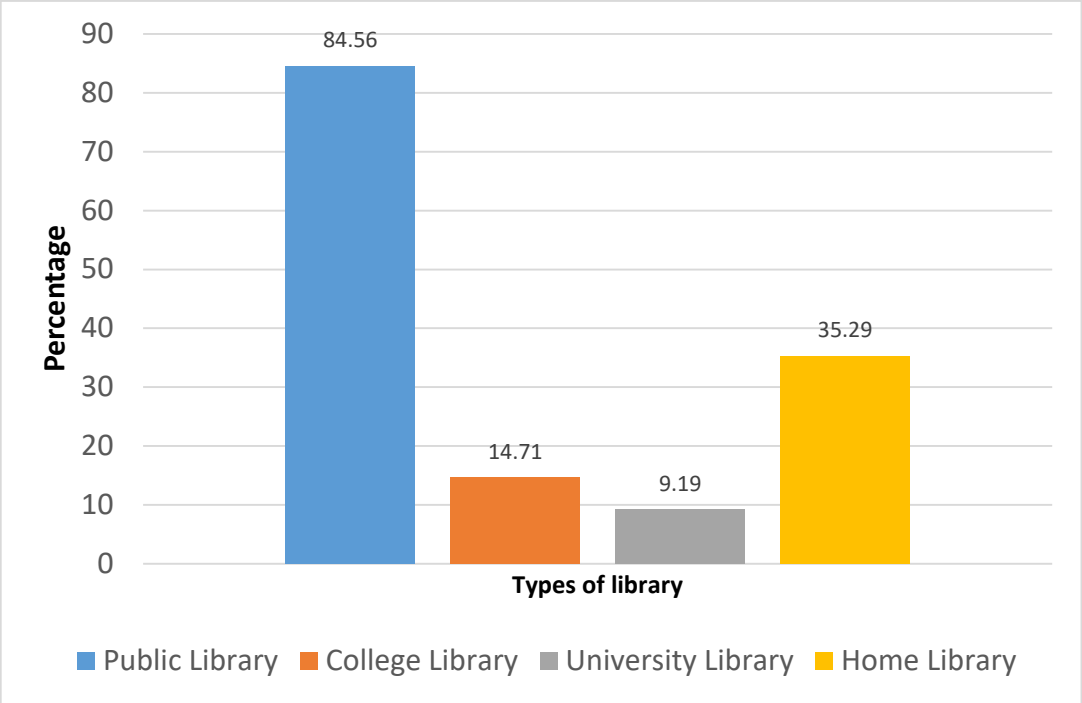
The total analysis of the library use for the preparation of KPSC examination shows that majority of the respondents used library for the preparation of KPSC examination. Statistically there is significant difference between the library use for the preparation of KPSC examination and gender and qualification of the respondents. Conversely there is no significant difference between the library use for the preparation of KPSC examination and area of residence and subject of graduation of the respondents.

4.3.1. Types of Library Used

Various types of library such as public library, college library, university library and home library plays a pivotal role in aiding individuals' preparation for competitive examinations. A person with sufficient resources is the owner of a personal library. These libraries are made according to each person's interests and level of knowledge. Public libraries are accessible to everybody and offer a wide range of books on a variety of topics to suit everyone's interests and tastes. A library that is part of an establishment, university, college, or school, is referred to as an academic library. This kind of library serves the needs and interests of its members and is accessible to them. Most of the libraries support it by providing resources, services and training programs for career aspirants. It is important to know the types of library, users are more adapted for the preparation of competitive examination. Thus the query aims to ascertain the specific kinds of library employed by the respondents during the preparation for KPSC examination. The types of library used is analysed by gender, area of residence, subject of graduation and qualification of the respondents.

Figure 7

Types of library Used



The data presented in the figure 7 illustrates that majority of respondents (84.56 per cent) utilized public libraries as their primary source for preparation for KPSC examination. A good number of respondents (35.29 per cent) relied on their personal home library while a few (14.71 per cent and 9.19 per cent) made use of college libraries and university libraries respectively. Similar to the result Angeline (2019) reported that 12.59 per cent of the scholars were using university library to develop their career. This distribution could be attributed to the convenient accessibility of public libraries, which appears to be the preferred choice of majority of individuals.

Table 38

Types of Library Used-Gender-wise

Types of Library	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Public Library	99	**77.95**	131	**63.59**	230	84.56
College Library	18	14.17	22	10.68	40	14.71
University Library	10	7.87	15	7.28	25	9.19
Home Library	33	25.98	63	30.58	96	35.29

The table 38 demonstrates that majority of both male (77.95 per cent) and female respondents (63.59 per cent) used public library for the preparation of KPSC examination but in comparison the number of female respondents who used the public library is less than the male respondents. This aligns with the statement that in comparison to male, the visit of woman is less in the public library (Barot & Dodiya, 2019).A good number of male (25.98 per cent) and female (30.58 per cent) respondents also used home library for the preparation of KPSC examination.

Table 39

Types of Library Used-Area of Residence-wise

Types of library	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Public Library	86	**83.5**	144	**85.21**	230	84.56
College Library	16	15.53	24	14.2	40	14.71
University Library	10	9.71	15	8.88	25	9.19
Home Library	33	32.04	63	37.28	96	35.29

The table 39 reveals that majority of the respondents from rural (83.5 per cent) and urban (85.21 per cent) areas used public library for the preparation of KPSC examination. A good number of respondents from rural (32.04 per cent) and urban (37.28 per cent) areas used home library, while a few respondents from rural (15.53 per cent) and urban (14.2 per cent) areas used college library for their preparation and a very few of the respondents from rural (9.71 per cent) and urban (8.88 per cent) areas used university library for the preparation of KPSC examination.

Table 40

Types of Library Used- Subject-wise

Types of Library	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Public Library	39	**72.2**	158	**88.27**	33	**84.62**	230	84.56
College Library	9	16.67	27	15.08	4	10.26	40	14.71
University Library	9	16.67	13	7.26	3	7.69	25	9.19
Home Library	17	31.48	72	40.22	7	17.95	96	35.29

The table 40 demonstrates that majority of Arts (72.2 per cent), Science (88.27 per cent) and Commerce (84.62 per cent) graduates depended on public library for the preparation of KPSC examination. A good number of Arts (31.48 per cent) and Science (40.22 per cent) graduates used home library while only a few Commerce (17.95 per cent) graduates depended on home library for the preparation of KPSC examination. University library is more used by Arts (16.67 per cent) graduates than Science (7.26 per cent) and Commerce (7.69 per cent) graduates. A few of Arts (16.67 per cent), Science (15.08 per cent) and Commerce (10.26 per cent) graduates depended on college library for the preparation of KPSC examination.

Table 41

Types of Library Used-Qualification-wise

Types of library	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Public Library	127	**85.81**	103	**83.06**	230	84.56
College Library	17	11.49	23	18.55	40	14.71
University Library	16	10.81	9	7.26	25	9.19
Home Library	48	32.43	48	38.71	96	35.29

The table 41 reveals that majority of graduates (85.81 per cent) and post graduates (83.06 per cent) depended on public library for the preparation of KPSC examination. A good number of graduates (32.43 per cent) and post graduates (38.71 per cent) used home library for the same and a few of graduates and post graduates depended on college library (11.49 per cent and 18.55 per cent) and University library (10.81 per cent and 7.26 per cent) for the preparation of KPSC examination respectively.

The analysis as a whole shows that majority of the respondents used public library for the preparation of KPSC examination irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.3.2. Frequency of Visit to Library

Frequency of visit to the library varies according to the dependency on library and individual to individual. The frequent visit helps in the fuller utilisation of libraries for the preparation of competitive examinations. So the respondents' frequency of visit is analysed here by the investigator with respect to gender, area of residence, subject of graduation and qualification of the respondents.

Table 42

Frequency of Visit to Library-Gender-wise

Frequency of visit	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percentage
Daily	13	11.71	22	13.66	35	12.87
Once in two days	7	6.31	11	6.83	18	6.62
Weekly	24	21.62	38	23.60	62	22.79
Fortnightly	13	11.71	11	6.83	24	8.82
Once in month	5	4.50	10	6.21	15	5.51
Occasionally	25	**22.52**	47	**29.19**	72	26.47
Rarely	24	21.62	22	13.66	46	16.91
Total	111	100	161	100	272	100
	Chi-Square=6.019119		df=6	*p* value=.4210432		

The table 42 shows that almost equal number of male respondents visit library weekly (21.62 per cent) ,occasionally (22.52 per cent) and rarely(21.62 per cent) and in case of female respondents 29.19 per cent visit occasionally and 23.60 per cent visits weekly for the preparation of KPSC examination. A very few of male (11.71 per cent) and female (13.66 per cent) participants visited library daily for the preparation of KPSC examination. The *p* value .4210432 obtained from chi square test shows that there is no significant association between the frequency of visit of library for the preparation of KPSC examination and gender of the respondents.

Table 43

Frequency of Visit to Library-Area of Residence-wise

Frequency of visit	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Daily	7	6.80	28	16.57	35	12.87
Once in two days	10	9.71	8	4.73	18	6.62
Weekly	29	**28.16**	33	19.53	62	22.79
Fortnightly	12	11.65	12	7.10	24	8.82
Once in month	5	4.85	10	5.92	15	5.51
Occasionally	22	21.36	50	**29.59**	72	26.47
Rarely	18	17.48	28	16.57	46	16.91
Total	103	100	169	100	272	100
Chi-Square= 12.533 df= 6 *p* value= .0510						

Analysing area of residence-wise, 28.16 per cent of respondents from rural areas and 19.53 per cent from urban areas visited library weekly, whereas 21.36 per cent of respondents from rural areas and 29.59 per cent from urban areas visited library occasionally for the preparation of KPSC examination. About equal number of respondents from rural (17.48 per cent) and urban (16.57 per cent) areas visited library rarely for the preparation of KPSC examination. Statistically to know the association between the frequency of visit of the library and area of residence of the respondents chi-square test is done and *p* value = .0510 indicates that there is no significant association between the frequency of visit of the library for the preparation of KPSC examination and area of residence of the respondents at five per cent level as *p* value is greater than .05.

Table 44

Frequency of Visit to Library-Subject-wise

Frequency of visit	Arts		Science		Commerce		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Daily	8	14.81	20	11.17	7	17.95	35	12.87
Once in two days	5	9.26	9	5.03	4	10.26	18	6.62
Weekly	12	22.22	43	**24.02**	7	17.95	62	22.79
Fortnightly	6	11.11	17	9.50	1	2.56	24	8.82
Once in month	1	1.85	12	6.70	2	5.13	15	5.51
Occasionally	16	**29.63**	42	23.46	14	**35.90**	72	26.47
Rarely	6	11.11	36	20.11	4	10.26	46	16.91
Total	54	100	179	100	39	100	272	100
Chi-Square=13.13358			df=12		*p* value= .0359406			

From the table 44 it is clear that 29.63 per cent from Arts, 23.46 per cent from Science and 35.90 per cent form Commerce visited library occasionally while 22.22 per cent of Arts, 24.02 per cent from Science and 17.95 per cent from Commerce visited library weekly for the preparation of KPSC examination. A few of Arts (14.81 per cent), Science (11.17 per cent) and Commerce (17.95 per cent) graduates visited library daily for the preparation of KPSC examination. Statistically, there is significant difference between the frequency of visit to library for the preparation of KPSC examination and subject of graduation of the respondents at five per cent level as *p* value obtained by chi-square test is .0359406.

Table 45

Frequency of Visit to Library-Qualification-wise

Frequency of visit	Graduation		Post-Graduation		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Daily	15	10.14	20	16.13	35	12.87
Once in two days	9	6.08	9	7.26	18	6.62
Weekly	29	19.59	33	26.61	62	22.79
Fortnightly	18	12.16	6	4.84	24	8.82
Once in month	8	5.41	7	5.65	15	5.51
Occasionally	38	**25.68**	34	**27.42**	72	26.47
Rarely	31	20.95	15	12.10	46	16.91
Total	148	100	124	100	272	100
Chi-Square=10.793		df=6		p-value= .0949886		

In qualification-wise analysis, the table 45 exhibits that 27.42 per cent of postgraduates and 25.68 per cent of graduates visited library occasionally, while 19.59 per cent of graduates and 26.61 per cent of post graduates visited library weekly for the preparation of KPSC examination. The daily visitors of library were 10.14 per cent of graduates and 16.13 per cent of post graduates. Chi-square test is applied to know whether there is significant difference between the frequency of visit to library and qualification of the respondents. It is analysed that there is no significant difference between the frequency of library visit for the preparation of KPSC examination and qualification of the respondents as the *p* value is .0949886.

Pounraj and Ravichandran (2021) indicated that more than half of the respondents (54.4%) visit the library daily while 28.9% of them visit the library once a week and the least percentage of students (16.8%) visit the library twice a week. Here the researcher analysed that almost equal number of respondents visited library occasionally (26.47 per cent) and weekly (22.79 per cent).Analysing with respect to variables gender, area of residence, subject of graduation and qualification of the respondents also showed that a good number of the respondents visited library

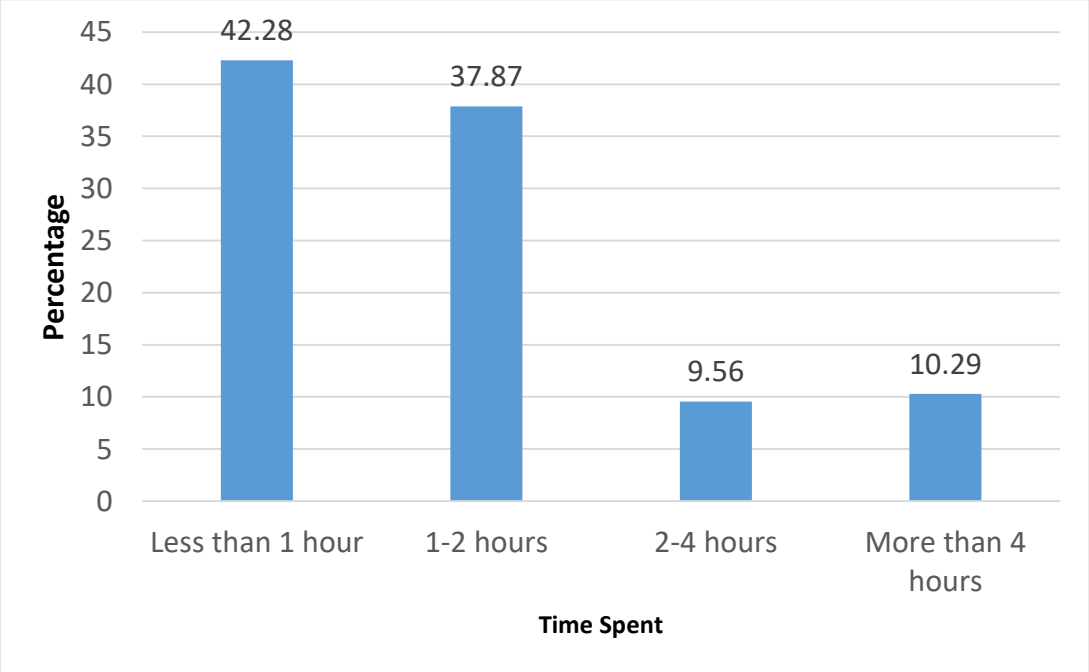
occasionally and weekly. It also shows that a few of respondents visited library rarely (16.91 per cent).So the library should take necessary steps to attract more number of users to the library and it can improve the utilization of resources and services of the library for the preparation of competitive examinations.

4.3.3. Time Spent in Library in a Day

The time spent in library for KPSC examination may differ from person to person. It facilitates a distraction free environment and helps in preparing for competitive examinations very effectively utilizing library resources, facilities and services. It depends on their study habits, access to study materials, preparation level etc. Here the investigator seeks to know the time spent by the respondents in a day in library for the preparation of KPSC examination. It is also studied on the basis of gender, area of residence, subject of graduation and qualification of the respondents.

Figure 8

Time Spent in Library in a Day



The figure 8 illustrates that a good number of respondents, comprising 42.28 per cent and 37.87 per cent, allocated less than 1 hour and 1-2 hours per day in the

library, respectively. It is higher in the study conducted by Thanuskodi (2017) that 52.71 per cent spent their time in the library for around one hour to two hours. Also the results from Rabia and Naveed's study (2018) indicate a slightly lower average time spent in the library in the range of 1-2 hours. Majority of the students of the surveyed college libraries spend below two hours in their respective college libraries (Amritha Devi, 2022).Various reasons may influence for spending short time in the library such as long duration of working hours, distance between the library and home, preference of place for the study etc. The libraries should occupy with digital resources along with traditional sources for career development and a flexible study area for the purpose that enhance the studying time of the aspirants of competitive examinations.

Table 46

Time Spent in Library in a Day-Gender-wise

Time spent	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 1 hour	52	**46.85**	63	39.13	115	42.28
1-2 hours	37	33.33	66	**40.99**	103	37.87
2-4 hours	10	9.01	16	9.94	26	9.56
More than 4 hours	12	10.81	16	9.94	28	10.29
Total	111	100.00	161	100.00	272	100
Chi-Square= 2.051		df=3		*p* value= .56188922		

When considering the gender breakdown, 33.33 per cent of male and 40.99 per cent of female candidates typically spent 1-2 hours per day in the library, whereas 46.85 per cent of male and 39.13 per cent of female tended to allocate less

than 1 hour per day in library for the preparation of KPSC examination. Only a very few of male and female respondents allocate 2-4 hours and more than 4 hours in a day in library for the preparation of KPSC examination. It is similar to result that majority of both the male and female users were spending one hour to two hours or 30 minute to one hour in the library (Thanuskodi, 2017).Also from the table it is seen that there is no statistical difference between time spent in a day in library and gender of the respondents as *p* value obtained from chi-square test is .5618822

Table 47

Time Spent in Library in a Day-Area of Residence-wise

Time spent	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 1 hour	45	**43.69**	70	**41.42**	115	42.28
1-2 hours	42	40.78	61	36.09	103	37.87
2-4 hours	6	5.83	20	11.83	26	9.56
More than 4 hours	10	9.71	18	10.65	28	10.29
Total	103	100	169	100	272	100
Chi-Square= 2.921		df=3	*p* value= .40396649			

The table 47 notes that a good number of respondents from rural (43.69 per cent and 40.78 per cent) and urban (41.42 per cent and 36.09 per cent) areas spent less than 1 hour and 1-2 hours in a day in library for the preparation of KPSC examination respectively. Only a very few from rural and urban areas dedicated more hours in a day in a library for the preparation of KPSC examination. Looking statistically, chi-square test is done and shows that there is no statistical association between the time spent in a day in library for the preparation of KPSC examination and area of residence of the respondents.

Table 48

Time Spent in Library in a Day-Subject-wise

Time spent	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 1 hour	17	31.48	83	**46.37**	15	**38.46**	115	42.28
1-2 hours	22	**40.74**	66	36.87	15	**38.46**	103	37.87
2-4 hours	6	11.11	15	8.38	5	12.82	26	9.56
More than 4 hours	9	16.67	15	8.38	4	10.26	28	10.29
Total	54	100	179	100	39	100	272	100
	Chi-Square= 6.098		df=6		*p* value= .4123			

The table 48 articulates that a good number of respondents from Arts (31.48 per cent) and Commerce (38.46 per cent) spent less than 1 hour in a day in library for the preparation of KPSC examination and nearly half of the respondents (46.37 per cent) from Science stream spent the same time. Also a good number of respondents from Arts (40.74 per cent), Science (36.87 per cent) and Commerce (38.46 per cent) spent 1-2 hours for the preparation of KPSC examination in library in a day. The table also shows that the *p* value is .4123 obtained from chi-square test indicates there is no significant difference between time spent in library in a day for the preparation of KPSC examination and subject of graduation of the respondents.

Table 49

Time Spent in Library in a Day-Qualification-wise

Time spent in a day	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 1 hour	66	**44.60**	49	**39.52**	115	42.28
1-2 hours	57	38.51	46	37.10	103	37.87
2-4 hours	14	9.46	12	9.68	26	9.56
More than 4 hours	11	7.43	17	13.71	28	10.29
Total	148	100	124	100	272	100
Chi-Square=3.033		df=3		*p* value= .38656516		

From the table 49, it is understood that 44.6 per cent of graduates and 39.52 per cent of post graduates devoted less than 1 hour in a day in library for the preparation of KPSC examination, while 38.51 per cent of graduates and 37.10 of post graduates spent 1-2 hours for the same purpose. Only a very few allotted 2-4 hours and more than 4 hours in a day in library for the preparation of KPSC examination. The data is further analysed with chi-square test and the *p* value= .38656516 that indicates there is no significant difference between the time spent in library in a day for the preparation of KPSC examination and qualification of the respondents statistically.

The whole analysis indicates that a good number of respondents spent less than 1 hour or 1-2 in library in a day for the preparation of KPSC examination irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.3.4. Purpose of Using Library

Libraries serves as a dynamic hubs of knowledge offering a line of resources ranging from traditional print materials to digital sources. They act as a centre of fostering education and a learning space. Libraries serve for multiple purposes like reference, lending of books, provision of variety of information resources such as books, journals, newspapers, internet resources, a quiet space for studying and for recreational needs. The primary purpose of the respondents is the preparation of KPSC examination and the investigator is eager to know the specific purpose for which library is used by the respondents and is analysed using variables such as gender, area of residence, subject of graduation and qualification of the respondents.

Table 50

Purpose of Using Library

Purpose of using library	Weighted Mean	Rank
To borrow books	55.10714	2
For reference	55.786	1
To read magazines	45.39286	4
To read newspapers	48	3
To browse internet	28.929	5
To use library space for work	25.321	6
For leisure	14.679	7

The table 50 indicates that the main purpose of using library is for reference (mean=55.786) ranked as first. Secondly it is to borrow books (mean=55.10714) and thirdly to read newspapers (mean=48). Fourth preference is to read magazines (45.39286). To browse internet (28.929) is ranked as fifth, to use library space for work (25.321) as sixth and for leisure (14.679) is ranked as last option. As libraries offers a wide variety of reference materials for the competitive examination

preparation such as books, journals, newspapers, old question papers etc., many visit library for reference.

Table 51

Purpose of Using Library-Gender-wise

Purpose of using library	Male (Mean)	Female (Mean)	Weighted Mean	Rank
To borrow books	**21.71429**	33.39286	27.55357	2
For reference	**21.71429**	**34.07143**	27.89286	1
To read magazines	18.85714	26.53571	22.69643	4
To read newspapers	20	28.21429	24.10715	3
To browse internet	12.67857	16.25	14.46429	5
To use library space for work	10.07143	15.21429	12.64286	6
For leisure	6.5	8.178571	7.339286	7

From the table 51, it is inferred that male respondents preferred borrowing of books and reference as the main purpose of using library with mean=21.71429.Female respondents marked highest preference to reference (mean=34.07143) and second to borrowing books (mean=33.39286).Third preference is given to reading newspapers by both male (mean=20) and female (mean=28.21429) respondents. Fourth preference selected by male (mean=18.85714) and female (mean=22.69643) respondents is to read magazines. To browse internet is ranked fifth, sixth preference as to use library space for work and last preference as for leisure in case of male (mean=12.67857, 10.07143, 6.5) and female (mean=16.25, 15.21429, 8.178571) participants respectively.

Table 52

Purpose of Using Library-Area of Residence-wise

Purpose of using library	Rural (Mean)	Urban (Mean)	Weighted Mean	Rank
To borrow books	**21.28571**	33.82143	27.55357	2
For reference	20.98257	**34.85714**	27.89286	1
To read magazines	17.03571	28.35714	22.69643	4
To read newspapers	17.71429	30.5	24.10714	3
To browse internet	11.35714	17.57143	14.46429	5
To use library space for work	9.785714	15.5	12.64286	6
For leisure	5.035714	9.642857	7.339286	7

It is seen from the table 52 that comparing respondents from rural and urban areas, main purpose of using library for preparation of KPSC examination is chosen as to borrow books by respondents from rural areas (weighted mean=21.28571) and as for reference from respondents of urban areas (weighted mean=33.82143).Second rank is chosen as for reference by respondents from rural (mean=20.98257) areas and to borrow books by the respondents from urban (mean=33.82143) areas. Third preference is given to read newspaper as the purpose of using library by both the respondents from rural (mean=17.71429) and urban (mean=30.5) areas. Fourth, fifth, sixth and seventh priority is given to read magazines, to browse internet, to use library space for work and for leisure by respondents from rural (mean=17.03571, 11.35714, 9.785714 and 5.035714) and urban (mean=28.35714, 17.57143, 15.5 and 9.642857) areas respectively.

Table 53

Purpose of Using Library-Subject-wise

Purpose of using library	Arts (Mean)	Science (Mean)	Commerce (Mean)	Weighted Mean	Rank
To borrow books	10.14286	**36.89286**	**8.071429**	18.36905	2
For reference	**11.46429**	36.46429	7.857143	18.59524	1
To read magazines	9.214286	29.21429	6.964286	15.13095	4
To read newspapers	9.571429	32.17857	6.464286	16.07143	3
To browse internet	5.607143	19.28571	4.035714	9.642857	5
To use library space for work	5.035714	16.92857	3.321429	8.428571	6
For leisure	3.071429	9.392857	2.214286	4.892857	7

The table 53 indicates that borrowing books receives the highest rank across Science (mean=36.89286) and Commerce (mean=8.071429) fields rather among Arts (mean=10.14286) graduates reference is the first preference of using library. Second preference is given to borrowing books by Arts (mean=10.14286) graduates and Science (mean=36.46429) and Commerce (7.857143) graduates as for reference. Third rank assumes to read newspapers by Arts (mean=9.571429) and Science (mean=32.17857) graduates while it is to read magazines by Commerce (mean=6.964286) graduates. Fourth preference is given to read magazines by Arts (mean=9.214286) and Science (mean= 29.21429) graduates while it is to read newspapers by Commerce (mean=6.464286) graduates. To browse internet, to use library space for work and for leisure receives fifth, sixth and seventh rank among Arts (mean=5.607143, 5.035714 and 3.071429) Science (mean=19.28571, 16.92857 and 9.392857) and Commerce (4.035714, 3.321429 and 2.214286) graduates respectively.

Table 54

Purpose of Using Library-Qualification-wise

Purpose of using library	Graduation (Mean)	Post-Graduation (Mean)	Weighted mean	Rank
To borrow books	29.92857	25.17857	55.10714	2
For reference	**30.53571**	**25.25**	55.78571	1
To read magazines	24.89286	20.5	45.39286	4
To read newspapers	26.17857	22.03571	48.21429	3
To browse internet	15.32143	13.60714	28.92857	5
To use library space for work	13.85714	11.42857	25.28571	6
For leisure	7.857143	6.821429	14.67857	7

The table 54 shows that graduates (mean=30.53571) and post graduates (mean=25.25) use library mainly for reference purpose. Both graduates (mean=29.9287) and post graduates (mean=25.17857) ranked second as to borrow books. To read newspapers and magazines are ranked as third and fourth by graduates (mean=26.17857 and 24.89286) and post graduates (mean=22.03571 and 20.5) respectively. Ranking of graduates (mean=15.32143, 13.85714 and 7.857143) and post graduates (mean=28.92857, 25.28571 and 14.67857) then follows the order of purpose as to browse internet, to use library space for work and for leisure respectively.

As a whole, analysis shows that highest preference for using library is given by respondents for reference and to borrow books irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.3.5. Methods of Locating Documents from the Library

Users can effectively locate the documents from the library to fulfil their informational or recreational needs. They rely on various methods in locating the documents from the library. The common methods used to trace the documents are through library catalogue, colleagues, browsing shelves and with the help of library staff. The researcher here analyses the preference of methods for locating documents from the library and whether it shows any differences using the variables gender, area of residence, and subject of graduation and qualification of the respondents.

Table 55

Methods of Locating Documents from the Library

Locating documents from the library	Weighted Mean	Rank
Library catalogue	**76.5**	1
Colleagues	64	3
Browsing shelves	70.3	2
Help of library staff	60.6	4

It is evident from the table 55 that majority of the respondents preferred locating documents from the library through library catalogue (mean=76.5).Second preference is given to browsing shelves (mean=70.3), third choice to through colleagues (mean=64) and last preference to help of library staff (mean=60.6).

Table 56

Methods of Locating Documents from the Library-Gender-wise

Methods of locating documents from the library	Male (Mean)	Female (Mean)	Weighted Mean	Rank
Library catalogue	**29.4**	**47.1**	38.25	1
Colleagues	26.8	37.2	32	3
Browsing shelves	29.2	41.1	35.15	2
Help of library staff	24.6	36	30.3	4

The table 56 clearly indicates that both the male (mean=29.4) and female (mean=47.1) respondents locate documents from the library through library catalogue. Second preference goes to browsing shelves (mean=29.2 and 41.1), third preference to colleagues (mean=26.8 and 37.2) and fourth to help of library staff (mean=24.6 and 30.3) respectively.

Table 57

Methods of Locating Documents from the Library-Area of residence-wise

Locating documents from the library	Rural (Mean)	Urban (Mean)	Weighted mean	Rank
Library catalogue	**28.3**	**48.2**	38.25	1
Colleagues	24.8	39.2	32	3
Browsing shelves	26.6	43.7	35.15	2
Help of library staff	22.9	37.7	30.3	4

The table 57 specifies that most of the respondents from rural (mean=28.3) and urban (mean=38.25) areas locate specific documents from the library through library catalogue. Secondly both the respondents from rural (mean=26.6) and urban (mean=43.7) areas find documents through browsing shelves. The respondents from rural and urban areas then point out the documents through colleagues (mean=24.8 and 39.2) and help of library staff (mean=22.9 and 37.7) respectively.

Table 58

Locating the Documents from the Library-Subject-wise

Locating documents from the library	Arts (Mean)	Science (Mean)	Commerce (Mean)	Weighted Mean	Rank
Library catalogue	**16**	**49.3**	**11.2**	25.5	1
Colleagues	12.2	42.7	9.1	21.33333	3
Browsing shelves	13	46.4	10.9	23.43333	2
Help of library staff	12.8	40.5	7.3	20.2	4

The table 58 demonstrates that most of the Arts (mean=16), Science (mean=49.3) and Commerce (mean=11.2) graduates locate the documents in the library through library catalogue. Second preference for locating documents is through browsing shelves by Arts (mean=13), Science (mean=46.4) and Commerce (mean=10.9) graduates. The means of locating documents in the library is through colleagues is selected as third choice by Science (mean=42.7) and Commerce (mean=9.1) graduates while Arts graduates (mean=12.8) gave third preference as with the help of library staff. Science and Commerce graduates gave fourth choice as with the help of library staff and Arts graduates as through colleagues to locate documents from the library.

Table 59

Method of Locating Documents from the Library-Qualification-wise

Locating documents from the library	Graduation (Mean)	Post-Graduation (Mean)	Weighted Mean	Rank
Library catalogue	**40.6**	**35.9**	**38.25**	1
Colleagues	34	30	32	3
Browsing shelves	38.2	32.1	35.15	2
Help of library staff	35.1	25.5	30.3	4

From the table 59, it is analysed that graduates (mean=40.6) and post graduates (mean=35.9) locate documents from library primarily through library catalogue and is ranked as first. Second rank is given to browsing shelves by both graduates (mean=38.2) and post graduates (mean=32.1).Third preference is given to help of library staff (mean=35.1) by graduates and through colleagues (mean=32) by post graduates. Last preference selected by graduates is through colleagues (mean=34) and help of library staffs (mean=30.3) by post graduates.

The total analysis reveals that the respondents preferred locating documents from the library through library catalogue irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.3.6. Mode of Access to e-resources

In the realm of information technology, abundance of electronic resources are rapidly expanding. This resources can now be conveniently accessed from virtually anywhere. This enquiry aims to ascertain the mode through which e resources are accessed. In this question the variables gender, subject of graduation and qualification of the respondents were excluded as they were considered less relevant to the mode of access to e-resources given the response options of library, home, workplace, teachers and friends. The mode of access is more likely to be influenced by area of residence, which affects the availability and convenience of accessing resources, particularly in terms of infrastructure differences between urban and rural areas. Therefore area of residence was the most considered variable for understanding the respondents' mode of access to e-resources and is depicted in the table 61.

Table 60

Mode of Access to e-resources

Mode of access	Frequency	Percentage
Library	42	15.44
Home	187	**68.75**
Workplace	17	6.25
Friends	51	18.75
Teachers	13	4.78

The table 60 shows that majority of respondents (68.75 per cent) access e resources from home, 18.75 per cent from friends, 15.44 per cent from library, 6.25 per cent from workplace and 4.78 per cent from teachers. Accessing e resources from home may be due to their convenience and spending more time at home for their preparation.

Table 61

Mode of Access to e resources-Area of Residence-wise

Mode of access	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Library	16	15.38	26	15.48	42	15.44
Home	72	**69.23**	115	**68.45**	187	68.75
Workplace	6	5.77	11	6.55	17	6.25
Friends	22	21.15	29	17.26	51	18.75
Teachers	2	1.92	11	6.55	13	4.78

Analysing the table 61 shows that majority of respondents from rural (69.23 per cent) and urban (68.45 per cent) areas accessed e resources from their home rather than from library, workplace, friends and teachers.

The total analysis shows that majority of respondents access e-resources from the home and analysis with area of residence of the respondents also shows that majority of respondents from both rural and urban areas access e-resources from home.

4.4 Library Resources

Library resources play a significant role in the extensive preparation of competitive examinations. These resources comprises books, journals, periodicals and electronic databases providing a wealth of knowledge across various subjects. The aspirants of competitive examination depend on various library resources for the preparation. The library maintains a diverse collection of materials that prove beneficial for the preparation of competitive examination. This section deals with different questions like accessibility, usability and availability of different sources, dependence of different contents of various sources, and the availability of print and electronic resources. Nuut (2004) opined that the library's main role is to mediate existing and accessible information resources to users, providing materials according to its areas of responsibility in the form of databases, electronic serials, full texts and traditional publication. When books and other information sources are available in the library for use, the library user is satisfied as his information needs are likely to

be met. The user develops a positive attitude towards the library, on the other hand, unavailability of information sources lead to user frustration (Ani et al., 2022)

4.4.1. Access of Library Materials

The user awareness on arrangement of library resources and method of access influence the easy access of resources from the library. In order to assess users' experiences and perceptions regarding the ease of finding books and other materials within the library, the investigator employs a five-point scale.

Table 62

Access of Library Materials

Access of library materials	Frequency	Percentage
Always	35	12.86
Very often	36	13.24
Sometime	161	**59.19**
Rarely	40	14.71
Never	0	0.00

The table 62 shows that above more than half of the respondents (59.19 per cent) find the books and other materials they were looking for in the library sometimes. This directs the libraries to do the user orientation effectively and do the shelf rectification regularly.

4.4.2 Information Resources for Preparation of KPSC Examination

The preparation for KPSC examination requires a bundle of various reliable information resources covering a wide range of topics and subjects. In this technological era there is an abundance of resources available. Streamlining the preparation by the selection of reliable and authoritative information resources is a difficult task. There is a wide variety of books/guides, magazines, electronic resources etc. available especially in the preparation of competitive examination. The researcher intends to know the usage of different information resources for KPSC examination and is analysed with respect to gender, area of residence, subject of graduation and qualification of the respondents.

Table 63

Information Resources for KPSC Examination

Information resources	Weighted Mean	Rank
Books/Guides	**45.54545**	**1**
Reference books	36.43636	3
Newspapers	39.36364	**2**
Popular magazines	29.78182	5
Career magazines like PSC Bulletin	34.70909	4
Gazettes	19.54545	6
Subject journals	17.90909	9
Electronic resources	18.52727	8
Websites	18.67273	7
Online notes	11.52727	10

Data from the table 63 clears that books/guides (mean=45.54545) is the first choice of the respondents. Secondly they prefer newspapers (mean=39.36364) and thirdly reference books (mean=36.43636) for the preparation of KPSC examination. The preference of the respondents for the preparation of KPSC examination then follows the order career magazines (mean=34.70909), popular magazines (mean=29.78182), gazettes (mean=19.54545), websites (18.67273), electronic resources (18.52727), subject journals (mean=17.90909) and online notes (mean=11.52727).This bring into line with Abinaya & Lydia (2016) reported that majority i.e. 60% of the respondents are visiting the library for reading newspaper.

Table 64

Information Resources for KPSC Examination-Gender-wise

Information resources	Male (Mean)	Female (Mean)	Weighted mean	Rank
Books/Guides	**18.72727**	**26.81818**	22.77273	1
Reference books	15.01818	21.41818	18.21818	3
Newspapers	15.83636	23.52727	19.68182	2
Popular magazines	12.50909	17.27273	14.89091	5
Career magazines like PSC Bulletin	13.61818	21.09091	17.35455	4
Gazettees	8.254545	11.29091	9.772727	6
Subject journals	7.490909	10.41818	8.954545	9
Electronic resources	7.545455	10.98182	9.263636	8
Websites	7.781818	10.89091	9.336364	7
Online Notes	4.236364	7.290909	5.763636	10

The table 64 indicates that male (mean=18.72727) and female (mean=26.81818) participants mainly depends on books/guides from the library for KPSC examination. Secondly focus on newspapers by male (mean=15.83636) and female (23.52727) respondents. Third rank is chosen by both male (mean=15.01818) and female (mean=21.41818) users to reference books. In case of male respondents, choice of information resources then follows the order as career magazines (mean=13.61818), popular magazines (mean=12.50909), gazettes (mean=8.254545), websites (mean=7.781818), electronic resources (mean=7.545455), subject journals (mean=7.490909) and online notes (mean=4.236364). In case of female respondents choice of information resources then follows the order as career magazines (mean=21.09091), popular magazines (mean=17.27273), gazettes (mean=11.29091),

electronic resources (mean=10.98182) websites (mean=10.89091), subject journals (10.41818) and online notes (7.29090).

Table 65

Information Resources for KPSC Examination-Area of Residence-wise

Information resources	Rural (Mean)	Urban (Mean)	Weighted Mean	Rank
Books/Guides	**17.2**	**28.34545**	22.77273	1
Reference books	13.98182	22.45455	18.21818	3
Newspapers	14.74545	24.61818	19.68182	2
Popular magazines	11.36364	18.41818	14.89091	5
Career magazines like PSC Bulletin	12.94545	21.76364	17.35455	4
Gazettees	7.345455	12.2	9.772727	6
Subject journals	6.745455	11.16364	8.954545	9
Electronic resources	6.872727	11.65455	9.263636	8
Websites	6.981818	11.69091	9.336364	7
Online notes	4.854545	6.672727	5.763636	10

The table 65 figures out that both the respondents from rural (mean=17.2) and urban (28.34545) areas chose books/guides as their first choice. Secondly respondents from rural (mean=14.74545) and urban (mean=24.61818) areas chose newspapers as the information resource for KPSC examination. In case of respondents from rural and urban areas follows the order of dependence of various sources for the preparation of KPSC examination is reference books (mean=13.98182 and 22.45455) ,career magazines (mean=12.94545 and 21.76364) ,popular magazines (mean=11.3634 and 18.41818) ,gazettees (mean=7.345455 and 12.2) ,websites (mean=6.981818 and 11.69091) ,electronic resources

(mean=6.872727 and 11.65455) ,subject journals(mean=6.745455 and 11.16364) and online notes (mean=4.854545 and 6.672727) respectively.

Table 66

Information Resources for KPSC Examination-Subject-wise

Information resources	Arts (Mean)	Science (Mean)	Commerce (Mean)	Weighted mean	Rank
Books/Guides	**8.709091**	**30.07273**	**6.763636**	15.18182	1
Reference books	7.418182	23.72727	5.290909	12.14545	3
Newspapers	8	25.8	5.563636	13.12121	2
Popular magazines	6.254545	19.45455	4.072727	9.927273	5
Career magazines like PSC Bulletin	6.745455	22.90909	5.054545	11.5697	4
Gazettes	3.981818	12.72727	2.836364	6.515152	6
Subject journals	3.763636	11.21818	2.927273	5.969697	9
Electronic resources	3.272727	12.52727	2.727273	6.175758	8
Websites	4.090909	12.03636	2.545455	6.224242	7
Online notes	1.781818	8.527273	1.218182	3.842424	10

The table 66 indicates that Arts, Science and Commerce graduates chose books/guides (mean=8.709091, 30.0727 and 6.763636), newspapers (mean=8, 25.8 and 5.563636) and reference books (mean=7.418182, 23.72727 and 5.290909) as the first, second and third choices for the preparation of KPSC respectively. Fourth and fifth preference is given to career magazines and popular magazines by Arts (mean=6.745455 and 6.254545), Science (mean=22.90909 and 19.45455) and Commerce (mean=5.054545 and 4.072727) graduates. Sixth preference is given to websites by Arts graduates (mean=4.090909), gazettes by Science graduates (mean=12.72727) and subject journals by Commerce graduates (mean=2.927273).Arts (mean=3.981818) and Commerce (mean=2.836364) graduates gives seventh rank to gazettes while Science graduates (mean=12.52727) to electronic resources. Arts graduates select eighth choice as subject journals (mean=3.763636), Science graduates as websites (mean=12.03636) and Commerce graduates as electronic resources (2.727273).Arts graduates gives ninth and tenth

preference as electronic resources (mean=3.272727) and online notes 9mean=1.781818), Science graduates as subject journals (11.21818) and online notes (8.527273), and Commerce graduates as websites (2.545455) and online notes (1.218182).

Table 67

Information Resources for KPSC Examination-Qualification-wise

Information resources	Graduation (Mean)	Post-graduation (Mean)	Weighted mean	Rank
Books/Guides	**24.76364**	**20.78182**	**22.77273**	1
Reference books	19.23636	17.2	18.21818	3
Newspapers	21.52727	17.83636	19.68182	2
Popular magazines	16.83636	12.94545	14.89091	5
Career magazines like PSC Bulletin	18.98182	15.72727	17.35455	4
Gazettes	10.47273	9.072727	9.772727	6
Subject journals	9.636364	8.272727	8.954545	9
Electronic resources	10.12727	8.4	9.263636	8
Websites	10.25455	8.418182	9.336364	7
Online notes	6.2	5.327273	5.763636	10

Data shown in the table 67 clears that both the graduates (mean=24.76364) and post graduates (mean=20.78182) chose books/guides as their first choice. Secondly graduates (mean=21.52727) and post graduates (mean=17.83636) chose newspapers as the information resource for KPSC examination. In case of graduates and post graduates follows the order of dependence of various sources for the preparation of KPSC examination is reference books (mean=19.23636 and 17.2) ,career magazines (mean= 18.98182and 15.72727) ,popular magazines (mean= 16.83636 and 12.94545), gazettees (mean= 10.47273and 12.94545) ,websites (mean=10.25455and 8.418182) ,electronic resources (mean= 10.12727and 8.4) ,subject journals(mean=9.636364 and 8.272727) and online notes (mean= 6.2and 5.327273).

The overall analysis reveals that majority depends on books/guides, newspapers and reference books from the library which is ranked as first, second and third from the respondents .There is no change in ranking preference when considering gender, area of residence, subject of graduation and qualification of the respondents.

4.4.3. Dependence on Books/Guides from the Library

In every library, a collection of informational resources catering to competitive examination preparation is available. These materials encompass a wide range of subjects including General Knowledge, Current Affairs, Science, Mathematics and Logical Reasoning that supports with the syllabus of different examinations. These books also provide various strategies to approach different examinations and practice questions. The aspirants can use these resources to supplement their learning and be competent in facing competitive examinations. The investigator aims to understand the extent to which individuals depend on books and guides obtained from the library in the preparation of KPSC examination and is also analysed whether it depends on the factors such as gender, area of residence, subject of graduation and qualification of the respondents.

Table 68

Dependence on Books/Guides from the Library-Gender-wise

Books/Guides	Male		Female		Total	
	Yes	No	Yes	No	Yes	No
General knowledge	84(75.68)	27(24.32)	125(77.64)	36(22.36)	209(76.84)	63(23.16)
Current affairs	**88(79.28)**	23(20.72)	**136(84.47)**	25(15.53)	224(82.35)	48(17.65)
General Science	62(55.86)	49(44.14)	91(56.52)	70(43.48)	153(56.25)	119(43.75)
Quantitative aptitude	56(50.45)	55(49.55)	69(42.86)	92(57.14)	125(45.96)	147(54.04)
Logical reasoning	46(41.44)	65(58.56)	62(38.51)	99(61.49)	108(39.71)	164(60.29)
Subject books	47(42.34)	64(57.66)	93(57.76)	68(42.24)	140(51.47)	132(48.53)
ICT	25(22.52)	86(77.48)	41(25.47)	120(74.53)	66(24.26)	206(75.74)
English language	59(53.15)	52(46.85)	80(49.69)	81(50.31)	139(51.10)	133(48.90)
Question banks	53(47.75)	58(52.25)	97(60.25)	64(39.75)	150(55.15	122(44.85)
Interview techniques	27(24.32)	84(75.68)	43(26.71)	118(73.29)	70(25.74)	202(74.26)

Figures in brackets indicate respective percentage

The table 68 reveals that majority of male (79.28 per cent and 75.68 per cent) and female (84.47 per cent and 77.64 per cent) users depended on books on current affairs and general knowledge for the preparation of KPSC examination. More than half of male (55.86 per cent) and female (56.52 per cent) users depended on general Science books. About half of the male (50.45 per cent) users depended on quantitative aptitude while more than half of female (57.14 per cent) users didn't depend on it. Majority of male and female users didn't depend on books on logical reasoning (58.56 per cent and 61.49 per cent), ICT (77.48 per cent and 74.53 per cent), interview techniques (75.68 per cent and 73.29 per cent) respectively. In the case of subject books more than half of the male (57.66 per cent) users depended on it while female (57.76 per cent) users didn't depend on it. Nearly half of male users (47.75 per cent) and majority of female users (60.25 per cent) depended on question banks from the library for preparation of KPSC examination.

Table 69

Dependence of Books/Guides from the Library-Area of Residence-wise

Books/Guides	Rural		Urban		Total	
	Yes	No	Yes	No	Yes	No
General knowledge	77(74.76)	26(25.24)	132(78.11)	37(21.89)	209(76.84)	63(23.14)
Current affairs	**80(77.67)**	23(22.33)	**144(85.21**)	25(14.79)	224(82.35)	48(17.65)
General Science	55(53.40)	48(46.60)	98(57.99)	71(42.01)	153(56.25)	119(43.75)
Quantitative aptitude	48(46.60)	55(53.40)	77(45.56)	92(54.44)	125(45.96)	147(54.04)
Logical reasoning	42(40.78)	61(59.22)	66(39.05)	103(60.95)	108(39.71)	164(60.29)
Subject books	47(45.63)	56(54.37)	93(55.03)	76(44.97)	140(51.47)	132(48.53)
ICT	27(26.21)	76(73.79)	39(23.08)	130(76.92)	66(24.26)	206(75.74)
English language	53(51.46)	50(48.54)	86(50.89)	83(49.11)	139((51.10)	133(48.90)
Question banks	52(50.49)	51(49.51)	98(57.99)	71(42.01)	150(55.15)	122(44.85)
Interview techniques	29(28.16)	74(71.84)	41(24.26)	128(75.74)	70(25.74)	202(74.26)

Figures in brackets indicate respective percentage

Data from the table 69 shows the area of residence wise analysis of dependence of book/guides from the library for the preparation of KPSC examinations. Majority of respondents from rural and urban areas depended on books of current affairs (77.67 per cent and 85.21 per cent) and general knowledge (74.76 per cent and 78.11 per cent) from the library for preparation of KPSC examination respectively. There is no much variation seen in the dependence of books/guides from the library for the preparation of KPSC examination with regard to area of residence of the respondents.

Table 70

Dependence of Books/Guides from the Library-Subject-wise

Books/Guides	Arts		Science		Commerce		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
General knowledge	43 (79.63)	11 (20.37)	133 (74.30)	46 (25.70)	**33 (84.62)**	6 (15.38)	209 (76.84)	63 (23.16)
Current affairs	**44 (81.48)**	10 (18.52)	**148 (82.68)**	31 (17.32)	32 (82.05)	7 (17.95)	224 (82.35)	48 (17.65)
General Science	36 (66.67)	18 (33.33)	92 (51.40)	87 (48.60	25 (64.10)	14 (35.90)	153 (56.25)	119 (43.75)
Quantitative aptitude	34 (62.96)	20 (37.04)	73 (40.78)	106 (59.22)	18 (46.15)	21 (53.85)	125 (45.96)	147 (54.04)
Logical reasoning	26 (48.15)	28 (51.85)	62 (34.64)	117 (65.36)	20 (51.28)	19 (48.72)	108 (39.71)	164 (60.29)
Subject books	35 (64.81)	19 (35.19)	83 (46.37)	96 (53.63)	22 (56.41)	17 (43.59)	140 (51.47)	132 (48.53)
ICT	17 (31.48)	37 (68.52)	38 (21.23)	141 (78.77)	11 (28.21)	28 (71.79)	66 (24.26)	206 (75.74)
English language	36 (66.67)	18 (33.33)	85 (47.49)	94 (52.51)	18 (46.15)	21 (53.85)	139 (51.10)	133 (48.90)
Question banks	32(59.26)	22 (40.74)	96 (53.63)	83 (46.37)	22 (56.41)	17 (43.59)	150 (55.15)	122 (44.85)
Interview techniques	18 (33.33)	36 (66.67)	45 (25.14)	134 (74.86)	7 (17.95)	32 (82.05)	70 (25,74)	202 (74.26)

Figures in brackets indicate respective percentage

The table 70 shows that majority of respondents from Arts (62.96 per cent) depended on books of quantitative aptitude while more than half of respondents of both the streams of Science (59.22 per cent) and Commerce (53.85 per cent) didn't depend on the same from the library for preparation of KPSC examination. Subject books and English language books are more depended by respondents of Arts (64.81 per cent, 66.67 per cent) stream than Science (46.37 per cent, 47.49 per cent) and Commerce (56.41 per cent, 46.15 per cent) graduates respectively.

Table 71

Dependence of Books/guides from the Library-Qualification-wise

Books/Guides	Graduation		Post-Graduation		Total	
	Yes	No	Yes	No	Yes	No
General knowledge	111 (75)	37 (25)	98 (79.03)	26 (20.97)	209 (76.84)	63 (23.16)
Current affairs	124 **(83.78)**	24 (16.22)	100 **(80.65)**	24 (19.35)	224 **(82.35)**	48 (17.65)
General Science	84 (56.76)	64 (43.24)	69 (55.65)	55 (44.35)	153 (56.25)	119 (43.75)
Quantitative aptitude	68 (45.95)	80 (54.05)	57 (45.97)	67 (54.03)	125 (45.96)	147 (54.04)
Logical reasoning	55 (37.16)	93 (62.84)	53 (42.74)	71 (57.26)	108 (39.71)	164 (60.29)
Subject books	74 (50)	74 (50)	66 (53.23)	58 (46.77)	140 (51.47)	132 (48.53)
ICT	27 (18.24)	121 (81.76)	39 (31.45)	85 (68.55)	66 (24.26)	206 (75.74)
English language	77 (52.03)	71 (47.97)	62 (50.00)	62 (50.00)	139 (51.10)	133 (48.90)
Question banks	83 (56.08)	65 (43.92)	67 (54.03)	57 (45.97)	150 (55.15)	122 (44.85)
Interview techniques	31 (20.95)	117 (79.05)	39 (31.45)	85 (68.55)	70 (25.74)	202 (74.26)

Figures in brackets indicate respective percentage

The above table 71 indicates that the dependence of different types of books/Guides from the library is almost similar considering qualification wise categorisation. Majority of graduates (75 per cent, 83.78 per cent) and postgraduates

(79.03 per cent, 80.65 per cent) depended books/guides on general knowledge and current affairs respectively. A remarkable difference is seen in the dependence of books on ICT and interview technique that it is more depended by post graduates (31.45 per cent, 31.45 per cent) than graduates (18.24 per cent, 20.95 per cent) respectively.

From the table it is also inferred that majority of respondents (82.35 per cent and 76.84 per cent) depended on books dealing with current affairs and general knowledge respectively from the library. The same is in the case of gender, area of residence, subject of graduation and qualification wise analysis of the dependence of books/Guides from the library. Above half of the respondents (56.25 per cent, 55.15 per cent, 51.47 per cent and 51.1 per cent) depended on books on General Science, Question banks, Subject books and English language respectively .Majority of the respondents (75.74 per cent, 74.26 per cent and 60.29 per cent) didn't depend on books on ICT, interview techniques and logical reasoning respectively from the library. More than half of the respondents (54.04 per cent) didn't depend on books on quantitative aptitude.

The overall analysis shows that majority of the respondents depended on books/guides dealing with current affairs and general knowledge irrespective of their gender, area of residence, subject of graduation and qualification of the respondents.

The dependency may be due to the availability or non-availability of specific kinds of documents in the library or it may be due to interest of specific topic of study by the users of the library.

4.4.4. Dependence of Reference Books from the Library

Reference books serve as valuable sources of information, facilitating the expansion of knowledge and enhancing the comprehension of various concepts. They are particularly instrumental in aiding individuals in the effective preparation for competitive examinations. The reference section is often considered the cornerstone of the library, housing a collection of valuable and often costly books. The investigator seeks to measure the extent to which individuals rely on reference

books from the library in their preparation for KPSC examinations. The investigator also analysed if there is variation in dependence of reference books with regard to gender, area of residence, subject of graduation and qualification of the respondents.

Table 72

Dependence of Reference Books from the Library-Gender-wise

Reference Books	Male		Female		Total	
	Yes	No	Yes	No	Yes	No
Encyclopedia	43(38.74)	68(61.26)	67(41.61)	94(58.39)	110(40.44)	162(59.56)
Dictionaries	48(43.24)	63(56.76)	64(39.75)	97(60.25)	112(41.18)	160(58.82)
Yearbooks	68**(61.26)**	43(38.74)	127**(78.88)**	34(21.12)	195(71.69)	77(28.31)
Maps/Atlases	37(33.33)	74(66.67)	57(35.40)	104(64.60)	94(34.56)	178(65.44)
Directories	15(13.51)	96(86.49)	35(21.74)	126(78.26)	50(18.38)	222(81.62)
Handbooks	28(25.23)	83(74.77)	52(32.30)	109(67.70)	80(29.41)	192(70.59)
Who's who (Biographical Sources)	28(25.23)	83(74.77)	58(36.02)	103(63.98)	86(31.62)	186(68.38)
Career planning guides	33(29.73)	78(70.27)	56(34.78)	105(65.22)	89(32.72)	183(67.28)

Figures in brackets indicate respective percentage

It is evident from the table 72 that majority of male (61.26 per cent) and females (78.88 per cent) depended on yearbooks for their preparation of KPSC examination. Looking to the usage of reference books gender wise, it is clear that the use of all sources are more in female respondents than male respondents except with the case of dictionaries.

Table 73

Dependence of Reference Books from the Library-Area of Residence-wise

Reference books	Rural		Urban		Total	
	Yes	No	Yes	No	Yes	No
Encyclopedia	39(37.86)	64(62.14)	71(42.01)	98(57.99)	110(40.44)	162(59.56)
Dictionaries	48(46.60)	55(53.40)	64(37.87)	105(62.13)	112(41.18)	160(58.82)
Yearbooks	67(**65.05**)	36(34.95)	128**(75.74)**	41(24.26)	195(71.69)	77(28.31)
Maps/Atlases	32(31.07)	71(68.93)	62(36.69)	107(63.31)	94(34.56)	178(65.44)
Directories	22(21.36)	81(78.64)	28(16.57)	141(83.43)	50(18.38)	222(81.62)
Handbooks	27(26.21)	76(73.79)	53(31.36)	116(68.64)	80(29.41)	192(70.59)
Who's who (Biographical Sources)	28(27.18)	75(72.82)	58(34.32)	111(65.68)	86(31.62)	186(68.38)
Career planning guides	31(30.10)	72(69.90)	58(34.32)	111(65.68)	89(32.72)	183(67.28)

Figures in brackets indicate respective percentage

The table 73 indicates that majority of the respondents from rural and urban areas depended on yearbooks from the library for the preparation of KPSC examination. It is also seen from the table that majority of respondents from rural and urban areas didn't depend on other reference books such as encyclopaedia (62.14 per cent and 57.99 per cent) , dictionaries (53.40 per cent and 62.13 per cent) , maps/atlases (68.93 per cent and 63.31 per cent) , directories (78.64 per cent and 83.43 per cent) , handbooks (73.79 per cent and 68.64 per cent), who's who (72.82 per cent and 65.68 per cent) and career planning guides (69.90 per cent and 65.68 per cent) respectively.

Table 74

Dependence of Reference Books from the Library –Subject-wise

Reference books	Arts		Science		Commerce		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Encyclopedia	31(57.41)	23(42.59)	57(31.84)	122(68.16)	22(56.41)	17(43.59)	110(40.44)	162(59.56)
Dictionaries	29(53.70)	25(46.30)	66(36.87)	113(63.13)	17(43.59)	22(56.41)	112(41.18)	160(58.82)
Yearbooks	40**(74.07)**	14(25.93)	127**(70.95)**	52(29.05)	28**(71.79)**	11(28.21)	195(71.69)	77(28.31)
Maps/Atlases	27(50.00)	27(50.00)	48(26.82)	131(73.18)	19(48.72)	20(51.28)	94(34.56)	178(65.44)
Directories	16(29.63)	38(70.37)	22(12.29)	157(87.71)	12(30.77)	27(69.23)	50(18.38)	222(81.62)
Handbooks	19(35.19)	35(64.81**)**	47(26.26)	132(73.74)	14(35.90)	25(64.10)	80(29.41)	192(70.59)
Who’s who (Biographical Sources)	20(37.04)	34(62.96)	50(27.93)	129(72.07)	16(41.03)	23(58.97)	86(31.62)	186(68.38)
Career planning guides	24(44.44)	30(55.56)	53(29.61)	126(70.39)	12(30.77)	27(69.23)	89(32.72)	183(67.28)

Figures in brackets indicate respective percentage

The data from the table 74 articulates that majority of Science graduates didn't depend on encyclopaedias (68.16 per cent), dictionaries (63.13 per cent) and maps (73.18 per cent) while nearly half or more than half of Arts and Commerce graduates depended on them for the preparation of KPSC examination. Majority of Arts, Science and Commerce graduates didn't depend on the library for directories, handbooks, biographical sources and career planning guides.

Table 75

Dependence of Reference Books from the Library-Qualification-wise

Reference books	Graduation		Post-Graduation		Total	
	Yes	No	Yes	No	Yes	No
Encyclopedia	58(39.19)	90(60.81)	52(41.94)	72(58.06)	110(40.44)	162(59.56)
Dictionaries	65(43.92)	83(56.08)	47(37.90)	77(62.10)	112(41.18)	160(58.82)
Yearbooks	103**(69.59)**	45(30.41)	92**(74.19)**	32(25.81)	195(71.69)	77(28.31)
Maps/Atlases	51(34.46)	97(65.54)	43(34.68)	81(65.32)	94(34.56)	178(65.44)
Directories	24(16.22)	124(83.78)	26(20.97)	98(79.03)	50(18.38)	222(81.62)
Handbooks	42(28.38)	106(71.62)	38(30.65)	86(69.35)	80(29.41)	192(70.59)
Who's who (Biographical Sources)	41(27.70)	107(72.30)	45(36.29)	79(63.71)	86(31.62)	186(68.38)
Career planning guides	49(33.11)	99(66.89)	40(32.26)	84(67.74)	89(32.72)	183(67.28)

Figures in brackets indicate respective percentage

From the table 75 it is inferred that there is no difference seen in the dependence of reference books from the library as qualification varies. The dependence percentage is almost similar in the case of each source of reference .Majority of graduates (69.59 per cent) and postgraduates (74.19 per cent) depended on yearbooks for the preparation of KPSC examination. More than half or majority of graduates and postgraduates didn't depend on other reference books such as encyclopedia, dictionaries, maps/atlases, directories, handbooks, biographical sources and career planning guides.

The whole analysis clears that majority of respondents (71.69 per cent) depended on yearbooks from the library for the preparation of KPSC examination irrespective of gender, area of residence, subject of graduation and qualification of the respondents. With regards to other reference books like encyclopaedias, dictionaries, maps/atlases etc., the majority are of opinion that they didn't depend on them from the library for the preparation of KPSC examination. It may be due to the fact that they are not updated in the library and in the case of yearbooks it may be bought every year and is current in the library.

4.4.5. Use of Magazines

Magazines play a pivotal role in competitive examination preparation. They often deals with current events, provide detailed discussions on various topics, focus on examination based contents, previous question papers etc. Some important magazines specifically for various competitive examinations are given as choices and investigator tried to analyse the usage of magazines for KPSC examination with regard to gender, area of residence, subject of graduation and qualification of the respondents.

Table 76

Use of Magazines-Gender- wise

Magazines	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Magazines on civil service exam	22	19.82	10	7.87	32	11.76
Magazines on banking exams	13	11.71	15	11.81	28	10.29
General competitive exam magazines	83	**74.77**	118	**92.91**	201	73.9
Career news magazines	25	22.52	34	26.77	59	21.69
PSC Bulletin	71	63.96	105	82.68	176	64.71

The table 76 shows that large majority of female (92.91 per cent) and majority of male (74.77 per cent) candidates depended on general competitive magazines. Majority of male (63.96 per cent) and female (82.68 per cent) candidates focussed on PSC Bulletin for preparation of KPSC examination. Magazines on civil service exam is depended by more male (19.82 per cent) respondents than female (7.87 per cent) respondents. Magazines on banking exams were used by equal number of male (11.71 per cent) and female (11.81 per cent) respondents. The dependence on Career news magazines is little high in female (26.77 per cent) respondents than male (22.52 per cent) respondents.

Table 77

Use of Magazines-Area of Residence-wise

Magazines	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Magazines on Civil service exam	13	12.62	19	11.24	32	11.76
Magazines on banking exams	11	10.68	17	10.06	28	10.29
General competitive exam magazines	73	**70.87**	128	**75.74**	201	73.90
Career news magazines	24	23.3	35	20.71	59	21.69
PSC Bulletin	65	63.11	111	65.68	176	64.71

The table 77 indicates that majority of respondents from rural (70.87 per cent, 63.11 per cent) and urban (75.74 per cent, 65.68 per cent) areas depended on general competitive magazines and PSC Bulletin for the preparation of KPSC examination respectively. A few of respondents from rural areas (23.3 per cent) and from urban areas (20.71 per cent) referred career news magazines for the preparation

of KPSC examination. A very few from rural (12.62 per cent, 10.68 per cent) and urban (11.24 per cent, 10.06 per cent) areas depended on magazines on civil service exam and magazines on banking exams respectively for the preparation of KPSC examination.

Table 78

Use of Magazines-Subject-wise

Magazines	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Magazines on Civil service exam	5	9.26	23	12.85	4	10.26	32	11.76
Magazines on banking exams	5	9.26	16	8.94	7	17.95	28	10.29
General competitive exam magazines	47	**87.04**	125	**69.83**	29	**74.36**	201	73.90
Career news magazines	18	33.33	35	19.55	6	15.38	59	21.69
PSC Bulletin	36	66.67	117	65.36	23	58.97	176	64.71

The table 78 reveals that the majority of respondents from Arts (87.04 per cent and 66.67 per cent), Science (69.83 per cent and 65.36 per cent) and Commerce (74.36 per cent and 58.97 per cent) streams depended on general competitive exam magazines and PSC Bulletins respectively for their preparation of KPSC examination. It is not unusual as magazines on banking exams are more depended by Commerce (17.95 per cent) graduates than Arts (9.26 per cent) and Science (8.94 per cent) graduates.

Table 79

Use of Magazines-Qualification-wise

Magazines	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Magazines on Civil service exam	23	15.54	9	7.26	32	11.76
Magazines on banking exams	19	12.84	9	7.26	28	10.29
General competitive exam magazines	108	**72.97**	93	**75**	201	73.90
Career news magazines	29	19.59	30	24.19	59	21.69
PSC Bulletin	98	66.22	78	62.9	176	64.71

From the table 79 it is inferred that majority of both graduates (72.97 per cent and 66.22 per cent) and post graduates (75 per cent and 62.9 per cent) depended on general competitive exam magazines and PSC bulletin respectively for the preparation of KPSC examination. Magazines on Civil service exams are mostly depended by graduates (15.54 per cent) than post graduates (7.26 per cent).

The overall analysis reveals that majority of respondents depended on general competitive exam magazines (73.9 per cent) and PSC bulletin (64.71 per cent) for preparation of KPSC examination. The same result is seen in the case of gender, area of residence and subject of graduation of the respondents. Magazines on banking exams are more depended by Commerce graduates and magazines on Civil services are more depended by graduates.

4.4.6. Contents in Competitive Exam Magazines

Competitive exam magazines serve as invaluable sources for aspirants to excel in various examinations. They include various contents desired to meet diverse needs of individuals preparing for competitive examinations. They embrace detailed analysis of syllabi, previous years question papers and study materials prepared by different experts. It also contains articles on current affairs and general knowledge for the aspirants to stay up-to-date .Generally competitive exam magazines also provides solved question papers and interviews with successful candidates to foster motivation among the candidates. They act as a one stop companion for competitive exam aspirants. Here the researcher analyses the dependence of contents of competitive exam magazines with respect to gender, area of residence, subject of graduation and qualification of the respondents.

Table 80

Contents in Competitive Exam Magazines

Contents in competitive exam magazines	Weighted mean	Rank
Competitive exam achievers interviews, success stories, etc.	40.17857	4
Articles	35.5	5
Career news	32.35714	6
Solved question paper	**54.25**	**1**
Current affairs	51.07143	2
General knowledge	46.39286	3
Advertisements	12.53571	7

The table 80 shows that solved question paper (mean=54.25) ranks first in the dependence of contents in competitive exam magazines. Secondly, current affairs (mean=51.07143) and third priority is given to general knowledge (46.39286). Competitive exam achievers interviews, success stories etc. (40.17857) ranks fourth and fifth is to articles (mean=35.5) .Sixth and seventh ranks is given to career news (mean=32.25714) and advertisements (12.53571).

Table 81

Contents in Competitive Exam Magazines-Gender-wise

Contents in competitive exam magazines	Male (Mean)	Female (Mean)	Weighted mean	Rank
Competitive exam achievers interviews, success stories, etc.	17.35714	22.82143	20.08929	4
Articles	15.53571	19.96429	17.75	5
Career news	13.32143	19.03571	16.17857	6
Solved question paper	**21.89286**	**32.35714**	27.125	**1**
Current affairs	20.07143	31	25.53571	2
General knowledge	17.75	28.64286	23.19643	3
Advertisements	5.071429	7.464286	6.267857	7

The table 81 demonstrates that most of the male (mean=21.89286) and female (mean=32.35714) respondents depended on solved question paper in the magazines. Second preference is given to current affairs by both the male (mean= 20.07143) and female (mean=31) respondents. Male (mean=17.75) and female (28.64286) respondents marked general knowledge as third preference. Following it preferences are given in the order competitive exam achievers, interviews, success stories, etc. (mean=17.35714 and 22.82143), articles on specific topics (mean=15.53571 and 19.96429), career news (mean=13.32143 and 19.03571) and advertisements (mean= 5.071429 and 7.464286) by both the male and female respondents respectively.

Table 82

Contents in Competitive Exam Magazines-Area of Residence-wise

Contents in competitive exam magazines	Rural (Mean)	Urban (Mean)	Weighted Mean	Rank
Competitive exam achievers interviews, success stories, etc.	15.39286	24.78571	20.08929	4
Articles	13.64286	21.85714	17.75	5
Career news	12.78571	19.57143	16.17857	6
Solved question paper	**19.96429**	**34.28571**	27.125	1
Current affairs	19.17857	31.89286	25.53571	2
General knowledge	17.17857	29.21429	23.19643	3
Advertisements	4.857143	7.678571	6.267857	7

From the table 82, it is inferred that most of the respondents from rural (mean=19.96429) and urban (mean=34.28571) areas depended on solved question paper from magazines. The respondents from rural (mean=19.17857 and 17.17857) and urban (mean=31.89286 and 29.21429) areas ranked second and third rank to current affairs and general knowledge respectively .Consecutive preferences given by respondents of rural and urban areas are competitive exam achievers interviews, success stories, etc. (mean=15.39286 and 24.78571), articles (mean=13.64286 and 21.85714), career news (mean=12.78571 and 19.57143) and advertisements (mean=4.857143 and 7.678571).

Table 83

Contents in Competitive Exam Magazines-Subject-wise

Contents in competitive exam magazines	Arts (Mean)	Science (Mean)	Commerce (mean)	Weighted Mean	Rank
Competitive exam achievers interviews, success stories, etc.	8.035714	25.96429	6.178571	13.39286	4
Articles	7.178571	23.42857	4.892857	11.83333	5
Career news	6.892857	21.28571	4.178571	10.78571	6
Solved question paper	**10.46429**	**36.25**	7.535714	18.08333	1
Current affairs	9.785714	33.35714	**7.928571**	17.02381	2
General knowledge	8.928571	30.85714	6.607143	15.46429	3
Advertisements	2.714286	8.142857	1.678571	4.178571	7

Data from the table 83 describes that Arts (mean=10.46429) and Science (mean=36.25) graduates marked solved question paper as their first choice while Commerce (mean=7.928571) graduates marked current affairs for the same with a small variation to the second preference as solved question paper (mean=7.535714).The subject of graduation didn’t show any difference in

preference i.e. Arts, Science and Commerce graduates follow the order of preference of ranking as general knowledge, competitive exam achievers interviews, success stories etc., articles, career news and advertisements.

Table 84

Contents in Competitive Exam Magazines-Qualification-wise

Contents in competitive exam magazines	Graduation (Mean)	Post-Graduation (Mean)	Weighted Mean	Rank
Competitive exam achievers interviews, success stories, etc.	22.10714	18.07143	20.08929	4
Articles	18.67857	16.82143	17.75	5
Career news	17.46429	14.89286	16.17857	6
Solved question paper	**29.67857**	**24.57143**	27.125	1
Current affairs	27.96429	23.10714	25.53571	2
General knowledge	25.71429	20.67857	23.19643	3
Advertisements	6.392857	6.142857	6.267857	7

The table 84 reveals that in the preparation of KPSC examination, both the graduates (mean=29.67857) and post graduates (mean=24.57143) focus on solved question paper in magazines which is ranked as first. Secondly, graduates and post graduates looks for current affairs (mean=27.96429 and 23.10714) and third rank is given for general knowledge (mean=25.71429 and 20.67857) respectively. Next rank is given by both the graduates (mean=22.10714) and postgraduates (mean=18.07143) to the interviews, success stories etc. of competitive exam achievers in competitive exam magazines. Articles (mean=18.67857 and 16.82143) career news (mean=17.46429 and 14.89286) and advertisements (6.392857 and 6.142857) follows them in the consecutive order in ranking by both the graduates and post-graduates.

The total analysis confirms that solved question paper is the most depended content in competitive exam magazines irrespective of gender, area of residence and qualification of the respondents. Analysis with subject of graduation of respondents shows that Commerce graduates depended more on current affairs, Arts and Science graduates depended more on solved question paper of the contents in competitive exam magazines.

4.4.7 Preferred Newspaper

Newspapers are essential sources of up-to-date information, particularly in the realm of current affairs, making them valuable resources for competitive examination aspirants. Rattan and Bala (2013) found that maximum users visit the library to read newspaper/magazines. Also Pounraj and Ravichandran (2021) indicated that majority of the users visit libraries to read newspapers. Aspiring candidates frequently utilize newspapers in both the English and regional languages. The investigator offers a selection of popular newspapers in both languages to determine the most preferred newspaper among respondents. Additionally, an 'others' option is provided for participants to choose newspapers not listed in the given choices. But no other newspapers were specified by the respondents for the preparation of KPSC examination.

Table 85

Preferred Newspaper-Gender-wise

Newspaper	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Malayala Manorama	44	39.64	71	44.1	115	42.28
Mathrubhumi	73	**65.77**	101	**62.73**	174	63.97
Indian Express	11	9.91	18	11.18	29	10.66
The Hindu	46	41.44	52	32.3	98	36.03

From the table 85 it can be inferred that majority of both male (65.77 per cent) and female (62.73 per cent) users depended on Mathrubhumi for the preparation of KPSC examination. A good number of male (39.64 per cent) and female (44.1 per cent) users used Malayala Manorama for the preparation of KPSC examination. A very few of male (9.91 per cent) and female (11.18 per cent) users depended on Indian Express. The dependency on The Hindu newspaper is somewhat higher in male (41.44 per cent) than female (32.3 per cent) users for the preparation of KPSC examination.

Table 86

Preferred Newspaper-Area of Residence-wise

Newspaper	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Malayala Manorama	38	36.89	77	45.56	115	42.28
Mathrubhumi	77	**74.76**	97	**57.4**	174	63.97
Indian Express	10	9.71	19	11.24	29	10.66
The Hindu	28	27.18	70	41.42	98	36.03

Analysing area of residence wise, it is seen from the table 86 that the majority of respondents from rural areas (74.76 per cent) and more than half of respondents from urban areas (57.4 per cent) depended on Mathrubhumi for the preparation of KPSC examination i.e. use of Mathrubhumi is more among the respondents from rural areas. Approximately half of the respondents from urban areas (45.56 per cent) depended on Malayala Manorama while 36.89 per cent of respondents from rural areas use the same.A good number of respondents (41.42 per cent) from urban areas depended on The Hindu while only 27.18 per cent depended on the similar for the preparation of KPSC examination. Only a very few of respondents from rural (9.71 per cent) and urban (11.24 per cent) areas depended on Indian express for the preparation of KPSC examination.

Table 87

Preferred Newspaper-Subject-wise

Newspaper	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Malayala Manorama	21	38.89	81	45.25	13	33.33	115	42.28
Mathrubhumi	35	**64.81**	108	**60.34**	31	**79.49**	174	63.97
Indian Express	8	14.81	18	10.06	3	7.69	29	10.66
The Hindu	22	40.74	64	35.75	12	30.77	98	36.03

The table 87 indicates that the majority of Arts (64.81 per cent), Science (60.34 per cent) and Commerce (79.49 per cent) graduates depended on Mathrubhumi newspaper for preparation of KPSC examination. A good number of graduates from Arts (40.74 per cent), Science (35.75 per cent) and Commerce (30.77 per cent) depended on the Hindu newspaper for preparation of KPSC examination. Approximately half of the respondents from Science (45.25 per cent) and a good percentage from Arts (38.89 per cent) and Commerce (33.33 per cent) used Malayala Manorama for the preparation of KPSC examination.

Table 88

Preferred Newspaper-Qualification-wise

Newspaper	Graduation		Post Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Malayala Manorama	67	45.27	48	38.71	115	42.28
Mathrubhumi	97	**65.54**	77	**62.1**	174	63.97
Indian Express	13	8.78	16	12.9	29	10.66
The Hindu	51	34.46	47	37.9	98	36.03

There is no notable difference in the dependence of newspaper upon qualification attained by the respondents. Both the majority of graduates (65.54 per cent) and post graduates (62.1 per cent) depended on Mathrubhumi newspaper for preparation of KPSC examination. A good number of graduates (45.27 per cent and 34.46 per cent) and post graduates (38.71 per cent and 37.9 per cent) depended on Malayala Manorama and The Hindu for the preparation of KPSC examination respectively.

The whole analysis indicates that Mathrubhumi was the preferred choice for the majority of respondents, with 63.97 percent using it for the preparation of KPSC examination. A good number of respondents i.e. 42.28 percent and 36.03 percent, opted for Malayala Manorama and The Hindu newspapers, respectively, in their preparation process.It may be due to the fact that Mathrubhumi is a traditional newspaper and include articles useful for competitive examination aspirants and it may attract the competitive examination aspirants. The use of The Hindu newspaper is more among male than female respondents, the respondents from rural areas depended on Mathrubhumi than from urban areas, Commerce graduates depended on Mathrubhumi than Arts and Science graduates and both the majority of graduates and post graduates depended on Mathrubhumi for their preparation of KPSC examination.

4.4.8 Contents in Newspaper

Newspapers offers a variety of contents including career articles, general knowledge, current affairs, news of regional level, national level and of international importance, sports etc. that help the aspirants of competitive examinations. Basak (2017) indicated that a good number of respondents (36.9%) have desired to get information from newspapers. The information from newspapers help the aspirants definitely for the purpose of competitive examination and the researcher aims to know the contents in newspaper on which the successful candidates depended and it will help the future aspirants of competitive examination. The data is further categorised on the basis of gender, area of residence, subject of graduation and qualification of the respondents.

Table 89

Contents in Newspaper-Gender-wise

Contents	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Job opportunities	42	37.84	53	32.92	95	34.93
Career article/news	24	21.62	36	22.36	60	22.06
Competitive examination alert	38	34.23	49	30.43	87	31.99
General knowledge	78	70.27	107	66.46	185	68.01
Current affairs	101	**90.99**	148	**91.93**	249	91.54
National news	56	50.45	73	45.34	129	47.43
Political news	41	36.94	59	36.65	100	36.76
Regional news	21	18.92	40	24.84	61	22.43
Sports	78	70.27	79	49.07	157	57.72
World news	57	51.35	72	44.72	129	47.43
Business/Economic news	20	18.02	24	14.91	44	16.18

The table 89 shows that large majority of both male (90.99 per cent) and female (91.93 per cent) respondents focused on current affairs in newspaper for the preparation of KPSC examination. Majority of male (70.27 per cent) and female (66.46 per cent) respondents concentrated on general knowledge. Majority of male (70.27 per cent) respondents focused on sports while only nearly half of the female (49.07 per cent) respondents focused on sports in newspapers. More than half and nearly half of the male (50.45 per cent, 51.35 per cent) and female respondents (45.34 per cent, 44.72 per cent) is concerned with national news and world news in newspapers for the preparation of KPSC examination respectively.

Table 90

Contents in Newspaper-Area of Residence-wise

Contents in newspaper	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Job opportunities	36	34.95	59	34.91	95	34.93
Career article/news	21	20.39	39	23.08	60	22.06
Competitive examination alert	27	26.21	60	35.5	87	31.99
General knowledge	68	66.02	117	69.23	185	68.01
Current affairs	89	**86.41**	160	**94.67**	249	91.54
National news	51	49.51	78	46.15	129	47.43
Political news	36	34.95	64	37.87	100	36.76
Regional news	20	19.42	41	24.26	61	22.43
Sports	59	57.28	98	57.99	157	57.72
World news	47	45.63	82	48.52	129	47.43
Business/Economic news	13	12.62	31	18.34	44	16.18

The table 90 indicates that lion's share of respondents from urban (94.67 per cent) and rural (86.41 per cent) areas seek current affairs from newspapers, majority from rural (66.02 per cent) and urban (69.23 per cent) areas seek general knowledge from newspapers for the preparation of KPSC examination. Competitive examination alert viewed by the respondents is little higher in the respondents from urban (35.5 per cent) than rural (26.21 per cent) areas for the preparation of KPSC examination.

Table 91

Contents in Newspapers-Subject-wise

Contents	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Job opportunities	23	36.51	59	26.7	13	26.53	95	34.93
Career article/news	15	27.78	40	22.35	5	12.82	60	22.06
Competition exam alert	21	38.89	58	32.4	8	20.51	87	31.99
General knowledge	41	**75.93**	118	**65.92**	26	**66.67**	185	68.01
Current affairs	51	**94.44**	165	**92.18**	33	**84.62**	249	91.54
National news	29	53.7	82	45.81	18	46.15	129	47.43
Political news	25	46.3	61	34.08	14	35.9	100	36.76
Regional news	11	20.37	41	22.91	9	23.08	61	22.43
Sports	32	59.26	104	58.1	21	53.85	157	57.72
World news	28	51.85	85	47.49	16	41.03	129	47.43
Business/Economic news	8	14.81	30	16.76	6	15.38	44	16.18

Substantiating subject wise, the table 91 reveals that large majority of Arts (94.44 per cent), Science (92.18 per cent) and Commerce (84.62 per cent) graduates updates current affairs through reading of newspapers. Majority of Arts (75.93 per cent), Science (65.92 per cent) and Commerce (66.67 per cent) graduates frequented general knowledge from newspapers. The news on career and world news were

depended by Arts (27.78 per cent and 51.85 per cent) and Science (22.35 per cent and 47.49 per cent) graduates than Commerce graduates (12.82 per cent and 41.03 per cent) for the preparation of KPSC examination respectively.

Table 92

Contents in Newspaper-Qualification-wise

Contents	Graduation		Post-graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Job opportunities	44	29.73	51	41.13	95	34.93
Career article/news	21	14.19	39	31.45	60	22.06
Competition exam alert	51	34.46	36	29.03	87	31.99
General knowledge	104	70.27	81	65.32	185	68.01
Current affairs	136	**91.89**	113	**91.13**	249	91.54
National news	71	47.97	58	46.77	129	47.43
Political news	48	32.43	52	41.94	100	36.76
Regional news	31	20.95	30	24.19	61	22.43
Sports	92	62.16	65	52.42	157	57.72
World news	70	47.3	59	47.58	129	47.43
Business/Economic news	23	15.54	21	16.94	44	16.18

The table 92 shows that large majority of graduates (91.89 per cent) and post graduates (91.13 per cent) focussed on current affairs and majority of graduates (70.27 per cent) and post graduates (65.32 per cent) on acquiring knowledge from newspapers for the preparation of KPSC examination. Post graduates depended on job opportunities, career news, political news and sports news more than graduates, while graduates depended on competitive exam alert and sports news more than post graduates in the preparation of KPSC examination.

The whole analysis indicated that majority (74.77 per cent) focussed on current affairs in newspapers for the preparation of KPSC examination. Subsequently, more than half of the respondents (55.56 per cent) concentrated on general knowledge and nearly half of them (47.15 per cent) on sports in newspapers. It is known fact that newspapers are primary sources for current information and general knowledge can be enhanced much as it deals many topics. In gender wise analysis it is seen that sports news are more depended by male than female respondents. Area of residence and qualification wise analysis indicates the majority of respondents from urban and rural areas, graduates and post graduates depended on current affairs and general knowledge in newspapers for the preparation of KPSC examination. It can be inferred from subject analysis that Arts graduates depended more on newspaper contents rather than Science and Commerce graduates.

4.4.8 Availability of Resources

Library is a hub of information resources .In today's technological age it comprises both the print and electronic resources. Through this question the investigator asks the respondents to rate the availability of print and electronic resources for the competitive examinations. The 5 point Likert scale is given as choice to rate the availability of both print and electronic resources as very good, good, fair, poor and very poor.

Table 93

Availability of Resources

Level of availability	Print		Electronic	
	Frequency	Percentage	Frequency	Percentage
Very good	93	**34.19**	52	19.12
Good	91	33.46	60	22.06
Fair	65	23.90	33	12.13
Poor	20	7.35	120	**44.12**
Very poor	3	1.10	7	2.57
Total	272	100	272	100

The table 93 clearly indicates that a good number of respondents (34.29 per cent and 33.46 per cent) opted very good and good for availability of print resources for competitive examinations in the library respectively while nearly half of them (44.12 per cent) opted poor for electronic resources' availability.

The data is further analysed by applying T test to know the statistical association between level of availability of print and electronic resources and gender, area of residence and qualification of the respondents. ANOVA test is used to understand the statistical difference between level of availability of print and electronic resources and subject of graduation of the respondents.

Table 94

Availability of Print resources-Gender-wise

Gender	N	Mean	Std.Deviation	T Value	*p* value
Male	111	2.2252	1.06758	2.069	.040
Female	161	1.9752	.91481		

The *p* value (.040) shown in the table 94 indicates that there is significance at .05 level ($p<.05$). This shows that there is significant association between male and female respondents' rating on the availability of print resources in library for competitive examinations.

Table 95

Availability of Electronic Resources-Gender-wise

Gender	N	Mean	Std. Deviation	T Value	*p* value
Male	111	2.7297	1.12772	2.174	.031
Female	161	2.4596	.91511		

The *p* value (.031) indicates that there is significance at .05 level. This shows that there is significant difference between male and female respondents' rating on the availability of electronic resources in library for competitive examinations.

Table 96

Availability of Print Resources-Area of Residence-wise

Residence	N	Mean	Std. Deviation	T value	*p* value
Rural	102	2.0098	.95953	-.873	.383
Urban	170	2.1176	1.00191		

The *p* value (.383) indicates that there is no significance at .05 level (*p*>.05). This shows that there is no significant association between urban and rural area respondents' rating on the availability of print resources in library for competitive examinations.

Table 97

Availability of Electronic Resources-Area of Residence-wise

Residence	N	Mean	Std.Deviation	T Value	*p* value
Rural	102	2.5392	1.04996	-.385	.700
Urban	170	2.5882	.99459		

The *p* value (.700) indicates that there is no significance at .05 level (*p*>.05). This shows that there is no significant association between urban and rural area respondents' rating on the availability of electronic resources in library for competitive examinations.

Table 98

Availability of Print Resources-Subject-wise

Subject	N	Mean	Std.Deviation	F Value	*p* value
Arts	54	1.7778	.86147		
Science	179	2.1676	.99711	3.298	.038
Commerce	39	2.0769	1.03580		

The *p* value (.038) indicates that there is significance at .05 level (*p*<.05). This shows that there is significant association between response of Arts, Science and Commerce graduates' rating on the availability of print resources in library for competitive examinations.

Table 99

Availability of Print Resources-Subject-wise-LSD test

Subject	Arts	Science	Commerce
Arts	1	.011	.147
Science	.011	1	.600
Commerce	.147	.600	1

To know the significant association within the respondents from different subjects LSD test is conducted. From the table 99,it is clear that the variation is found between Arts and Science category at five per cent level as the *p* value obtained is .011(*p*<0.05).No variations is found between other categories.

Table 100

Availability of Electronic Resources-Subject-wise

Subject	N	Mean	Std.Deviation	F Value	*p* value
Arts	54	2.2407	1.08045		
Science	179	2.6983	.97643	4.749	.009
Commerce	39	2.4359	.99459		

The *p* value (.009) indicates that there is significance at .05 level (*p*<.05). This shows that there is significant association between response of Arts, Science and Commerce graduates 'rating on the availability of electronic resources in library for competitive examinations.

Table 101

Availability of Electronic Resources-Subject-wise-LSD Test

Subject	Arts	Science	Commerce
Arts	1	.003	.354
Science	.003	1	.139
Commerce	.354	.139	1

ANOVA test is applied to know the significant association within the various subject categories. The table 101 indicates that the variation is found between Arts and Science category at five per cent level as the *p* value obtained is .003 ($p<.05$).No variation is found between other categories of subjects.

Table 102

Availability of Print Resources-Qualification-wise

Qualification	N	Mean	Std.Deviation	T Value	*p* value
Graduation	148	2.1689	.99241	1.682	.094
Post-Graduation	124	1.9677	.97059		

The *p* value (.094) indicates that there is no significance at .05 level ($p>.05$). This shows that there is no significant association between response of graduates and postgraduates ‘rating on the availability of print resources in library for competitive examinations.

Table 103

Availability of Electronic Resources-Qualification-wise

Qualification	N	Mean	Std.Deviation	T Value	*p* value
Graduation	148	2.6486	1.04240	1.403	.162
Post-Graduation	124	2.4758	.97500		

The *p* value (.162) indicates that there is no significance at .05 level. This shows that there is no significant association between response of graduates and postgraduates' rating on the availability of electronic resources in library for competitive examinations.

4.5. Library Facilities and Services

Libraries serve as invaluable centres of knowledge and provide support for the aspirants of competitive examinations with a multitude of facilities and services beneficial to them. Libraries play an important role in providing a wide range of resources and unique facilities and services that satisfy the diverse needs of aspirants. Through this section, the researcher aims to focus on questions related to the facilities and services provided to aspirants of competitive examinations.

4.5.1 Presence of Career Corner in the Library

In the context of library, career corner is a space or area designated for the purpose of preparation of competitive examinations. Here the individuals can access materials related to different competitive examinations, job preparation and career development. These areas may contains books, guidebooks previous question papers and other resources need to satisfy the career pursuits of individuals. It raises a supportive environment for individuals to explore their careers with the resources and services available in the library.

Table 104

Presence of Career Corner in the Library

Career Corner	Frequency	Percentage
Yes	123	45.22
No	149	**54.78**

From the table 104, it is inferred that 54.78 percent of the participants indicated the presence of a career corner in the library, while 45.22 percent reported its absence. It may be due to the different circumstances of the libraries.

4.5.2. Library Services

Modern libraries offer a wide range of services to cater the information needs of the community. The library services contribute significantly for the preparation of individuals aspiring success in the examinations. Libraries can provide a supporting environment with essential resources and services tailored to meet competitive exam aspirants. Here the investigator intends to know the services used by the respondents. The usage of services are also analysed with respect to gender, area of residence, subject of graduation and qualification of the respondents

Table 105

Library Services-Gender-wise

Services	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Borrowed library resource	33	29.73	59	36.65	92	33.82
Reference service	64	**57.66**	73	**45.34**	137	50.37
Inter-library lending	5	4.50	3	1.86	8	2.94
Newspaper clipping service	20	18.02	26	16.15	46	16.91
Document delivery service	7	6.31	3	1.86	10	3.68
Web portal service	12	10.81	11	6.83	23	8.46
E mail alerting service	5	4.50	1	0.62	6	2.21
Internet service	26	23.42	31	19.25	57	20.96
Current awareness service	20	18.02	39	24.22	59	21.69

Analysis with respect to gender reveals that more than half of the male (57.66 per cent) and nearly half of the female (45.34 per cent) respondents used reference service from the library. A good number of female (36.65 per cent) and male (29.73 per cent) respondents depended on borrowing library resource and current awareness service is used by 24.22 per cent of female and 18.02 per cent of male respondents. In comparison, one can come to the inference that all other

services except borrowing of library resources and current awareness service are used by more male than female respondents.

Table 106

Library Services-Area of Residence-wise

Services	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Borrowed library resource	34	33.01	58	34.32	92	33.82
Reference service	58	**56.31**	79	**46.75**	137	50.37
Inter-library lending	4	3.88	4	2.37	8	2.94
Newspaper clipping service	14	13.59	32	18.93	46	16.91
Document delivery service	6	5.83	4	2.37	10	3.68
Web portal service	10	9.71	13	7.69	23	8.46
E mail alerting service	2	1.94	4	2.37	6	2.21
Internet service	25	24.27	32	18.93	57	20.96
Current awareness service	18	17.48	41	24.26	59	21.69

The above table 106 indicates that more than half of the respondents from rural areas and nearly half from urban areas depended on reference service (56.31 per cent and 46.75 per cent) and a good number of them on borrowing library resources (34.32 per cent and 33.01 per cent)respectively. A few of respondents from urban areas (18.93 per cent) and rural areas (13.59 per cent) used newspaper clipping service and current awareness is used by 17.48 per cent of respondents from rural areas and 24.26 per cent from urban areas. All other services are depended by more respondents from rural areas than urban areas.

Table 107

Library Services-Subject-wise

Library services	Arts		Science		Commerce		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Borrowed library resource	19	35.19	62	34.6	11	28.21	92	33.82
Reference service	31	**57.41**	86	**48.04**	20	51.28	137	50.37
Inter-library lending	2	3.7	5	2.79	1	2.56	8	2.94
Newspaper clipping service	10	18.52	27	15.08	9	23.08	46	16.91
Document delivery service	5	9.26	4	2.23	1	2.56	10	3.68
Web portal service	3	5.56	16	8.94	4	10.26	23	8.46
E mail alerting service	1	1.85	4	2.23	1	2.56	6	2.21
Internet service	12	22.22	42	23.46	3	7.69	57	20.96
Current awareness service	11	20.37	39	21.79	9	23.08	59	21.69

The table 107 describes that borrowing library resource is more used by Arts (35.19 per cent) and Science (34.6 per cent) graduates than Commerce graduates (28.21 per cent).Reference service is used by almost equal number of Arts (57.41 per cent), Science (48.04 per cent) and Commerce graduates (51.28 per cent).The use of internet service is very low among Commerce (7.69 per cent) graduates than Arts (22.22 per cent) and Science graduates (23.46 per cent).A few of Arts (20.37 per cent), Science (21.79 per cent) and Commerce (23.08 per cent) graduates depended on current awareness service. A very few used interlibrary lending, document delivery service, web portal service and e mail alerting service irrespective of their subject of graduation.

Table 108

Library Services-Qualification-wise

Library services	Graduation		Post-Graduation		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Borrowed library resource	49	33.11	43	34.68	92	33.82
Reference service	74	**50**	63	**50.81**	137	50.37
Inter-library lending	3	2.03	5	4.03	8	2.94
Newspaper clipping service	28	18.92	18	14.52	46	16.91
Document delivery service	3	2.03	7	5.65	10	3.68
Web portal service	11	7.43	12	9.68	23	8.46
E mail alerting service	2	1.35	4	3.23	6	2.21
Internet service	24	16.22	33	26.61	57	20.96
Current awareness service	36	24.32	23	18.55	59	21.69

Looking to the table 108, it can be seen that about half of the graduates (50 per cent) and post graduates (50.81 per cent) used reference service and good number of the graduates (33.11 per cent) and post graduates (34.68 per cent) depended on borrowing library resources. Analysing table it can be understood that the use of library services didn't vary with respect to the qualification of the respondents.

Pounraj and Ravichandran (2021) reported that majority i.e. 61.7 per cent of the respondents regularly use Circulation service of the libraries.Here the researcher found that approximately half of the respondents (50.37 percent) relied on reference services at the library. A good number of respondents (33.82 percent) visited the library for book borrowing purposes. Similar to result Arumugam et al. (2019) investigated that 38.4 per cent of the respondents visits the library to borrow books As reported by Rahoo (2018) most of the teachers and students of MUET Library & Online Information Center, Jamshoro visit the library to borrow books. Similarly according to Hemavathi & Chandrasekhara (2018) majority of the respondents visited law college libraries for borrowing library books. Contrary, Afolabi (2017) stated in the case of school students that those who visit library to borrow books are

approximately 9% and this is because they have bought almost all the text books .A smaller fraction utilized various other services, with 21.69 percent utilizing current awareness services, 20.96 percent accessing internet services, and 16.91 percent making use of newspaper clippings services. This is because library reference service connects the users with the information they seeking for. Ugah (2008) identified that library services are not being fully used because of the perceived shortcomings in availability and accessibility.

The overall analysis indicates that most of the respondents availed reference service from the libraries irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

4.5.3. Facilities of the Library

Libraries often provide specific facilities to support the aspirants in their competitive examination. These facilitates a conducive environment for focused study and research for the serious readers. It is essential to know whether the libraries are providing these facilities to competitive examination aspirants and the researcher through this question urges to know the facilities provided to the users.

Table 109

Facilities of the Library

Facilities	Total	
	Frequency	Percentage
Wi-Fi	45	16.54
Drinking water	89	32.72
Comfort zones	84	30.88
Comfortable sitting	140	**51.47**
Cooling environment	63	23.16
Lighting and ventilation	117	43.01
Reading atmosphere	203	**74.63**

The data from the table 109 reveals that a significant portion of the respondents (74.63 percent) expressed a positive perception of the library's reading

environment. More than half (51.47 percent) reported library's comfortable sittings. Furthermore 43.01 percent, 32.72 percent, and 30.88 percent, respectively, shared favourable opinions regarding the library's lighting and ventilation, availability of drinking water, and the presence of comfort zones. In contrast, a smaller fraction of respondents, comprising 23.16 percent and 16.54 percent, believed that the library offered a cooling environment and Wi-Fi access.

4.5.4. Library Staff

Library staffs play an important role in the efficient operation and management of the libraries. Beyond managing day to day operations, they assist users in locating information resources. They are responsible for providing wide range of services and thus ensuring the satisfaction of users. Their contribution significantly contribute to the overall functioning of libraries. With this importance the investigator tries to analyse the effective working of professionals.

Table 110

Library Staff

Library Staff	Frequency	Percentage
Helpful	180	**66.18**
Somewhat helpful	86	31.62
Not helpful	6	2.20

The table 110 indicates that a majority of respondents (66.18 percent) agreed that the library staff is helpful. However, a notable portion (31.62 percent) expressed a somewhat favourable opinion, while only a small fraction (2.20 percent) reported finding them unhelpful. Similarly Huded et al. (2016) found the majority of the respondents i.e. 124 (81.58 per cent) feel that the services offered by the staff are excellently satisfied. These findings also aligns with the statement made by Hemavathi & Chandrasekhara (2018) that 81.25 per cent of respondents sought assistance from library staff in locating required information resources.

4.6. Problems Faced in the Library

Competitive examination aspirants may encounter many challenges in libraries while preparing for examinations. There may be limited library hours, lack of materials, services, facilities etc. Only by understanding these, library administrators and staffs can address and adapt their services and resources to better serve the users. In this question the variables, subject of graduation and qualification were excluded as they were not considered significant in determining the problems respondents faced in the library. The investigator thus enquired those challenges through the next question and is analysed using gender and area of residence and is represented through the tables 111 and 112.

Table 111

Problems Faced in the Library-Gender-wise

Problems faced in the library	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Library hours weren't convenient	28	25.23	25	15.53	53	19.49
Library resources weren't sufficient	62	**55.86**	80	**49.69**	142	52.21
Library facilities weren't adequate	25	22.52	27	16.77	52	19.12
Library services were not helpful	8	7.21	7	4.35	15	5.51
Location of library weren't convenient	26	23.42	41	25.47	67	24.63
The attitude of library staffs weren't good	8	7.21	2	1.24	10	3.68

The table 111 shows that more than half of the male (55.86 per cent) and nearly half of the female (49.69 per cent) users opined that library resources weren't

sufficient. The location of library weren't convenient were chosen by 25.47 per cent of female and 23.42 per cent of male users. A few of male (22.52 per cent) and female (16.77 per cent) users said that library facilities weren't adequate. A very few of male (7.21 per cent and 7.21 per cent) and female (4.35 per cent and 1.24 per cent) users responded that library services were not helpful and the attitude of library staffs weren't good respectively.

Table 112

Problems Faced in the Library-Area of Residence-wise

Problems faced in the library	Rural		Urban		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Library hours weren't convenient	23	22.33	30	17.75	53	19.49
Library resources weren't sufficient	51	**49.51**	91	**53.85**	142	52.21
Library facilities weren't adequate	22	21.36	30	17.75	52	19.12
Library services were not helpful	6	5.83	9	5.33	15	5.51
Location of library weren't convenient	25	24.27	42	24.85	67	24.63
The attitude of library staffs weren't good	6	5.83	4	2.37	10	3.68

From the table 112 it is understood that nearly or more than half of the respondents from rural (49.51 per cent) and urban areas (53.85 per cent) faced the problem of insufficient resources. Approximately equal number of respondents from rural (24.27 per cent) and urban (24.85 per cent) areas marked that the location of the library weren't convenient. A few of respondents i.e. 22.33 per cent and 21.36 per cent of respondents from rural areas and 17.75 per cent from urban areas said that the library hours weren't convenient and library facilities weren't adequate respectively.

The overall analysis shows that over half of the respondents, comprising 52.21 percent, expressed dissatisfaction with the adequacy of library resources for their preparation for KPSC examination. The second most commonly cited issue affecting their preparation was the inconvenient location of the library. A minority of participants, 19.49 percent and 19.12 percent respectively, reported that library hours were not suitable and that library facilities were insufficient. These findings underscore the need for an update and enhancement of library resources. Ifunanya Ani (2022) also reported that the majority of the undergraduate students are of the view that a major impediment to their use of the library is the non-availability of library resources and internet services and he stated that it is because students are concerned with current information sources to update their knowledge in their fields of specialization in order to earn a good living after schools.

4.7. Satisfaction with Resources, Facilities and Services of the Library

Libraries play a dynamic role in supporting individuals preparing for competitive examinations with its vast resources, facilities and services. Generally the library offers an abundant up to date collections that help the competitive exam aspirants. It comprises of books, journals, newspapers, old question papers and electronic resources that helps in the use of latest and easily updated resources. Libraries also should provide facilities and services that empowers the aspirants in their journey towards success. A good physical environment definitely helps the candidates for the efficient preparation of their exams. The role of libraries in competitive examinations is accessed by the different statements measuring using five point Likert scale as strongly agree, agree, neutral, disagree and strongly disagree.

Table 113

Satisfaction with Library Resources

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The library had a good collection of book and reading material that are helpful for competitive examination preparation	14(5.15)	21(7.72)	88(32.35)	108**(39.71)**	41(15.07)
I find the library collection current and relevant	26(9.56)	126**(46.32)**	90(33.09)	23(8.46)	7(2.57)
Adequate number of newspapers are available in the library	78(28.68)	123**(45.22)**	57(20.96)	3(1.10)	11(4.04)
The library subscribes to journals of good quality	35(12.87)	126**(46.32)**	96(35.29)	8(2.94)	7(2.57)
Previous years question papers of various competitive examinations are available in the library	24(8.82)	84(30.88)	98**(36.03)**	49(18.01)	17(6.25)
The library has provided with electronic resources that helps in competitive examinations	16(5.88)	43(15.81)	106**(38.97)**	86(31.62)	21(7.72)

Figures in brackets indicate respective percentage

It is seen from the table 113 that more than half of respondents (54.78 per cent) either "Disagree" or "Strongly Disagree" that the library has a good collection of books for exam preparation. However, there's a notable percentage in the

"Neutral" category (32.35 per cent), suggesting some uncertainty or lack of clear opinion.

Over 55 per cent of respondents find the library collection current and relevant. However, there's a significant neutral response (33.09 per cent), indicating a considerable portion is undecided or possibly suggests for improvement. Munshi et.al (2019) stated that a good number of respondents (41.9 per cent) have stated that the library has a well collection of books A majority of respondents (73.90 per cent) find the number of newspapers available in the library to be adequate. However, the extremely low disparity indicates a high level of satisfaction in this aspect. Also majority (almost 60 per cent) perceive that the library subscribes to journals of good quality. There is a smaller number in the disagreement categories, signifying a generally positive feeling.

There is a notable split in responses regarding the availability of previous years' question papers. While a good number perceives their availability positively, a considerable number is either neutral or in disagreement, indicating some dissatisfaction or uncertainty in this aspect. With regarding to electronic resources for examination preparation show a mix of opinions. A good number of respondents either disagrees or in neutral opinion suggesting for improvement in the case of electronic resources for the preparation of competitive examinations.

The library seems to excel in providing adequate newspapers and quality journals for examination preparation. The positive perceptions in these areas indicate a strong point in the case of newspapers and journals offered. While the library generally performs well, there are areas that could be enhanced. The availability of book and reading material for competitive examination preparation, previous years' question papers and electronic resources, where responses is towards neutral or disagreement, might require attention and improvement. The presence of considerable neutral responses across various aspects suggests a need for the library to address lack of strong opinions. It might involve better enhancement of the resources to encourage more positive perceptions.

Table 114

Satisfaction with Library Resources-Gender-wise

Gender	N	Mean	Std.Deviation	T value	*p* value
Male	111	3.3514	.71575	-2.814	.005
Female	161	3.5776	.60382		

The data regarding the gender-wise analysis of information resource is presented in the table 114.As the *p* value= .005($p<.05$), is significant at .05 level of significance, it can be concluded that there is significant difference in the opinions of male and female respondents regarding their satisfaction with respect to information sources in the library. Similarly Koovakkai and Jalaja (2006) in their analysis identifies that there is a significant difference in level of requirement of resources to prepare for competitive examinations among female and the male career seekers.

Table 115

Satisfaction with Library Resources-Area of Residence-wise

Area of Residence	N	Mean	Std.Deviation	T value	*p* value
Rural	102	3.4886	.68988	.063	.950
Urban	170	3.4833	.64350		

The *p* value is .950 ($p>.05$) from the table 115 shows that there is no significant association between information resources collection in the library and area of residence at .05 level of significance. This means that there is no significant difference among the respondents' response on information resources in the library and area of residence of the respondents.

Table 116

Satisfaction with Library Resources-Subject-wise

Subject of graduation	N	Mean	Standard deviation	F value	*p* value
Arts	54	3.6821	.56102		
Science	179	3.4479	.65990	3.193	.043
Commerce	39	3.3846	.74551		

The *p* value (.043) shows that there is significant association between information resources collection in the library and subject of graduation at .05 level of significance ($p<.05$). This means that there is significant difference among the respondents' response on information resources in the library and subject of graduation of the respondents.

Table 117

Satisfaction with Library Resources-Subject-wise-LSD Test

Subject	Arts	Science	Commerce
Arts	1	.022	.031
Science	.022	1	.585
Commerce	.031	.585	1

The table 117 clearly indicates that there is variation exists between Arts and Science at five per cent level as the *p* value is .022($p< .05$) that is obtained through LSD test which shows the significant association within the various subject categories. There also exists variation between Arts and Commerce at five per cent level as the *p* value is .031($p< .05$).

Table 118

Satisfaction with Library Resources-Qualification-wise

Qualification	N	Mean	Std.Deviation	T value	*p* value
Graduation	148	3.4381	.62792	-1.198	.232
Post-Graduation	124	3.5188	.61383		

The *p* value (.232) shows that there is no significant association between information resources collection in the library and qualification at .05 level of significance (*p*>.05). This means that there is no significant difference among the respondents' response on information resources in the library and qualification of the respondents.

Table 119

Satisfaction with Library Facilities and Services

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The library lends documents for sufficient number of days	8(2.94)	19(6.99)	110(40.44)	111**(40.81)**	24(8.82)
The library has a good catalogue	6(2.21)	19(6.99)	106(38.97)	115**(42.28)**	26(9.56)
Retrieval of documents from the library is very easy	11(4.04)	22(8.09)	120**(44.12)**	101(37.13)	18(6.62)
The library has a good interlibrary lending service	8(2.94)	28(10.29)	140**(51.47)**	79(29.04)	17(6.25)
The library provided premise and spaces to study	7(2.57)	134**(49.26)**	82(30.15)	12(4.41)	37(13.60)
It is a place of social interaction	17(2.57)	20(7.35)	103**(37.87)**	103**(37.87)**	29(10.66)
The reference service in the library are very good	125**(45.96)**	27(9.93)	103(37.87)	8(2.94)	9(3.31)
Reading space is good and comfortable	6(2.21)	140**(51.47)**	75(27.57)	10(3.68)	41(15.07)
Reading tables are enough	12(4.41)	14(5.15)	102(37.50)	111**(40.81)**	33(12.13)
Lighting and ventilation in the library is adequate	9(3.31)	137**(50.37)**	80(29.41)	14(5.15)	32(11.76)
The library provides drinking water and toilet facility	13(4.78)	26(9.56)	95(34.93)	113**(41.54)**	25(9.19)
I find the library staff effective and helpful	5(1.84)	116**(42.65)**	108(39.71)	15(5.51)	28(10.29)
I am satisfied with the Photostat services provided in the library	20(7.35)	40(14.71)	131**(48.16)**	70(25.74)	11(4.04)
An internet connection and access provided by the library is good	16(5.88)	43(15.81)	116**(42.65)**	84(30.88)	13(4.78)
Air conditioning services in the library is good	35(12.87)	42(15.44)	111**(40.81)**	71(26.10)	13(4.78)

Figures in brackets indicate respective percentage

The table 119 describes that in the case of library lending, a good number of the respondents (40.44 per cent) are in neutral response, only 9.93 per cent either agree or strongly agree and nearly half of the respondents (49.63 per cent) either disagree or strongly disagree. Regarding the library catalogue 42.28 per cent disagree and 38.97 per cent are in neutral response indicating dissatisfaction with this aspect. Ease of retrieval of documents have 44.12 per cent neutral responses and 37.13 per cent disagreement. Interlibrary lending service have also similar pattern with 51.47 per cent neutral responses and 35.29 per cent disagree or strongly disagree responses. More than half of the respondents (51.83 per cent) agrees that the library provide ample study spaces and a good number of them disagree or in neutral response (37.87 per cent) with the statement that the library is a place of social interaction. Nearly half of the respondents (45.96 per cent) agree with quality of reference service, while 37.87 per cent have neutral opinion. With regard to reading space, 53.68 per cent either agrees or strongly agrees and with reading tables 37.50 are of neutral opinion.50.37 per cent agrees with adequate lighting and ventilation while 41.54 per cent disagrees with drinking water and toilet facility.

Nearly half of the respondents (42.65 per cent) agree with staff of the library. Concerning photostat services, internet connection and air conditioning service most of them are of neutral opinion. These clearly indicates the area of libraries where improvement is needed.

Table 120

Satisfaction with Library Facilities and Services-Gender-wise

Gender	N	Mean	Std.Deviation	T value	*p* value
Male	111	3.3045	.62749	-2.440	.015
Female	161	3.4787	.54226		

The *p* value (.015) shows that there is significance at .05 level of significance ($p<.05$). This indicates that there is significant association among the male and female respondents' satisfaction with library facilities and services.

Table 121

Satisfaction with Library Facilities and Services-Area of Residence-wise

Area of Residence	N	Mean	Std.Deviation	T value	*p* value
Rural	102	3.3987	.61980	-.195	.846
Urban	170	3.4129	.56286		

The *p* value (.846) shows that there is no significant association between satisfaction with library facilities and services and area of residence at .05 level of significance (*p*>.05). This means that there is no significant difference among the respondents' response on facilities and services in the library and area of residence of the respondents.

Table 122

Satisfaction with Library Facilities and Services-Subject-wise

Subject of graduation	N	Mean	Standard Deviation	F value	*p* value
Arts	54	3.5506	.45552	2.275	.105
Science	179	3.3847	.59716		
Commerce	39	3.3145	.65587		

The *p* value (.105) indicates that there is no significant association between satisfaction with library facilities and services and subject of graduation at 5% level of significance (*p*>.05). This means that there is no significant difference among the respondents' response on library facilities and services and subject of graduation of the respondents.

Table 123

Satisfaction with Library Facilities and Services-Qualification Wise

Qualification	N	Mean	Std.Deviation	T Value	*p* value
Graduation	148	3.3698	.57271	-1.167	.244
Post-Graduation	124	3.4527	.59588		

The *p* value (.244) indicates that there is no significant association between satisfaction with library facilities and services and qualification at 5% level of significance ($p>.05$). This means that there is no significant difference among the respondents' response on library facilities and services and qualification of the respondents.

4.7.1 Dependency on Library

The degree of dependency on library for competitive examination preparation can vary widely among individuals and it depends on several factors such as availability of resources, personal preferences, and the nature of competitive examinations. Some may rely heavily on libraries for a quiet study environment and accessibility of study materials, while others may select the combination of libraries and online materials. The investigator here measured the dependency on library by users for the preparation of KPSC examination using three levels, to a great extent, to an extent and not at all.

Table 124

Dependency on Library

Dependency on library	Frequency	Percentage
To a great extent	42	12.61
To an extent	230	**69.07**
Not at all	61	18.32

The table 124 demonstrates that majority of the respondents (69.07 per cent) depended on library for their KPSC examination preparation to an extent. A few (18.32 per cent) did not depend on the library for their preparation and only 12.61 per cent depended to a great extent on libraries. Most of the respondents have opined that the library usage has broadened the benefits of passing competitive examinations with the weighted score of 8.46 and is ranked first (Lydia, 2016). Individual choices and experiences may vary widely and multiple factors can contribute to the degree of dependency on libraries for competitive examination preparation. The specific context, resources and individual choices will influence their reliance on libraries.

Table 125

Dependency on Library-Gender-wise

Gender	N	Mean	Std.Deviation	T value	*p* value
Male	96	1.8438	.36500	-.062	.951
Female	176	1.8466	.36141		

The *p* value (.951) indicates that there is no significant association between dependency of library for KPSC examination and gender at .05 level of significance. This means that there is no significant difference among the respondents' response on dependency of library and gender of the respondents.

Table 126

Dependency on Library-Area of Residence-wise

Area of residence	N	Mean	Std.Deviation	T value	*p* value
Rural	103	1.8350	.37304	-.378	.706
Urban	169	1.8521	.35608		

The *p* value (.706) indicates that there is no significant association between dependency of library for KPSC examination and area of residence of the respondents at .05 level of significance. This means that there is no significant difference among the respondents' response on dependency of library and area of residence of the respondents.

Table 127

Dependency on Library-Subject-wise

Subject of graduation	N	Mean	Std.Deviation	F value	*p* value
Arts	56	1.8571	.35309		
Science	178	1.8371	.37034	.152	.859
Commerce	38	1.8684	.34257		

As the *p* value= .859 there is no statistical significance at 5% level. This means that there is no significant association between dependency of library and subject of graduation of the respondents.

Table 128

Dependency on Library-Qualification-wise

Qualification	N	Mean	Std.Deviation	T value	*p* value
Graduation	191	2.0890	.59598	1.221	.223
Post-Graduation	142	2.0141	.49085		

The *p* value (.223) indicates that there is no significant association between dependency of library for KPSC examination and qualification of the respondents at .05 level of significance. This means that there is no significant difference on dependency of library and qualification of the respondents.

4.9 Conclusion

This chapter analyses the data collected from employees in four universities of Kerala by using statistical methods like simple percentage method, weighted mean, ANOVA test, Chi-square test, LSD test etc. The results are explained with the tables and diagrams that helped the investigator to extract findings through clear interpretations. The present study made an investigation to find out the role of libraries in the preparation of KPSC examination to the employees who successfully attained job through KPSC examination. Many have depended on libraries for their preparation but they are not fully satisfied with the resources and facilities available in the libraries. This study makes good awareness to library authorities to improve the activities and services particularly aimed for competitive examination aspirants.

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CHAPTER V

FINDINGS AND CONCLUSION

5.1 Introduction

5.2 Major Findings

5.3 Tenability of the Hypotheses

5.4 Suggestions of the Study

5.5 Conclusion

5.6 Recommendations for Further Research

5.1 Introduction

The role of libraries in competitive examinations is crucial and this chapter focus on the findings of the study conducted among the employees of universities in Kerala, inquiring on how libraries contribute to the preparation for KPSC examination. Through a comprehensive survey, data is gathered on various aspects of library usage and the perceived effectiveness of library services. The major findings of the study with suggestions and recommendations that would be helpful for future aspirants of competitive examinations and also to library authorities for supporting their pursuit of success in the competitive examinations are discussed.

5.2 Major Findings of the Study

Based on the analyses and interpretations of the study, the major findings of the study are listed below:

5.2.1 Competitive Examinations

1. More than half of the respondents started their preparation of competitive examination after their graduation.

2. There is significant difference between the initiation time of preparation of competitive examination and gender of the respondents.

3. There is no significant difference between the initiation time of preparation of competitive examination and area of residence of the respondents.

4. A good number of respondents attended SSC examination beyond KPSC examination.

5. UPSC civil service examination and SSC examination is attended by more number of males than females.

6. The participation in UPSC civil service examination is little higher in respondents from rural area than urban area and there is no much difference in participating other competitive examinations.

7. Public Service Commission (PSC) examination is attended by Arts and Science graduates while Commerce graduates attended banking examinations more.

8. Majority of the respondents viewed self-motivation is the driving force behind the preparation of competitive examinations.

9. A stable and secure future is ranked first as motivation force to become a government employee irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

10. More than half of the respondents spent 4-8 hours for the preparation of KPSC examination.

11. The time spent in the preparation of KPSC examination has no significant difference with respect to gender, area of residence and qualification of the respondents.

12. There is significant difference between the time spent in the preparation of KPSC examination and subject of graduation of the respondents.

13. Majority of the respondents joined a coaching centre for the preparation of KPSC examination and more than half of the students were involved in individual preparation.

14. The number of respondents joined a coaching centre for the preparation of KPSC examination is much higher from urban areas than rural areas.

15. There is a much difference in the number of graduates and post graduates joined a coaching centre for the preparation of KPSC examination.Majority of graduates joined a coaching centre while only more than half of the respondents joined a coaching centre for the preparation of KPSC examination.

16. Majority of the respondents opted for paid training offered by private institutions for coaching of KPSC examination.

17. There is significant difference in the mode of training opted for KPSC examination with respect to gender and area of residence of the respondents.

18. There is no significant difference in the mode of training opted for KPSC examination with regard to subject of graduation and qualification of the respondents.

19. More than half of the respondents succeeded in KPSC examination having more than three attempts.

20. There is significant difference in number of attempts made to attain KPSC examination and subject of graduation of the respondents.

21. There is no significant difference in number of attempts made to attain KPSC examination with respect to gender, area of residence and qualification of the respondents.

22. A good number of the respondents faced lack of guidance and family commitments/problems in the preparation of KPSC examination.

23. Female faced the lack of time and family commitments/problems while males predominantly faced with lack of guidance in the preparation of KPSC examination.

5.2.2 Library Use

24. Majority of the respondents used library for the preparation of KPSC examination.

25. There is significant difference between the use of library for the preparation of KPSC examination and gender as well as qualification of the respondents.

26. There is no significant difference between the use of library for the preparation of KPSC examination and area of residence as well as subject of graduation of the respondents.

27. Majority of the library users depended on public library for the preparation of KPSC examination.

28. There is no significant difference in the frequency of visit to library considering gender, area of residence and qualification of the respondents.

29. There is significant difference in the frequency of visit to library and subject of graduation of the respondents.

30. A good number of respondents spent less than 1 hour and 1-2 hours in library in a day for the preparation of KPSC examination.

31. There is no significant difference in time spent in library in a day with respect to gender, area of residence, subject of graduation and qualification of the respondents.

32. The main purpose of using library by the respondents in the preparation of KPSC examination was for reference.

33. Majority of the respondents locate documents from the library through library catalogue.

34. Majority of the respondents access e-resources from the home.

5.2.3 Library Resources

35. The respondents access books and other materials from the library sometimes.

36. Majority of the respondents depended on books/guides, newspapers and reference books from the library that ranked first, second and third for preparation of KPSC examination.

37. Majority of the respondents depended on books/guides dealing with current affairs and general knowledge irrespective of the gender, area of residence, subject of graduation and qualification of the respondents.

38. Majority of respondents depended on yearbooks from the library for the preparation of KPSC examination.

39. Majority of respondents depended on general competitive exam magazines and PSC bulletin for the preparation of KPSC examination. The same result is seen in the case of gender, area of residence, subject of graduation and qualification wise analysis. Magazines on banking exams are more depended by Commerce graduates and magazines on civil services are more depended by graduates.

40. Solved question paper is ranked first in the dependence of contents in competitive exam magazines. Secondly, current affairs and third priority is given to general knowledge.

41. Mathrubhumi was the preferred choice of newspaper for the majority of respondents irrespective of gender, area of residence, subject of graduation and qualification of the respondents.

42. Majority of the respondents depended on current affairs in newspapers for the preparation of KPSC examination.

43. In gender-wise analysis it is seen that sports news are more depended by males than females. Area of residence and qualification wise analysis indicates that majority of respondents from urban and rural areas, graduates and post graduates depended on current affairs and general knowledge. It can be inferred that from subject analysis, Arts graduates depended more on newspaper contents rather than Science and Commerce graduates.

44. There is significant difference between male and female respondents' rating on the availability of print and electronic resources in library for competitive examinations.

45. There is significant difference between response of Arts, Science and Commerce graduates' rating on the availability of print and electronic resources in library for competitive examinations.

5.2.4 Library Facilities and Services

46. More than half of the respondents indicated presence of career corner in the library.

47. More than half of the respondents used reference service of the library for the preparation of KPSC examination.

48. A significant portion of the respondents expressed a positive perception towards library's reading environment suited for preparing KPSC examination.

49. Majority of the respondents find the library staff helpful in preparing KPSC examination.

50. Over half of the respondents expressed dissatisfaction with the adequacy of library resources for their preparation of KPSC examination. The second most commonly cited issue affecting their preparation was the inconvenient location of the library.

5.2.5 Satisfaction with Library Resources, Facilities and Services

51. More than half of respondents either "disagree" or "strongly disagree" that the library has a good collection of books for preparation of KPSC examination. However, there's a notable percentage in the "neutral" category, suggesting some uncertainty or lack of clear opinion.

52. Over 55 per cent of respondents find the library collection current and relevant. However, there's a significant neutral response, indicating a considerable portion is undecided or possibly suggests for improvement.

53. Majority of respondents find the number of newspapers available in the library adequate for their preparation of KPSC examination.

54. Majority of the respondents perceived that the library subscribes journals of good quality for the preparation of KPSC examination.

55. A good number of respondents perceived availability of previous years' question papers of KPSC examination positively, a considerable number is either neutral or in disagreement.

56. With regard to availability of electronic resources for the preparation of competitive examination a good number of respondents either disagrees or in neutral percentage.

57. There is significant difference among the respondents' response on information resources in the library with regard to gender and subject of graduation of the respondents.

58. There is no significant difference among the respondents' response on information resources available in the library with respect to area of residence and qualification of the respondents.

59. In the case of library lending a good number of the respondents are in neutral response regarding the satisfaction.

60. Regarding the use of library catalogue 42.28 per cent disagree and 38.97 per cent are in neutral response indicating dissatisfaction with this aspect.

61. Ease of retrieval of documents from the library have 44.12 per cent neutral responses and 37.13 per cent disagreement response.

62. Interlibrary lending service have also marked in similar pattern by respondents with 51.47 per cent neutral responses and 35.29 per cent disagree or strongly disagree responses.

63. More than half of the respondents agree that the library provide ample study spaces and a good number of them disagree or in neutral response with the statement that the library is a place of social interaction.

64. There is significant difference among the male and female respondents' perception on facilities and services of the library.

65. There is no significant difference among the respondents' response on facilities and services in the library considering area of residence, subject of graduation and qualification of the respondents.

66. Majority of the respondents depended on library for the preparation of KPSC examination to an extent.

67. There is no significant difference among the respondents' response on dependency of library with regard to gender, area of residence, subject of graduation and qualification of the respondents.

5.3 Tenability of the Hypotheses

The hypotheses framed on the objectives of the study is examined in the light of findings of the study:

Hypothesis 1

Hypothesis 1 states that **there is no significant difference in the initiation time of preparation for competitive examination with respect to gender of the respondents**.

Findings 1 to 23 indicates the strategies used by the respondents in the preparation of competitive examinations and finding 2 specifically shows that there is significant difference in the initiation time of preparation of competitive examination and gender of the respondents. It contradicts the hypothesis and it is clearly indicated through the statistical test chi-square and *p* value obtained is .004 that indicates significance at 5 per cent level and it is displayed in the table number 4.

Therefore this hypothesis is rejected.

Hypothesis 2

Hypothesis 2 states that **self- motivation is the motivating factor of the majority of the respondents preparing for competitive examinations**.

Finding 8 and table 10 indicates that majority of the respondents said self-motivation as driving force behind the preparation of competitive examinations.

Hence the hypothesis is accepted.

Hypothesis 3

Hypothesis 3 states that **there is no significant differences in the use of library for KPSC Examination with respect to gender and area of residence of the respondents.**

Findings 24 to 34 corresponds to use of library by the respondents for the preparation of KPSC examination.

Finding 25 indicates that there is significant different in the use of library and gender of the respondents while finding 26 shows that there is no significant difference in the use of library with respect area of residence of the respondents. Finding 28 reveals that there is no significant difference in the frequency of visit to library with respect to gender and area of residence of the respondents and finding 31 states that there is no significant difference between the time spent in library in a day and gender and area of residence of the respondents. It is clearly revealed through the statistical test Chi-square and the results are displayed in the table number 34, 35, 42, 43, 46 and 47.

Here the hypothesis is rejected.

Hypothesis 4

Hypothesis 4 states that **there is no significant difference in the use of library for KPSC examination with respect to subject of graduation and qualification of the respondents.**

Finding 25 shows that there is significant difference in the use of library and qualification of the respondents while finding 26 indicates that there is no significant difference between the use of library and subject of graduation of the respondents. Finding 28 shows that there is significant difference between the frequency of visit to library and subject of graduation of the respondents and finding 29 reveals that there is no significant difference between the frequency of visit to library and qualification of the respondents. Finding 31 states that there is no significant difference between the time spent in library in a day and subject of graduation and qualification of the respondents. It is clearly revealed through the statistical test Chi-square and the results are displayed in the table numbers 36, 37, 44, 45, 48 and 49.

Here the hypothesis is rejected.

Hypothesis 5

Hypothesis 5 states that **majority of the respondents depends on library for accessing books/guides, newspapers and reference books dealing with current affairs and general knowledge.**

Findings 35 to 45 clearly shows the use of library resources for the preparation of KPSC examination.

Findings 36 states that majority of the respondents depends on books/guides, newspapers and reference books from the library that ranked first, second and third and finding 37 states that majority of the respondents depended on books/guides dealing with current affairs and general knowledge. It is clearly indicated through tables 63-71 and 89-92

Therefore this hypothesis is accepted.

Hypothesis 6

Hypothesis 6 states that **there is no significant difference in the satisfaction level on the availability of information resources in the library with respect to gender and area of residence of the respondents.**

Findings 51 to 58 indicates the satisfaction level of the respondents on the availability of information resources in the library for the preparation of KPSC examination.

Finding number 57 states that there is significance difference in the satisfaction level on the availability of information resources with regard to gender and finding number 58 indicates that there is no significant difference in the satisfaction level on the availability of information resources with respect to area of residence of the respondents. This is clearly revealed in the tables 114 and 115.

Therefore this hypothesis is rejected.

Hypothesis 7

Hypothesis 7 states that **there is no significant difference in the satisfaction level on the availability of information resources in the library with respect to subject of graduation and qualification of the respondents.**

Finding number 57 states that there is significant difference in the satisfaction level on the availability of information resources with regard to subject of graduation of the respondents and finding number 58 indicates that there is no significant difference in the satisfaction level on the availability of information resources with respect to qualification of the respondents. This is revealed through tables 116, 117 and 118.

Hence the hypothesis is rejected.

Hypothesis 8

Hypothesis 8 states that **there is no significant differences in satisfaction level on the availability of facilities and services in the library with respect to gender and area of residence of the respondents.**

Findings 59 to 67 reveals the satisfaction level of the respondents on the availability of facilities and services in the library for the preparation of KPSC examination.

According to finding number 64 and table 120 there is significant difference in the satisfaction level on the availability of library facilities and services with respect to gender and finding number 65 and tables 121 demonstrates that there is no significant difference in the satisfaction level on availability of library facilities and services with respect to area of residence of the respondents.

Therefore this hypothesis is rejected.

Hypothesis 9

Hypothesis 9 states that **there is no significant differences in satisfaction level on the availability of facilities and services in the library with respect to subject of graduation and qualification of the respondents.**

Finding number 65 and tables 122 and 123 demonstrates that there is no significant difference in the satisfaction level on the availability of library facilities and services with respect to subject of graduation and qualification of the respondents.

Therefore this hypothesis is accepted.

5.4 Suggestions of the Study

Based on the findings and employees' response on the use of library at the time of preparation of KPSC examination, the following suggestions are made to help the aspirants in their preparation and library to be a centre of career development.

1. Educational institutions can incorporate preparatory programs for competitive examinations in the curriculum or as extra-curricular activities that help the students to have an initial preparation before their graduation.

2. The future aspirants of competitive examinations should devote a consistent amount of time for the study i.e many of the respondents spent 4-8 hours daily for the preparation.

3. Most of the respondents depended on coaching centres for the preparation of competitive examination, here libraries with its excellent resources and services can take the role of coaching centres and can be a good support to the financially backward candidates.

4. The teachers and librarians can make awareness among the students about free training programs organized by government for competitive examinations as the number of respondents attending the free training programs are comparatively low.

5. Libraries can arrange guidance classes to introduce various competitive examinations as most of the respondents find lack of guidance as the problem faced in the preparation of competitive examinations.

6. Libraries should provide specific collections required for the preparation of competitive examinations.

7. KPSC examination have definite structure and syllabus and libraries should provide materials covering these topics.

8. Libraries should update the collection for KPSC examination as the pattern of examinations are changing day by day.

9. Libraries should incorporate electronic resources suitable for the preparation of competitive examinations as the respondents have marked the availability of electronic resources as poor.

10. The subscription of journals and newspapers by the libraries need to be increased that specifically help in the preparation of competitive examinations.

11. Most of the aspirants depended on the library for accessing previous years question papers and it should be regularly updated including latest years question papers.

12. Most of the respondents used books/guides for competitive examinations and it should be definitely included in the collection of libraries.

13. Newspapers are used by majority of the respondents for acquiring current affairs and the provision of newspaper clipping service will be very effective to the aspirants of competitive examinations.

14. Among the reference books, the respondents indicated the use of yearbooks and it should be updated in the collection of the library regularly every year.

15. All libraries should arrange career corner equipped with resources for competitive examinations, digital equipment providing e resources, catalogue, Wi-Fi facility, comfort sitting with reading tables and chairs, drinking water and comfort point.

16. Libraries can take initiative in organizing various quiz competitions that would really help the aspirants to expand the horizons of knowledge.

17. Majority of the aspirants depend on library for reference service and it should be enhanced with latest technology.

18. Competition corner can be made besides regular reading room for discussions.

19. Libraries can coordinate youngsters and create study groups for preparation of various competitive examinations and can conduct guidance classes regarding various competitive examinations.

20. Libraries should be more adapt to technology based services and facilities that enhance the use of library.

5.5 Conclusion

Libraries serve the general public in umpteen number of ways. However the use of libraries have not been studied comprehensively considering the purpose it has served to any particular group. This study is delving on that section of people who have qualified KPSC examination for the post of administrative assistants in various universities of Kerala. This has done an in depth analysis on the strategies and techniques adhered to while preparing for various competitive examinations. However, this study is focusing on the usage of libraries by people for attempting the KPSC examination. Most people have started preparing for competitive examinations after having completed their graduation and these people are self-motivated in their venture who have relied on coaching sessions due to lack of guidance from any end.

This study has also zeroed in on the nature of library use in the preparation of Kerala PSC examinations. The respondents have depended on public libraries for nearly one to two hours per day. The study has tried to look at the extent to which they have made use of the library resources in the preparation of KPSC examination. Of the various materials made use of by the respondents the most notable ones are books or guides, newspapers and reference books. The books made use of are mainly those on current affairs and general knowledge while the magazines used were PSC bulletin and general competitive exam magazines. Majority of the respondents have mentioned of the presence of career corner in libraries. They have also mentioned of the reference services made use of by them. A positive perception the selected population have responded upon is the conducive environment present in the libraries which has promoted them in preparing for the various competitive examinations. Many respondents have reflected upon the scarcity of resources in the libraries in spite of being a space that caters to people for preparing for various competitive examinations. The selected group of people have initiated their

preparations in libraries owing to the atmosphere it provides for completing their preparations for appearing in competitive examination.

This study has thus, tried to look at the aspects concerning their usage of libraries and how beneficial it has been in leading to fruitful results. This study however,also helps the future aspirants of competitive examinations on looking into the strategies followed by the respondents in attaining one of the difficult competitive examination conducted by KPSC.

5.6 Recommendations for Further Research

This study focused on role of libraries in the preparation of KPSC examination by university assistants of Kerala.

- The study may be extended to employees of various sectors who have secured their job through attending competitive examinations.
- A study can be conducted to know the impact of library resources on the achievement of aspirants in competitive examinations.
- A study to examine different libraries of a region in supporting aspirants of competitive examinations can be carried out.
- The effectiveness of learning spaces of libraries for competitive examination aspirants can be studied.

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APPENDIX

QUESTIONNAIRE

Dear sir/madam

This questionnaire is intended to collect data regarding "ROLE OF LIBRARIES IN COMPETITIVE EXAMINATIONS: A STUDY AMONG EMPLOYEES OF UNIVERSITIES IN KERALA", in connection with PhD programme undertaken by me under the supervision of Dr.Abdul Azeez T A, University Librarian, University of Calicut. I seek your valuable cooperation and help in obtaining the necessary information and I assure you that the data collected will be used for academic purpose only.

KADEEJA BANU C V
RESEARCH SCHOLAR
CHMK LIBRARY AND RESEARCH CENTRE
UNIVERSITY OF CALICUT

GENERAL INFORMATION

Name of University you are working with :

Sex : Male ☐ Female ☐ Transgender ☐

Qualification : Graduation ☐ Post graduation ☐
MPhil ☐ Doctoral Degree ☐

If graduated, Subject of Graduation : Arts ☐ Science ☐ Commerce ☐

Area of residence : Rural ☐ Urban ☐

SECTION A

COMPETITIVE EXAMINATIONS

1. When did you start preparing for the competitive examination?

School level ☐ Higher secondary level ☐

Degree level ☐ After Degree level ☐

After PG Degree level ☐

2. Which of the following competitive examinations you attended?

   KPSC ☐ UPSC Civil Service ☐ Banking ☐ SSC ☐

   If others, please specify ----------

3. Who motivated you to prepare for competitive examinations?

   Teachers ☐ Family members ☐ Friends ☐

   Self-motivated ☐ Librarians ☐

   If others, please specify----------

4. What was your motivation to become a government employee? (Rank the following factors as 1, 2, 3 ….etc.)

   A stable and secure future ☐

   Chance of career ☐

   Salary ☐

   Prestige and social status ☐

   Parental inspiration ☐

5. Time devoted by you in a day for the preparation of Kerala PSC examination

   Less than 4 hours ☐ 4-8 hours ☐ 9-12 hours ☐ More than 12 hours ☐

6. How did you prepare for the Kerala PSC examination?

   Joined a coaching centre ☐

   Bought information resources by your own ☐

   Individual preparation ☐

   Group study ☐

   Depended on internet resources ☐

   If others, please specify----------

7. Your status of undergoing training for KPSC Examination?

   Free training by central/state Government ☐

   Free training by private institutions ☐

Paid training by private institutions ☐

Online training by private institutions ☐

Not going for any training ☐

8. In how many attempts you succeeded in the KPSC Examination?

1 ☐ 2 ☐ 3 ☐ More than 3 ☐

9. What were the difficulties you faced in the preparation of KPSC Examination?

Lack of guidance ☐ Lack of time ☐

Lack of finance ☐ Family commitments/problems ☐

If others, please specify----------

SECTION B

LIBRARY USE

10. Did you depend on any library for the preparation of the KPSC examination?

Yes ☐ No ☐

11. If yes, which type of library did you use for the preparation of KPSC examination?

Public ☐ College ☐ University ☐ Home ☐

12. How often did you visit the library?

Daily ☐ Once in two days ☐ Weekly ☐
Fortnightly ☐ Once in a month ☐ Occasionally ☐
Rarely ☐

13. Time devoted by you in library in a day at the time of preparation of KPSC Examination

Less than 1 hour ☐ 1-2 hours ☐

2-4 hours ☐ More than 4 hours ☐

14. What were the main purposes for which you used the library during the preparation of KPSC Examination? (Rank the following purposes as 1, 2, 3, ----------etc.)

To borrow books ☐ For reference ☐

To read magazines ☐ To read newspapers ☐

To browse internet ☐ To use library space for work ☐

For leisure ☐ If others, please specify----------

15. How did you find the documents from the library? (Rank the following methods as 1, 2, 3, --------etc.)

Through library catalogue ☐ Through colleagues ☐

Through browsing shelves ☐ Help of library staff ☐

16. In case of e-resources how did you access it? (Please tick mark (√) your choices)

From library ☐ From home ☐ From working place ☐

From friends ☐ From teachers ☐

SECTION C

LIBRARY RESOURCES

17. Did you find the books and other materials that you were looking for in the library when preparing for the KPSC Examination?

Always ☐ Very Often ☐ Sometimes ☐ Rarely ☐ Never ☐

18. Rank the following information sources you used in the preparation of KPSC Examination (1, 2, 3 ….etc.)

Books/Guides ☐ Reference books ☐ Newspapers ☐

Popular magazines ☐ Career Magazines like PSC Bulletin ☐

Gazettes ☐ Subject journals ☐ Electronic resources ☐

Websites ☐ Online notes ☐ Others, please specify ------

19. Did you depend on the following types of books/guides from the library?

Books / Guides	YES	NO
General Knowledge		
Current Affairs		
General Science		
Quantitative Aptitude		
Logical Reasoning		
Subject Books		

ICT		
English Language		
Question Banks		
Interview Techniques		

20. Did you use the following types of reference books from the library?

Reference Book	YES	NO
Encyclopaedias		
Dictionaries		
Yearbooks		
Maps/Atlases		
Directories		
Handbooks		
Who's who(biographical sources		
Career Planning Guides		

If others,please specify----------

21. Which of the following magazines you depended in preparation of KPSC examination?

Magazines on civil service exam ☐ Magazines on banking exam ☐
General competitive exam magazines ☐ Career news magazines ☐
PSC bulletin ☐ If others, please specify----------

22. Which are the contents you read in general competitive exam magazines? (Rank the following methods as 1, 2, 3, --------etc.)

Competitive exam achievers interviews, success stories etc. ☐

Articles ☐ Career news ☐ Solved question paper ☐ Current affairs ☐

General knowledge ☐ Advertisements ☐

23. Which of the following newspapers you depended on for the preparation of KPSC examination?

Malayala Manorama ☐ Mathrubhumi ☐ Indian Express ☐
The Hindu ☐ If others, please specify----------

24. Which are the contents in newspapers you focused on for the preparation of KPSC examination?

Job opportunities ☐ Career article/news ☐

Competitive examination alert ☐
General knowledge ☐ Current affairs ☐ National news ☐
Political news ☐ Regional news ☐ Sports ☐
World news ☐ Business/Economic news ☐

25. How do you rate the level of availability of print and electronic resources for competitive examination in libraries?

Level of availability	Print	Electronic
Very good		
Good		
Fair		
Poor		
Very Poor		

SECTION D

LIBRARY FACILITIES AND SERVICES

26. Did the library provide a separate section for competitive exam aspirants?
Yes ☐ No ☐

27. Which of the following services used by you from the library for KPSC Exam preparation? (Please tick mark (√) your choices)

Borrowed library resource ☐ Reference service ☐
Inter-Library Lending * ☐ Newspaper clipping service** ☐
Document Delivery Service ☐ Web portal service ☐
Email alerting services ☐ Internet service ☐
Current Awareness Service *** ☐ If others, please specify ----------

*Lending from other libraries

**Important news from different newspapers are clipped

***Important current information are provided

28. Which of the following facilities were available in the library at the time of preparation of KPSC examination? (Please tick mark (√) your choices)

Wi-Fi ☐ Drinking water ☐ Comfort zones ☐

Comfortable sitting ☐ Cooling environment ☐ Lighting and Ventilation ☐

Reading atmosphere ☐ If others, please specify ----------

29. How was the attitude of library staff towards you?

Helpful ☐ Somewhat helpful ☐ Not helpful ☐

SECTION E

PROBLEMS FACED IN THE LIBRARY

30. What were the problems you faced in the use of the library at the time of KPSC examination preparation? (Please tick mark (√) your choices)

Library hours weren't convenient ☐

Library resources were not sufficient ☐

Library facilities were not adequate ☐

Library services were not helpful ☐

Location of library weren't convenient ☐

The attitude of library staffs were not good ☐

SECTION F

SATISFACTION WITH LIBRARY RESOURCES, SERVICES AND FACILITIES

31. Please indicate the extent to which you agree with the following statements regarding the satisfaction with library resources, facilities and services by putting tick mark (√) in the relevant columns

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
INFORMATION RESOURCES					
The library had a good collection of book and reading materials that are helpful for competitive examination preparation					
I find the library collection current and relevant					
Adequate number of newspapers are available in the library					

The library subscribes to journals of good quality					
Previous years question papers of various competitive examinations are available in the library					
The library has provided with electronic resources that helps in competitive examinations					
LIBRARY FACILITIES AND SERVICES					
The library lends documents for sufficient number of days					
The library has a good catalogue					
Retrieval of documents from the library is very easy					
The library has a good interlibrary lending service					
The library provided premise and spaces to study					
It is a place of social interaction					
The reference services in the library are very good					
Reading space is good and comfortable					
Reading tables are enough					
Lighting and ventilation in the library is adequate					
The library provides drinking water and toilet facility					

I find the library staff effective and helpful					
I am satisfied with the Photostat services provided in the library					
An Internet connection and access provided by the library is good					
Air conditioning services in the library is good					

32. Indicate the dependency on library for your success in the KPSC Examination by putting tick mark (√) in the appropriate column

To a great extent	
To an extent	
Not at all	

33. Any comments or suggestions , please comment here

LIST OF PUBLICATIONS

Journal Article

Kadeeja, B. C. V &Abdul Azeez, T.A. (2021). College libraries as learning spaces for civil service aspirants: A study among autonomous colleges in Kerala, India. *Library Philosophy and Practice (e-Journal).6534.* https://digitalcommons.unl.edu/libphilprac/6534

Conference Papers

Kadeeja, B.C.V., Haseena,V.K.K.M., & Abdul Azeez, T. A. (2022).Civil service aspirants: A metaliterate learner or not. In Azeez, A. T. A., et al.(Eds.). *Transformation of Library Ecosystem: Terrains and Trajectories.* Proceedings of the international online conference on Transformation of library ecosystem: Terrains and trajectories (pp.122-133). New Delhi: Ess Ess Publications.

Kadeeja, B.C.V., & Abdul Azeez, T. A. (2021).Library: A learning hub for civil service aspirants. In Ashraf,T., et al.(Eds.).*Changing Information Landscape: Rediscovering Libraries*. Proceedings of the international conference on changing information landscape: Rediscovering libraries (pp.63-72).Delhi: Academic Publication

Haseena, V.K.K.M., Kadeeja B. C.V.,& Abdul Azeez , T.A.(2019). Re-inventing the role of libraries in digital scenario.In Abdul Majeed,K C (Ed.) *Redesigning of library services for research assistance.* Proceedings of Kerala library congress (pp.165-173).Farook College:Publication division