

**INFORMATION REQUIREMENTS OF CAREER SEEKERS  
IN KERALA IN RELATION TO INFORMATION  
RESOURCES AND SERVICES  
IN LIBRARIES**

*Thesis  
Submitted for the  
Degree of Doctor of Philosophy  
in Library and Information Science*

**By**

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2004**

## DECLARATION

I, Dineshan Koovakkai, do hereby declare that this thesis, **“INFORMATION REQUIREMENTS OF CAREER SEEKERS IN KERALA IN RELATION TO INFORMATION RESOURCES AND SERVICES IN LIBRARIES”** has not been submitted for the award of any Degree, Diploma, Title or Recognition before.

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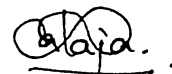
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## CERTIFICATE

I, Dr. Jalaja V., do hereby certify that this thesis entitled  
**“INFORMATION REQUIREMENTS OF CAREER SEEKERS IN  
KERALA IN RELATION TO INFORMATION RESOURCES AND  
SERVICES IN LIBRARIES”** is a record of bonafide study and research  
carried out by Sri. Dineshan Koovakkai under my supervision and guidance.

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**Dr. JALAJA V.**  
**(Supervising Teacher)**

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# INTRODUCTION

Introduction

Need and Significance of the Study

Statement of the Problem

Operational Definition of Key Terms

Objectives

Hypotheses

Methodology of the Study

Scope and Limitations of the Study

Organisation of the Report

Information is an indispensable resource for all human activities. In the present information society, the quality of life as well as prospects for social change and economic development depend increasingly upon information and its utilization (Martin, 1995)<sup>1</sup>. As information is a valuable input for social development, only those who utilize information effectively will ultimately be in the lead. It is a strategic resource in the modern society as capital is the strategic resources in the industrial economy.

The fortieth stanza of Jnana Yoga of Bhagavad Gita clearly states the need for knowledge (information) as:

*... the man who is ignorant; who has no faith, who is of doubting nature perishes. For the doubting soul, there is neither this world nor the world beyond nor any happiness (Radhakrishnan, 1974, 172)<sup>2</sup>.*

Information generated from different activities is recorded in different forms such as books, periodicals, research papers, technical reports, conference proceedings, dissertations, patents, standards, microforms, electronic media and the like. Those who need information are expected to consult one or more of these sources to get the required information apart from gathering information from informal channels. A person's dependence for information on a particular source or information channel is influenced by human psychology as well as the environment (Lalitha, 1995)<sup>3</sup>.

Customer oriented approach, design and evaluation are the founding pillars of any enterprise (Sridhar, 2002)<sup>4</sup>. Library and information centres as social institutions are ultimately meant to satisfy the information requirements of users. They are regarded now-a-days as high technology social institutions which have the responsibility of providing right information to the right clientele at the right time.

Providing information that a user wants, regardless of its format is the essential function of libraries. Hence, every library collection must be consciously developed and organized with its unique user community in mind. It does not simply mean the active user's persistent demand but the unexpressed demand of the potential customers as well (Faruqui, 1997)<sup>5</sup>. Libraries in information society are expected to provide new services and greater access to their resources so as to cater to the changing information requirements of their clientele.

The user is the key component of any information system. The success of an information system depends considerably on how best the system design is based on close and accurate understanding of the users. (Sridhar, 1990)<sup>6</sup>. Persons visiting the library to receive any library service may be termed as users. The community of users may comprise of different categories depending upon their nature of information need and the class they belong to. It is however difficult to identify mutually exclusive category of users (Kawatra, 1992)<sup>7</sup>.

The information needs, expectations, searching behaviour and methods of satisfying their needs are different among different user communities. The information activities of the users are determined by their socio-economic-

educational background, their own characteristics, behavioural pattern, reading habit, approaches to information and the various kinds of limitations (Lahiri, 1988)<sup>8</sup>.

Voigt (1961)<sup>9</sup> identified three types of information requirements. A further type of information requirement was added by the workers in the field later. Now it is commonly agreed by the information scientists that there are four types of information requirements which they call approaches to information. Current approach, everyday approach, exhaustive approach and catching up or brushing up approach are the four types of approaches to information.

The information requirement of a user to keep himself abreast of the current developments in his field of interest is known as current approach. Every day approach refers to the requirement for a specific piece of information. Exhaustive approach comes out of the need for all relevant literature or as much as possible on a subject and catching up or brushing up approach arises out of the need of users to have a brief but complete picture of a subject or topic (Guha, 1983)<sup>10</sup>.

In a library or information centre, the users are the last link or the recipients of information in the communication cycle. Hence, understanding the user requirements is a fundamental pre-requisite for libraries which aim at satisfying the information needs of the users which vary from user to user (Devarajan, 1995)<sup>11</sup>.

‘Know thy customer’ is the motto of any business enterprise. Accordingly, business enterprises conduct extensive market research for

introducing a new product or to forecast the future demand of a product. However, library/information centre being a non-profit organisation is yet to accept this rule of business in its true spirit (Garg, 2000)<sup>12</sup>.

Customer satisfaction or customer delight is the aim of business enterprises. The user being the key component of any information system, its prime concern will be user satisfaction. It is in turn related to user requirements which vary from person to person and according to the availability of resources and services in the right place, in the right time and in right amount. In order to serve the users in a better way by providing the required information in the least time, user requirements are to be understood by conducting thorough user surveys.

Even though the user is the most important component of the information communication system, information scientists had not given due consideration to this component (Guha, 1983)<sup>10</sup>. Systematic research and concern over the users and their information requirements are recent phenomena. Those who contributed significantly to the field of user studies include psychologists, behavioural scientists and others (Sridhar, 1990)<sup>6</sup>. Though recently, library and information science researchers have also contributed to a great extent to the field of user studies.

In the library field, most of the earlier user studies were based on the indirect methods like citation counting and examining library issue and reference records. Such studies were inadequate to reveal the actual requirements of the users. As a result direct methods such as information use and information gathering habit surveys were started to study the user requirements (Guha, 1983)<sup>10</sup>.

The late nineteen forties marked the actual beginning of user studies. Though some studies appeared in the fifties, the real large scale studies emerged in the sixties and seventies. Most of the earlier studies, however, were limited to United Kingdom and the United States of America. Only a very few studies were conducted in India before the eighties. The piecemeal studies conducted in India have been mostly local studies of a particular aspect of user behaviour. Though there have been some efforts to undertake user studies in the last twenty five years, the interest has been limited to obtain clues that will help to modulate present resources and services to meet the changing requirements of users (Kawatra, 1992)<sup>7</sup>.

It is apparent that various studies have been conducted in the last few years to analyse the information requirements of users in different libraries and environments. However, no much studies have been conducted to analyse the information requirements of career seekers though they need great amount of information.

Going to work is like breathing to a great majority of people in the world. Employment forms a considerable part of one's self image and personal identity (Thomas and Madigan, 1976)<sup>13</sup>. The fifth stanza of 'Karma Yoga' of Bhagavad Gita clearly states the importance of work as:

*... no one can remain for a moment without doing work; every one is made to act helplessly by the impulses born of nature* (Radhakrishnan, 1974, 133)<sup>14</sup>.

Each society has its vocational tradition. The caste based Indian social structure was in turn based on vocation. The society was divided according to the vocation as: Brahmana, Kshatriya, Vaishya and Shudra. After the advent of democracy the number and types of profession increased. This coupled with increasing population created the problem of choice and competition (Sharma, 1997)<sup>15</sup>.

In a state like Kerala where the educated unemployment problem is acute, choice and competition are of utmost importance. In such a state, it can be expected that there will be large demand for information about careers from the public at large. There is very little doubt that careers and related information will become an increasingly important resource.

Career seekers need information at various stages of their career search. They need information to know about the proper education and training for getting a job, to know about the job market, to find suitable employers, to know vacancy positions, to gain knowledge about preparing application forms and resumes, to prepare for various competitive examinations and to acquire interview / group discussion skills.

The agencies which provide career information in India to an extent at present include Pre-examination Training Centres (PETCs), University Employment Information and Guidance Bureaux, Specialised career guidance centres etc.

In the area of vocational guidance, the Employment Service through its vocational guidance units located in the employment exchanges and University Employment Information and Guidance Bureaux provides employment

counselling / career guidance facilities to career seekers. The Employment Service also brings out various materials such as career literature, occupational information etc.

The Pre-examination Training Centres which are promoted by the Social Welfare Department aim at developing human resource among the weaker sections. Coaching programmes are being arranged by these centres for various competitive examinations.

There are innumerable career guidance centres in the private sector. Most of them with their attractive advertisements try to make an impression that candidates are sure to get through the competitive examinations by attending classes conducted by them. There is no doubt that there are some reputed career guidance centres in the private sector. But most of them are concentrated in towns and cities which makes it impossible for the majority of the career seekers to get their service. Motivated by profit, most of these private centres charge very high fee for their services as well.

The above mentioned agencies, however, are not actually providing career information service to the fuller extent. They also suffer from poor information back up. It can be stated beyond doubt that no such centre can provide full fledged career information service as a library can. A library with its resources and professionally qualified personnel can provide information service to career seekers in a better way than any other agency (Turner, 1979)<sup>16</sup>.

Libraries have a dominant role in assisting the career seekers by providing relevant materials and services at different stages of their career search. Information is required for the active job searching as today's labour

market is highly complex. Well planned libraries will be in a prime position in the delivery of career and job sources and services which can help the stranded job seekers in the highly complex job market (Anderson, 1992)<sup>17</sup>.

Libraries are the logical service providers and librarians are the logical resource persons to enhance the delivery of required career information. Librarians are in a better position of being aware of the career resources than any other career professional.

By understanding the labour market and the employment trends, libraries can develop strong collections in career sources to provide much of the information required by the career seekers. In the process of providing such information the library, as a social institution can enhance its reputation within the community (Anderson, 1992)<sup>17</sup>.

Effective career information service requires that libraries have up-to-date material. Knowledge of the labour market, proper understanding about the exact user requirements and efficient system of imparting information are also of utmost importance in providing career information. It requires a combination of strong core collection of career information materials, knowledgeable library professionals and library sponsored programmes such as career guidance and marketing of services.

In the United States, Great Britain and other European countries, public and academic libraries consider career information service as one of their major services. Specialist career libraries function under many local authorities in the United Kingdom beyond the scope of their public library system. Experimental

job libraries have been set up in high street locations such as East Bourne, Edinburgh and Wrexham (Turner, 1979)<sup>16</sup>.

In the United States, Education, Job and Career Information Centres (EJICs) work in public libraries to serve the job seekers and career chargers. Many of these centres were started by the grants by the W.K. Kellogg Foundation. Ohio Public Library's InfoPLACE (Information Public Library Adult Career Education) is one of the most comprehensive EJICs in America (Durrance et al., 1993)<sup>18</sup>.

Education, job and career information centres in America have sprung up in the places where unemployment, lay offs or other employment problems have had serious impact on society. Such centres have great importance in Indian situation also. Such services have much more importance in Kerala where the educated unemployment problem is very crucial.

## **2. NEED AND SIGNIFICANCE OF THE STUDY**

The studies of user requirements and user satisfaction are of recent Origin. Various studies have been conducted, though recently, to analyse the information needs and seeking behaviour of different user communities especially in special library environment. However, no serious study was conducted especially in Kerala to analyse the information requirements of career seekers.

In a state like Kerala, where the problem of educated unemployment is very crucial, almost every one of the educated unemployed is engaged in the preparation of some kind of competitive examinations for acquiring a job. The traditional education system is creating more and more frustration among the

majority of students who realise that the academic degrees are becoming worthless bits of paper in the present dynamic socio-economic scenario.

Despite the fact that Kerala has the highest rate of literacy in the country, the number of candidates coming out successful in all India tests like the civil service examinations is very low. The employment opportunities are very limited compared to the bulk of potential candidates in Kerala. As a result, the unemployed as well as the underemployed have to prove their mettle by competing with their counterparts having equal or even higher qualifications and capacity. Hence, it can be assumed that they are dependent on libraries more than any other group of users who have different information requirements.

However, most of the libraries are still to recognize the career seekers as a dominant group of actual as well as potential users. The information requirements and searching behaviour of this group are different from those of other groups who have definite and well-defined information needs.

Though still unrecognized, the career seekers are potential information seekers who need extensive library service (Anderson, 1992)<sup>17</sup>. The essential pre-requisite for providing relevant information services to career seekers is to understand the actual information requirements of this group. Thus, this study is of great importance as it aims at understanding the information requirements of career seekers.

Libraries which try to provide all the information needed by the career seekers require a lot of resources. Most of the agencies providing career information suffer from poor information back up (Turner, 1979)<sup>16</sup>.

As the study aims at analysing the availability of materials and services in libraries to cater to the needs of the career seekers, it is expected to reveal the strength and weakness of the libraries in this area. This will help the library administrators to strengthen or modify the existing collection and services targeted towards these users.

Use of library resources and services is a true indicator of the user requirements. Libraries need to develop a strong service capacity for career seekers. The study is expected to bring out the extent of use of various documents and services in the library which in turn will reveal the relevance of the resources and services to career seekers in the library.

In order to satisfy the information needs of the users, the library collection must be adequate in terms of quantity, quality and currency (Sam, 1996)<sup>19</sup>. The study is aimed at revealing the adequacy of information resources and services in libraries. Thus the study will help the libraries to strengthen the collection and services where inadequacies are found, in order to provide better satisfaction to the career seekers.

The barriers to information access may prevent the career seekers from getting the required information in the right amount. As the study is aimed at understanding the barriers to information access, the study is expected to help the library administrators to reduce the barriers to give maximum satisfaction to the career seekers.

User satisfaction is of utmost importance in any library / information centre. The level of user satisfaction indicates the performance of the library. While measuring the user satisfaction of career seekers, the study is expected to

bring out how well the library serves the career seekers. This will in turn help the libraries in making improvement in collection, services and the environment if necessary.

In providing comprehensive resources and services, libraries have to consider their space, budget, staff, administrative commitment etc. In India, libraries are always the last to get new investment in space, staff and equipment. At the same time they are the first when budgetary cuts are required to be applied (Haravu, 1988)<sup>20</sup>. It is a fact that without raising revenue on their own, most of the libraries cannot survive in the changing circumstances. Carefully designed information products which cater to the actual needs of the career seekers will be potential marketable products which can earn revenue to libraries. The study is expected to help the library authorities to design appropriate career information products / services which will earn them revenue.

Thus the study is of great importance in understanding the information requirements of one of the most significant groups in the society. It will help the library / information professionals to serve the community of career seekers in a better way. It will also be helpful to the library administrators in collection building and raising revenue to libraries.

### **3. STATEMENT OF THE PROBLEM**

The problem of the present study is entitled as: INFORMATION REQUIREMENTS OF CAREER SEEKERS IN KERALA IN RELATION TO INFORMATION RESOURCES AND SERVICES IN LIBRARIES”.

## 4. OPERATIONAL DEFINITION OF KEY TERMS

The key terms of the problem are:

- 4.1. Information requirements
- 4.2. Career seekers
- 4.3. Kerala
- 4.4. In relation to
- 4.5. Information resources
- 4.6. Services
- 4.7. Libraries

### 4.1. Information Requirements

Longman dictionary of contemporary English (1978, 574)<sup>21</sup> defines information as “some thing which gives knowledge in the form of facts” and requirement as “something needed” (Longman dictionary of contemporary English, 1978, 940)<sup>22</sup>.

According to Sridhar (1990, 65)<sup>23</sup> information requirement refers to “a look out for a sort of relevance of information to a given user and to his areas of concern and interests, likes and dislikes”.

In the present study, information requirements refer to the seeking of materials and services which communicate necessary knowledge needed by the career seekers.

## **4.2. Career Seekers**

The Oxford English dictionary (1933, 117)<sup>24</sup> defines career as a “course of professional life or employment, which affords opportunity for progress or advancement in the world” and seeker as “a searcher, an explorer, one who endeavours to find something hidden or lost” (The Oxford English dictionary, 1933, 390)<sup>25</sup>. Thus career seekers mean the persons who search for a profession or employment.

In the present context, career seekers mean, the unemployed people who search for some kind of employment.

## **4.3. Kerala**

The southern state of India which is known by this name.

## **4.4. In relation to**

According to Longman dictionary of contemporary English (1978, 931)<sup>26</sup> in relation to means “concerning” or “with regard to”. The dictionary meaning holds good in the present study also.

## **4.5. Information Resources**

The word resource means “stock or reserve upon which to draw when necessary”. (The World Book dictionary, 1981, 1779)<sup>27</sup>.

In the present study, information resources mean, materials printed or otherwise, which give necessary knowledge regarding career options and opportunities and which provide knowledge to career seekers.

#### 4.6. Services

Longman dictionary of contemporary English (1978, 1016)<sup>28</sup> defines service as “an act or job done in favour of some one”.

In the present study services refer to any kind of help given in libraries to career seekers at any stage of his/her search and preparation for employment.

#### 4.7. Libraries

Harrod (1971, 378)<sup>29</sup> defines library as a place, building, room or rooms set apart for keeping and use of collection of books etc.

The definition holds good in the present study.

### 5. OBJECTIVES

The following are the objectives of the study.

- 5.1. To find out the level of requirement of career seekers for information resources and services.
- 5.2. To find out whether there exists any significant difference in the levels of requirements for information resources and services of different categories of career seekers on the basis of type of library using, gender, qualification and place of residence.
- 5.3. To find out the level of availability of information resources and services in libraries.
- 5.4. To find out whether there exists any significant difference in the levels of availability of information resources and services in different types of libraries.

- 5.5. To find out the level of use of library resources and services by career seekers.
- 5.6. To know whether there exists any significant difference in the levels of use of resources and services of different categories of career seekers.
- 5.7. To understand the level of adequacy of resources and services of libraries.
- 5.8. To find out whether there exists any significant difference in the levels of adequacy of resources and services among the career seekers using different types of libraries.
- 5.9. To know the major barriers to information access.
- 5.10. To know the level of satisfaction of career seekers with regard to the resources and services of libraries.
- 5.11. To find out whether there exists any significant difference in the levels of satisfaction of different categories of career seekers.

## **6. HYPOTHESES**

The following are the hypotheses of the study.

- 6.1. The level of requirements of career seekers for information resources and services is significantly high.
- 6.2. There exists significant difference in the levels of requirements of career seekers in different categories.
- 6.3. The level of availability of information resources and services is significantly high.

- 6.4. There exists significant difference in the levels of availability of information resources and services in different types of libraries.
- 6.5. The level of use of library resources and services by the career seekers is significantly high.
- 6.6. There exists significant difference in the levels of use of resources and services of different categories of career seekers.
- 6.7. The level of adequacy of information resources and services is significantly high.
- 6.8. There exists significant difference in the levels of adequacy of resources and services of different types of libraries.
- 6.9. The level of satisfaction of career seekers in the resources and services of libraries is significantly high.
- 6.10. There exists significant difference in the levels of satisfaction of different categories of career seekers.

## **7. METHODOLOGY OF THE STUDY**

A brief description of the methodology of the study is given below.

### **7.1. Sample Used**

The sample of career seekers for the study was taken from five university libraries, twelve college libraries (three each from four affiliating university areas out of which one is a professional college) and six public libraries (two each from North Kerala, Central Kerala and South Kerala). The final sample is 1039 career seekers in Kerala.

## **7.2. Variables**

The variables of the study are:

- 7.2.1. Requirements of career seekers,
- 7.2.2. Availability of information resources and services in libraries,
- 7.2.3. Use of library resources and services,
- 7.2.4. Adequacy of information resources and services,
- 7.2.5. Barriers to information access and
- 7.2.6. Satisfaction with regard to the resources and services of libraries.

The following are the classificatory variables.

- a) Type of library,
- b) Gender of career seekers,
- c) Qualification of career seekers and
- d) Place of residence of career seekers.

## **7.3. Tools Used for Data collection**

The required data was collected using the following tools constructed by the investigator.

- 7.3.1. Questionnaire on the Career Seekers' Sources of Information
- 7.3.2. User Satisfaction Scale for Career Seekers.

#### **7.4. Statistical Techniques used for Analysis**

The following statistical techniques are used to analyse the data to arrive at conclusions and to test the hypotheses.

7.4.1. The percentage analysis

7.4.2. The z-test for significance

7.4.3. Chi-Square test (The level of significance was obtained by finding out the p-value).

7.4.4. The t-test for the difference between the mean score and the neutral value.

7.4.5. The t-test for the difference between mean scores.

#### **8. SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to explore the information requirements of career seekers in relation to information resources and services in libraries. The unemployed youths need to know about the educational opportunities available to them for getting employment and the various employment opportunities open to them. They should also prove their mettle in the competitive examinations and interviews as they are part of selecting candidates for different jobs. Hence the study aims at understanding the various information requirements related to the information resources and services.

Serious preparation for the competitive examinations and interviews / group discussions involves thorough library use. Thus the availability of library resources and services, their use, adequacy, different barriers to information access and user satisfaction come under the study.

The area of the study is limited to the geographical area of Kerala. This is because of the nature of unemployment in the state. The unemployment problem is crucial among the educated youths in this state.

Many posts in government, quasi-government and private sectors require a minimum qualification of graduation. Hence, those who have at least a Bachelor's Degree are included in this study.

The study is conducted on a sample of 1039 unemployed people. It is neither feasible nor possible to take all the unemployed in the state for this study. Thus a representative sample from all strata is taken.

The sample is selected from the unemployed graduate users of public, college and university libraries. Special libraries are excluded from the scope of this study since they have no much role in providing career related information.

## **9. ORGANISATION OF THE REPORT**

The main body of the report is organised in five chapters. The preliminary part, bibliography and appendices are also given at appropriate places. The main body of the report is organised as detailed below.

The first chapter constitutes 'Introduction' which contains a brief outline of the problem, need and significance of the study, statement of the problem, operational definition of key terms, objectives, hypotheses, methodology of the study, scope and limitations of the study and organisation of the report.

‘Review of related literature’ is dealt with in the second chapter. This chapter overviews the related studies.

‘Methodology’ forms the third chapter which describes the variables of the study, objectives, hypotheses, tools used for data collection, sample used for the study, sampling technique used, sample size, data collection procedure, consolidation of data and statistical techniques used.

The fourth chapter is ‘Analysis’. This chapter presents the detailed analysis of data using different statistical techniques and summary of the findings.

The fifth chapter ‘Summary, conclusion and suggestions’ presents the methodology in retrospect, major findings, conclusion, tenability of hypotheses, implications and suggestions and suggestions for further research.

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## REVIEW OF RELATED LITERATURE

Adequate familiarity with the studies which have already been conducted is a fundamental pre-requisite for pursuing any research work. It is necessary to understand how the researchers had approached the concept and what results they had obtained.

The researcher gets proper direction from the related studies which had been conducted earlier. Review of related literature will help to pursue the research in a systematic and scientific manner. In order to avoid duplication of work as well, proper literature survey is necessary.

The present study is an investigation of information requirements of career seekers related to the information resources and services in libraries. Relevant studies on career seekers in general and user studies conducted in university, college / institutions and public libraries are included here.

Line (1963)<sup>1</sup> conducted a study on the attitude of the students to university library at Southampton University. The study revealed that women users used the library more than the men users. The study also revealed that there were several deficiencies and problems in the library policy.

Line (1966)<sup>2</sup> conducted a survey of the attitude of the students to the library of Southampton University using questionnaire on a sample of 322 undergraduates. The survey revealed that the attitude of the Southampton University students had changed for the better. Women students used the library more than their male counterparts. The social science students showed remarkable improvements in the use of the library.

Clements (1967)<sup>3</sup> reported the result of a survey conducted by the Office for Scientific and Technical Information on the use made of 33 public reference libraries in England, Scotland and Wales by distributing questionnaires. The responses of 25990 persons visiting the libraries and 3295 responses of telephone, telex and postal enquirers were analysed. The result of the study indicated that public libraries were an important source of general, technical and commercial information to a wide range of users. As sources of useful information, general directories and yearbooks were the most important. In answering telephone and postal enquiries library staff also made considerable use of abstracts and bibliographies. More recent documents were used more.

Bhushan (1972)<sup>4</sup> in his survey conducted on 252 undergraduate and postgraduate students of I I T, Delhi by using questionnaire found out that the senior students used the library more. The library collection was inadequate to the senior students. However, the majority of the junior students opined that the collection was completely adequate.

Panwar and Vyas (1976)<sup>5</sup> conducted a survey on the users of the libraries of Indraprastha College and Laxmi Bai College, Delhi by distributing questionnaires to 340 users and interviewing selected users. The study revealed that the text book and periodical collections were adequate in both the libraries but the reference collections were inadequate.

Onadiran and Onadiran (1986)<sup>6</sup> examined the opinion of 1842 students of Ahmadu Bello University Library regarding their library use by distributing questionnaires. The study revealed that the majority of the students used the

library for study. The most important reason for dissatisfaction of the users was non-availability of needed books.

Kawatra (1988)<sup>7</sup> undertook a study with a sample of 109 research scholars of three universities of Rajasthan to find out the impression of research scholars about the concerned university libraries. The study revealed that there existed significant difference in the attitude of scholars towards the use of periodicals in different universities. The resources and services of libraries were found inadequate to meet their needs.

Lahiri (1988)<sup>8</sup> conducted a survey among 162 users of the periodical section of the Manipur University Library to identify their information seeking behaviour. The study also aimed at examining the factors which influenced the users to formulate their information seeking behaviour. The study found out that the majority of the users of the library were not satisfied with the periodical section of Manipur University Library. The study also revealed that living pattern, motives and attitude were the factors that influenced the users' information seeking behaviour.

Malumfashi (1989)<sup>9</sup> made a study to examine the users' feeling over the services and collections of the public libraries. The study was conducted on a sample of 320 library users using questionnaire method. The survey revealed that the majority of the users were not satisfied with the collection. On the other hand services and facilities were found satisfactory.

Malhotra (1990)<sup>10</sup> studied the role of faculty in promoting library use by postgraduate students. The study was conducted on a sample of 371 postgraduate students of Haryana Agricultural University and Panjab

Agricultural University. The study revealed that teachers of postgraduate students did not contribute positively to the use made by the library by postgraduate students. The study also revealed that postgraduate students of both the universities did not know exactly what to expect from the library.

Malhotra (1990)<sup>11</sup> made a study on the relationship between the adequacy of library collection and the quantum of daily library use. The study was conducted among the postgraduate students of Haryana Agricultural University using a three point scale. Two types of variables – independent and dependent – were taken. Adequacy of library resources was taken as the independent variable and the library use was taken as the dependent variable. To find out the relationship, Spearman's rank correlation was used. The result of the study showed that there existed a low but positive correlation between adequacy of library resources and daily library use.

Ogunrobi (1992)<sup>12</sup> made a study of the extent to which books sought were physically available, taking a sample of 200 medical students of the University of Ilorin, using questionnaire. Respondents were asked to state whether the titles sought were found or not in the library. The result of the study showed that the majority of the titles were found on the shelves. The reasons for the non-availability of the remaining titles were that they were either in circulation or misshelved in the library. A small percentage of books were unavailable because they were in bindery.

Mallaiah and Badami (1993)<sup>13</sup> in their study attempted to find out the use of information service facilities of the Mangalore University Library. Questionnaires were distributed among the selected research scholars of the

university to collect the required data which was further supplemented by informal interviews. The study came to the conclusion that the majority of the respondents visited the library with the purpose of consulting periodicals, books, newspapers, magazines and reference documents. It identified that textbooks, encyclopaedias, dictionaries, newspapers and magazines were sufficient to meet the academic and research needs. However periodicals and report literature were found inadequate. Like wise Current Awareness Service, Inter Library Loan and Reprographic Service were found unsatisfactory.

Nwokocha (1993)<sup>14</sup> conducted a study on a sample of 199 readers in Owerri and Umuahia public libraries (Nigeria) about the utilization of library resources, using questionnaire. The study found out that the majority of the users were students preparing for various examinations. Most of them visited the library to read their personal books and not to borrow books from the library. Only a few were using reference books and audio-visual materials. Ignorance of the existence of the resources was the main reason for the non-use of the resources.

Satyanarayana (1993)<sup>15</sup> conducted a study of the use of periodicals by the users of Andhra University Library. The users were asked to write their name, department, status and the title of the periodical they had referred in the ledger book provided. The loose issues of periodicals borrowed for home reading also were considered. The study revealed that about 1500 readers visited the library daily. However, the utilization of periodicals was poor.

Jasmer Singh and Hari Singh (1993)<sup>16</sup> conducted a study of the use of Panjab University Library, Chandigarh on a sample of 100 postgraduate students, research scholars and teachers using questionnaire. The result of the study indicated that the majority of the users were satisfied with the lending service, reference service, indexing and abstracting services, catalogue facility and reprographic service. However, only 50 percent were satisfied in the periodical service.

Abifarin (1994)<sup>17</sup> in a study examined the information seeking behaviour of agricultural students in selected Nigerian universities. To determine the extent of information seeking by the students, questionnaires were distributed among 1983 students in five universities undergoing agricultural courses of which 993 were responded.

The study brought out the fact that students made less use of the library. After attending formal lectures, most of them first turned to their lecturers for further information rather than to library. They had no idea about systematic library use. The study also revealed that most Nigerian undergraduates had little or no exposure to library use before entering the universities. Most of them had no idea of consulting the catalogue.

Singh (1994)<sup>18</sup> in the user oriented study of Indian Institute of Technology (I I T) libraries' collection and services made an attempt to explore the usefulness and adequacy of information sources. The data were collected from the users of I I T libraries using questionnaire and interview methods.

The study brought out that periodicals, reference books and text books were the most used categories of documents and they had been adequately represented in the collection. Among the services provided by the libraries, circulation had been ranked first followed by photocopying and reference services.

Doraswamy and Pulla Reddy (1995)<sup>19</sup> conducted a study of the use of photocopying service in Sri Venkateswara University Library by analysing 1067 photocopying requisition forms maintained by S.V. University Library. The study revealed that research scholars were using the service more intensively compared to faculty members and students. The users of non-science disciplines were using this service much more than the users of science and engineering disciplines. Books were mostly used for photocopying as compared to periodicals. Books and periodicals published in English were mostly photocopied as compared to other languages. Latest volumes of books and periodicals were used for photocopying.

Singh (1995)<sup>20</sup> in her survey of I I T Library, Madras found that lending, reference, bibliographical, current awareness and photocopying services were useful to the majority of the faculty members. Among the students, lending, reference and photocopying services were found useful to the majority. The majority of the users assessed the physical facilities, collection, organization of collection, services and attitude of the library staff towards users as good.

Adedibu and Adio (1997)<sup>21</sup> investigated the information needs and information seeking patterns of medical students at Ladoke Akintola University

of Technology, Nigeria. The study revealed that the medical students spent several hours in the library to consult books, journals and newspapers. However, the small size of the library made it difficult to use the library for several hours. Being less oriented to the library, the students always sought assistance of the library staff.

Childers (1997)<sup>22</sup> conducted an exploratory study of the use of reference collection and staff in Santa Monica Public Library, California by interviewing 57 users. The study revealed that the most important topics inquired about include magazines and publishers' addresses and civil service job descriptions. The study also revealed that the users who do not ask for staff help ordinarily had a known source in mind. Those who received professional help found the information more useful.

Andaleeb and Simmonds (1998)<sup>23</sup> in their study on the students using Behrend College Library, the Nash Library of Gannon University and the Hammermill Library of Mercyhurst College studied the aspects of user satisfaction with regard to academic libraries. For the study, 210 questionnaires were distributed out of which 188 were completed and returned. The result of the study revealed that the resources and behaviour of the library staff were the most important determinants of user satisfaction. User satisfaction was achieved only through high quality service.

Clougherty et al. (1998)<sup>24</sup> studied the undergraduate user needs by taking a sample of 1790 randomly selected undergraduate users of the University of Iowa libraries out of which 707 responded. Out of the 707 returned questionnaires 656 were usable. The results revealed that the majority

of the undergraduates used the main library. The most important purposes for the use of the library were study, taking photocopies and borrow books, magazines and journals. The majority of them sought assistance from the library staff. The majority of the respondents were satisfied with the resources and services of the libraries.

Onadiran (1998)<sup>25</sup> examined the opinion of 3766 students regarding their use of Ahamadu Bello University Library using questionnaire. The study revealed that the use of the library was not much encouraging. Only a few borrowed books and consulted the reference materials. The result reflected the poor state of the library collection.

University of Virginia Library (1998)<sup>26</sup> conducted student survey concerning the university library administered through a web form. Out of the sample of 1500 students 740 responses were received. The survey revealed that a great majority of the students spent at least 2.5 hours in the library each week. Overall satisfaction with the university library was 3.93 (on a scale of 1 to 5) which is higher than the middle level of 3.

Boakye (1999)<sup>27</sup> reported the result of a survey undertaken by the University of Science and Technology, Ghana to determine the extent to which students, lecturers and research fellows were aware and made use of the science and technology collection. The data were collected from 642 respondents (out of which 596 responded) by distributing questionnaires. Data were collected from librarians as well. The result revealed that many of the students, lecturers and research fellows were not aware of some available collections relevant to their studies, teaching and research. In addition to this, many of the students, lecturers and research fellows did not use the library at all.

Julien (1999)<sup>28</sup> in her survey on Canadian adolescents tried to investigate the helpfulness of various information sources and the barriers faced by them in information seeking for career decision making. The data were collected from 399 adolescents using open ended questionnaire and interview. The study revealed that parents, siblings, other family members, family friends, peers, guidance counsellors, teachers, school and public library resources, mass media and government career centres were helpful in career decision making. The most important barrier faced by them for information seeking was information scatter. Availability of sources, lack of knowledge about the sources and lack of confidence also hindered the adolescent career decision making.

Ocholla (1999)<sup>29</sup> reported the result of the information seeking behaviour of academics in South African Universities with special reference to University of Zululand. The study was conducted through a survey of 105 respondents. It revealed that academics mainly needed information for career development and occupational and professional needs. University libraries played a pivotal role in information access by the academics.

Singh (1999)<sup>30</sup> studied the user awareness and usefulness of various types of readers' services in IIT Library, Kharagpur using questionnaires. The study revealed that users were aware of the services like lending, reference, bibliographical and photocopying, but unaware of the specialised services like Current Awareness, Selective Dissemination of Information, indexing/abstracting and translation. Photocopying service, lending service, reference service and bibliographical service were found useful. Most of the users were satisfied in the collection and services of the library.

Singh (1999)<sup>31</sup> reported the result of the survey conducted on the users of I I T, Kanpur Library to examine the users' assessment of the library collection and services. The result revealed that the majority of the users rated the library collection, services and attitude of the library staff as good. The library services also were found satisfactory. The users pointed out the need for improvement in photocopy service.

Smith (1999)<sup>32</sup> compared the data from Westminster libraries on membership, borrowing frequency and stock use with significant studies of public library use for the last 50 years. The study examined the extent of public library use and social and demographic factors influencing use. The study revealed that the aspects of public library use remained constant over the last 50 years. Public libraries were used principally for leisure, for borrowing recent fiction, for useful non-fiction related to immediate life interests and for Pop music. The study also revealed that more educated persons used the library more and women used the library more than men.

Wall and Williams (1999)<sup>33</sup> undertook a study at Cardiff University, UK, of the effect of loan periods on the utilization of short loan books. The result revealed that the use of one day loan copies occurred especially when all one week loan copies were in use. Some potential users were reluctant to use one day loans at all. Users preferred one week loan copies and were reluctant to use one day loan copies.

Tadasad and Talikoti (2000)<sup>34</sup> in their study of the awareness and utilization of resources, services and facilities of City Central Library, Gulbarga found that a significant portion of the users were unaware of the resources,

services and facilities. It was found that resources and services were made use of by a large majority of the users who were aware of the resources and services. It was also found that the majority of the users were satisfied in the services and facilities of the library. The study was conducted on a sample of 229 users, using structured questionnaire.

University of Memphis Libraries (2000)<sup>35</sup> conducted a survey on 1085 undergraduate student users of the library. The study revealed that most of the library resources were used between once a semester and once a month. The majority of the respondents were satisfied with the library resources. The most used resources / services were books, periodicals, electronic databases, internet and e-mail.

Verma (2000)<sup>36</sup> in a study on a sample of 230 pre-employment candidates of public sector banks found that the most popular information sources were competition books and magazines. According to the majority of the candidates, there was no library/information centre/information service/information system for pre-employment candidates. The majority of the pre-employment candidates expected circulation service, reference service, advisory service and reprographic service from the library/information centre. The data were collected using structured questionnaire method from the sample selected using simple random sampling method.

Simmonds and Andaleeb (2001)<sup>37</sup> conducted a study on the students using different academic libraries regarding the links between the service quality factors, resources and user characteristics to library usage. The study revealed that females used the library more than males. Those who were more familiar with the library used the library more. The quality of the library

resources and physical appearance of the library contributed much to the use. Responsiveness, competence and behaviour of the staff did not have significant effect on library usage.

Lohar and Kumbar (2002)<sup>38</sup> evaluated the use of Sahyadri College Libraries in Shimoga, Karnataka by administering questionnaires to 91 teachers. The use of library resources, classification and catalogue, library services and physical facilities were analysed. The study revealed that the majority of the teachers visited the library for consulting textbooks and reference books, to read newspapers and popular magazines and to acquire general and current information. The study found out that the subject periodicals were not adequate to meet their needs. Classification and catalogue were easy and helpful. The majority of the respondents were satisfied with the lending procedure. Physical facilities were not found adequate to the users.

Omoniyi (2002)<sup>39</sup> investigated the use of public, academic and special libraries by adult educated elites in Ilorin, Nigeria. The study revealed that many of the educated adults used the library when they want to find job vacancies.

Siddiqui (2002)<sup>40</sup> surveyed the adequacy and use of collection in Jawaharlal Nehru University Library by distributing questionnaires on 303 randomly selected users out of which 177 responses were received. The problems of using the resources were also analysed. The study revealed that the collection was not adequate. The users found the classification and catalogue difficult to use. However, they used the collection extensively.

Misplacement of documents, gaps in periodicals, documents issued out to faculty members for a long period and documents sent for binding created problems in the optimum use of the library collection.

Albert Sloman Library (2003)<sup>41</sup> in the survey of library services conducted on a sample of 56 undergraduate and postgraduate students found that the majority felt good/very good regarding the availability of books/periodicals. The borrowing facility, opening hours, provision of study places, provision of personal computers, helpfulness of library staff, usefulness of library printed guides and sign posting were also found good / very good.

Griffith University Library (2003)<sup>42</sup> conducted a materials availability survey by distributing questionnaires among 1785 users. The analysis of 854 responses revealed that the materials were immediately available to the majority (66 percent).

Lingnan University Library (2003)<sup>43</sup> analysed the responses of 477 valid responses collected in 2003. The survey revealed that there was an increase in the user satisfaction. The average score for all questions increased from 3.50 in 2002 to 3.54 in 2003 (for possible score 1 to 5).

Naushad Ali and Hasan (2003)<sup>44</sup> conducted a survey of the use of electronic information service by the users of IIT Library, Delhi by distributing questionnaires to 450 users of the library out of which 396 responded. The study revealed that most of the users visited the library for borrowing books, searching CD–Rom and browsing internet. Most of the students were using internet for study / research purpose. The majority of the users were satisfied with the CD–Rom service, photocopying service, internet, OPAC and ERL.

Nikam and Rajashekara (2003)<sup>45</sup> in their study in two branches of public libraries in Mysore city conducted on 200 users using questionnaire revealed that the majority of the users of public libraries used them for the purpose of reading and general knowledge. Newspapers and magazines were highly used by them.

Sajeev (2003)<sup>46</sup> studied the use of library resources by postgraduate students of Government Victoria College, Palakkad on a sample of 210 students using questionnaire, interview and observation methods. The study revealed that students visited the library to consult books, read newspapers and borrow books. Physical facilities and services provided by the library were found adequate.

Salaam (2003)<sup>47</sup> conducted a study on 246 undergraduates regarding the use of Nimbe Adedipe Library of the University of Agriculture using questionnaires. The study revealed that students used the library mostly for preparing for their examinations and writing class assignments. The major barrier to the use of the library was long distance between the campus and the town where most of the students reside.

Tadasad, Maheswarappa and Alur (2003)<sup>48</sup> studied the use of internet by undergraduate students of engineering on a sample of 193 students by distributing questionnaires. The study revealed that the use of internet among the undergraduate students were limited to recreational purpose. The students had not realized the potential of internet in supporting curricular requirements, searching subject data bases, searching catalogues of libraries, accessing e-documents, career information, on-line learning etc.

## CONCLUSION

The studies reviewed in this chapter enable the investigator to conclude that:

1. Most of the studies were conducted in a limited environment such as a single library or locality.
2. The studies on career seekers were very few.

As the investigator could not find a worth while study on the information requirements of career seekers in Kerala, it is hoped that this study will be a valuable contribution in the field of library and information services.

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## METHODOLOGY

Variables

Objectives

Hypotheses

Tools Used for Data Collection

Sample Used for the Study

Sampling Technique Used

Sample Size

Data Collection Procedure

Consolidation of Data

Statistical Techniques Used

Methodology refers to the totality of procedures followed by the investigator to make the study scientific and valid to the maximum extent possible. The success of any research depends on the method adopted and the tools and techniques used for data collection and analysis. The nature of the problem and the kind of data needed for its solution determine the method of the study.

The present study is an investigation to understand the information requirements of career seekers in relation to information resources and services in libraries. The methodology followed for the study is described under the following headings.

1. Variables,
2. Objectives,
3. Hypotheses,
4. Tools used for data collection,
5. Sample used for the study,
6. Sampling technique used,
7. Sample size,
8. Data collection procedure,
9. Consolidation of data and
10. Statistical techniques used.

## **1. VARIABLES**

The study is an attempt to find out the information requirements of career seekers in relation to information resources and services in libraries. The following are the variables taken for the study.

- 1.1. Requirements of career seekers,
- 1.2. Availability of information resources and services in libraries,
- 1.3. Use of library resources and services,
- 1.4. Adequacy of information resources and services,
- 1.5. Barriers to information access and
- 1.6. Satisfaction with regard to the resources and services of libraries.

The following are treated as classificatory variables.

- a) Type of library,
- b) Gender of career seekers,
- c) Qualification of career seekers and
- d) Place of residence of career seekers.

## **2. OBJECTIVES**

The following are the objectives of the study.

- 2.1. To find out the level of requirement of career seekers for information resources and services.

- 2.2. To find out whether there exists any significant difference in the levels of requirements for information resources and services of different categories of career seekers on the basis of type of library using, gender, qualification and place of residence.
- 2.3. To find out the level of availability of information resources and services in libraries.
- 2.4. To find out whether there exists any significant difference in the levels of availability of information resources and services in different types of libraries.
- 2.5. To find out the level of use of library resources and services by career seekers.
- 2.6. To know whether there exists any significant difference in the levels of use of resources and services of different categories of career seekers.
- 2.7. To understand the level of adequacy of resources and services of libraries.
- 2.8. To find out whether there exists any significant difference in the levels of adequacy of resources and services among the career seekers using different types of libraries.
- 2.9. To know the major barriers to information access.
- 2.10 To know the level of satisfaction of career seekers with regard to the resources and services of libraries.
- 2.11. To find out whether there exists any significant difference in the levels of satisfaction of different categories of career seekers.

### 3. HYPOTHESES

The following are the hypotheses of the study.

- 3.1. The level of requirements of career seekers for information resources and services is significantly high.
- 3.2. There exists significant difference in the levels of requirements of career seekers in different categories.
- 3.3. The level of availability of information resources and services is significantly high.
- 3.4. There exists significant difference in the levels of availability of information resources and services in different types of libraries.
- 3.5. The level of use of library resources and services by the career seekers is significantly high.
- 3.6. There exists significant difference in the levels of use of resources and services of different categories of career seekers.
- 3.7. The level of adequacy of information resources and services is significantly high.
- 3.8. There exists significant difference in the levels of adequacy of resources and services of different types of libraries.
- 3.9. The level of satisfaction of career seekers in the resources and services of libraries is significantly high.
- 3.10. There exists significant difference in the levels of satisfaction of different categories of career seekers.

## 4. TOOLS USED FOR DATA COLLECTION

Appropriate tools are necessary for collecting the required data. Hence, constructing the tools is an important task of an investigator. In the present study, the investigator, with the help of his guide and experts, has constructed the following tools for data collection.

4.1. Questionnaire on the Career Seekers' Sources of Information.

4.2. User Satisfaction Scale for Career Seekers.

### 4.1. Questionnaire on the Career Seekers' Sources of Information

It has been observed by the investigator that career seekers need information at various stages of their career search. Informal interviews with the career seekers and literature published in career journals reveal that career seekers require different types of information at the following stages.

- a) Career selection stage,
- b) Stage of finding out appropriate education and training opportunities,
- c) Stages of searching for career advertisements and sending application and
- d) Stages of preparation for competitive examinations, interviews and group discussions.

Every career seeker has to go through one or more of these stages before getting a placement. The questionnaire is drafted considering the requirements of the career seekers at these stages.

This questionnaire is prepared by the investigator with the help of his guide and experts in the field and literature available, to measure the following.

- 4.1.1. Requirements of career seekers,
- 4.1.2. Availability of information resources and services in libraries,
- 4.1.3. Use of library resources and services,
- 4.1.4. Adequacy of information resources and services and
- 4.1.5. Barriers to information access.

#### **4.1.1. Requirements of career seekers**

The first part of the questionnaire consists of the resources and services required by the career seekers at different stages of their career seeking. The investigator included the items related to the resources and services required by the career seekers to know the level of requirement. The items related to the requirements of resources and services at different stages of the career seekers are included in this part.

#### **4.1.2. Availability of Information Resources and Services in Libraries**

In this part questions related to the availability of resources and services in libraries are included. The questions were prepared with the view to understand how far the resources and services required by the career seekers at different stages of their career search are available in libraries.

#### **4.1.3. Use of Library Resources and Services**

This part of the questionnaire is meant to measure the level of use of library resources and services by the career seekers to satisfy their information requirements.

The questions related to the time spent in the library, use of periodicals/serials including career magazines, reference books, competition guides and other resources and services are included in this area.

#### **4.1.4. Adequacy of Information Resources and Services**

In this part questions are included to understand how far the resources and services in libraries are adequate to meet the information requirements of career seekers. Items to measure the adequacy of library facilities / services, periodicals / serials, reference books, competition books / guides and other resources and services are included here.

#### **4.1.5. Barriers to Information Access**

The items of this part are intended to understand the major barriers the career seekers face in getting the required information. In order to understand the intensity of the barriers, the respondents were asked to mark the most important barrier, in their view.

#### **4.1.6. Reliability and Validity of the Questionnaire**

Reliability refers to the degree of consistency the data collection tool shows (Best and Kahn, 2002)<sup>1</sup>. The reliability of the questionnaire was found by test-retest method. To establish reliability, the questionnaire was administered to a sample of 100 career seekers twice with an interval of three weeks. The investigator compared the responses in each pair of the questionnaires to find out the consistency of the responses. No significant variation was noted in the responses of pairs of questionnaires. Thus the questionnaire was assumed to be reliable.

Validity is that quality of the data collecting tool which enables it to measure what it is supposed to measure. The questionnaire was constructed by the investigator with the assistance of the guide. The experts in the field were also consulted for the purpose. The experts observed that the content of the questionnaire is appropriate for the study. This suggests that the questionnaire has face validity.

## **4.2. User Satisfaction Scale for Career Seekers**

The investigator, with the guidance of the guide, with the assistance of the subject experts and by referring to literature constructed and standardised a user satisfaction scale for career seekers to measure the level of satisfaction of career seekers in Kerala with regard to the resources and services in libraries.

The aspects of user satisfaction suggested by Rout (1982)<sup>2</sup> was taken as the basis for the preparation of the scale. The components of user satisfaction suggested by Rout are the following.

4.2.1. Document acquisition service (strength of collection).

4.2.2. Document processing and house keeping service.

4.2.3. Document delivery service (Loan service).

4.2.4. Reading facility.

4.2.5. Reference and documentation service.

4.2.6. Personal attention paid by the library staff.

#### **4.2.1. Document Acquisition Service (Strength of Collection)**

Strength of collection is one of the most important factors which give satisfaction to the user community. The resources in the library such as books, periodicals, audio visual materials, electronic information resources etc are to be strong in a library to provide better satisfaction to the users. The strength of resources required by the career seekers is measured in this area.

Statements 1,2,3,4,5,6,7,8,9,10 and 11 in the draft scale are intended to measure this.

Example:

The materials in the library for career selection are good. (statement number 2).

#### **4.2.2. Document Processing and House Keeping Service**

To have a better access to the required information, the documents available should be processed and arranged in a helpful manner. This necessitates classification, cataloguing, indexing etc. Better document processing and house keeping services will provide better user satisfaction. The satisfaction of career seekers in the document processing and house keeping services is measured in this area.

Statements 12,13,14,15,16,17,18,19,20,21,22 and 41 of the draft scale are intended to measure this.

Example:

Different class numbers given to career information materials cause scattering of the materials in the library. (statement number 12).

#### **4.2.3. Document Delivery Service (Loan Service)**

Document delivery refers to the supply of documents to the users on demand either in original or its copy. An effective document delivery system will provide more satisfaction to the users. The satisfaction of career seekers in the document delivery system (Loan service) of the concerned library is measured in this area.

Statements 23,24,25,26,27,28, and 29 in the draft scale are intended to measure this.

Example:

The book issue and return procedures are complex. (Statement number 27).

#### **4.2.4. Reading Facility**

The facilities provided by the library for the effective use of the library resources will provide better user satisfaction. The satisfaction of the career seekers with regard to these facilities is measured in this area.

Statements 30,31,32,33,34,35,36 and 37 in the draft scale are intended to measure this.

Example:

The seats provided in the library are comfortable. (Statement number 31).

#### **4.2.5. Reference and Documentation Service**

Reference and documentation services include giving information to the users about the exact document, alerting service etc. The satisfaction of career seekers in these services of the library is measured in this area.

Statements 38,39,40, 42, and 43 in the draft scale are intended to measure this.

Example:

Display of important career notifications on the notice board of the library helps the career seekers to a great extent. (Statement number 42).

#### **4.2.6. Personal Attention Paid by the Library Staff**

The success and failure of an organization depend mainly on its human resources. In a library also, the staff members are the most important determinants of its success, efficiency and effectiveness. For achieving better user satisfaction, the staff members of the library should be efficient and user friendly.

The satisfaction of career seekers in the staff of the library is measured in this area.

Statements 44,45,46,47,48,49,50,51, and 52 in the draft scale are intended to measure this.

Example:

The total performance of the library staff is poor. (Statement number 49)

In all the components the draft scale consists of 52 statements.

#### **4.2.7. Mode of Answering**

The scale was so prepared that the career seekers are to respond in either of three ways viz. Agree (A), Undecided (UD) and Disagree (D) by putting a tick mark (✓) against the appropriate alternative against each statement. The scale is appended.

#### 4.2.8. Item Try out

The items of the user satisfaction scale were tried out on a sample of 100 randomly selected career seekers. The total scores of the 100 respondents were arranged in the descending order in order to find out the upper and lower groups. The upper 30 scorers and the lower 30 scorers were taken as the higher and lower groups. Items were selected by finding out the t value of each statement as suggested by Edwards (1957)<sup>3</sup>.

In evaluating the relevance of the statements in the questionnaire, t value was found out by using the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{S_H^2}{n_H} + \frac{S_L^2}{n_L}}}$$

Where:

$\bar{X}_H$  = the mean score on a given statement for the high group.

$\bar{X}_L$  = the mean score on the same statement for the low group.

$S_H^2$  = the variance of the distribution of responses of the high group to the statement.

$S_L^2$  = the variance of the distribution of responses of the low group to the statement.

$n_H$  = the number of subjects in the high group.

$n_L$  = the number of subjects in the low group.

The value of  $t$  is a measure of the extent to which a given statement differentiates between the high and low groups. Any statement having  $t$ -value equal to or greater than 1.96 can be treated as relevant. The details of the item analysis is shown in Table 1.

**Table 1**  
**Item Analysis of User Satisfaction Scale for Career Seekers**

ST. No.	$\bar{X}_H$	$\bar{X}_L$	$S_H$	$S_L$	t-value
1	2.3667	1.3667	0.809	0.615	5.39
2	2.6667	1.5667	0.606	0.728	6.36
3	2.1333	1.6333	0.776	0.718	2.59
4	2.3000	1.4000	0.877	0.621	4.59
5	2.0667	1.5000	0.868	0.731	2.73
6	2.5333	1.8000	0.730	0.847	3.59
7	2.7000	1.9333	0.651	0.944	3.66
8	2.6000	1.8000	0.675	0.887	3.93
9	2.3667	1.5333	0.809	0.730	4.19
10	1.8000	1.2000	0.805	0.551	3.37
11	2.4000	1.7333	0.894	0.907	2.87
12	2.0000	1.5667	0.695	0.679	2.44
13	2.3000	1.3333	0.877	0.661	4.82
14	2.5000	1.6000	0.777	0.814	4.38
15	2.8000	1.53333	0.484	0.819	7.29
16	2.7333	2.5333	0.583	0.730	1.17*
17	2.9000	1.8333	0.403	0.913	5.86
18	2.5000	1.8333	0.820	0.986	2.85
19	2.5000	1.2000	0.777	0.484	7.78
20	2.1000	1.3333	0.932	0.606	3.80
21	2.5333	1.2667	0.730	0.583	7.42
22	2.6667	1.4333	0.661	0.728	6.87
23	2.3333	1.7333	0.884	0.868	2.65

ST. No.	$\bar{X}_H$	$\bar{X}_L$	$S_H$	$S_L$	t-value
24	2.2667	1.9333	0.907	0.907	1.42*
25	2.8667	2.4000	0.434	0.855	2.67
26	2.7667	2.4667	0.568	0.819	1.65*
27	2.6667	2.1333	0.661	0.860	2.69
28	2.3000	1.5333	0.952	0.819	3.34
29	2.4333	1.8667	0.817	0.900	2.55
30	2.6333	2.6000	0.765	0.814	0.16*
31	2.9333	1.9667	0.365	0.928	5.31
32	2.9667	2.1000	0.183	0.923	5.05
33	2.6667	2.0000	0.711	0.910	3.16
34	2.9333	1.6333	0.254	0.890	7.69
35	2.6333	1.6000	0.718	0.894	4.93
36	2.3000	1.6333	0.915	0.809	2.99
37	2.7333	1.7000	0.583	0.915	5.21
38	2.4333	1.8000	0.774	0.887	2.95
39	2.4667	1.4667	0.730	0.681	5.48
40	2.2667	1.3667	0.868	0.718	4.37
41	2.2667	1.4667	0.785	0.776	3.97
42	2.2667	1.7000	0.828	0.952	2.46
43	1.6667	1.2000	0.844	0.407	2.73
44	2.5333	1.6333	0.681	0.850	4.52
45	2.4333	1.4333	0.817	0.728	5.00
46	3.0000	2.5333	0.000	0.776	3.29
47	2.9333	2.4000	0.365	0.814	3.28
48	2.8000	1.9000	0.484	0.845	5.06
49	2.8000	2.0667	0.407	0.828	4.36
50	1.9667	1.4333	0.928	0.679	2.54
51	2.8333	2.1667	0.379	0.834	3.99
52	2.9667	2.5000	0.183	0.777	3.20

\* indicates the items which are not significant

There were 52 statements in the draft scale. The statements were selected considering the t-values. Table 1 reveals that statement numbers 16,24,26 and 30 have t-value less than 1.96. These statements were rejected from the draft scale. Thus the final scale is with 48 statements. The draft scale and the final scale are attached in the appendix.

#### 4.2.9. Scoring

The scale consists of positive as well as negative statements. Scoring is done by giving weights to the responses. There are three alternatives for the responses of each statement—Agree (A), Undecided (UD), and Disagree (D). For the positive statements 3 weights are given for Agree response, 2 weights are given for Undecided response and 1 weight is given to Disagree response. The scoring is reversed for the negative statements. The scoring is done as follows.

	A	UD	D
Positive	3	2	1
Negative	1	2	3

Statements 4, 6, 7, 8, 10, 13, 20, 23, 25, 27, 28, 31, 32, 33, 36, 37, 38, 39, 42 and 47 are scored positively and statements 1, 2, 3, 5, 9, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 24, 26, 29, 30, 34, 35, 40, 41, 43, 44, 45, 46 and 48 are scored negatively (Final Scale).

The total score of a career seeker on his/her satisfaction of the library resources/services is obtained by adding the weights on all the 48 statements of the final scale. The level of satisfaction is determined on the basis of the mean score. As the final scale consists of 48 statements, the total score can vary from 48 (48 x 1) to 144 (48 x 3).

#### **4.2.10. Validity and Reliability of the Scale**

##### **4.2.10.1. Validity**

To ensure validity, the scale was prepared on the basis of the aspects of user satisfaction suggested by Rout (1982)<sup>2</sup>. Various scales in the areas of education and psychology were also consulted. This procedure and the expert opinions suggested that the scale is valid for the study.

##### **4.2.10.2. Reliability**

The Cronbach Alpha –coefficient of reliability is 0.94 (N=100) which implies that the scale is highly reliable.

### **5. SAMPLE USED FOR THE STUDY**

It is not practical to study the whole population to arrive at generalizations though the results of the research is to have universal application. The process of sampling makes it possible to draw valid inferences or generalisations on the basis of careful observation of variables

within a relatively small proportion of population. A sample is a small proportion of a population selected for the study.

In the present study the population is the career seekers in Kerala ( the unemployed people in Kerala who search for some kind of employment). This population is too large in size to collect data from the entire population. Hence, the investigator selected a representative part of this population to conduct the study.

For many careers the minimum qualification is graduation. Hence only those who have at least a Bachelor's Degree are taken into consideration. As the study is a library related one, the sample was drawn from the career seekers who use different libraries in Kerala.

## **6. SAMPLING TECHNIQUE USED**

The population consists of different groups with different characteristics. In order to get samples from all the groups, the investigator identified various groups as the first step. The career seekers were categorised into different groups based on the type of library they are using for their career search and preparation. The groups thus obtained are:

- a) Career seekers using university libraries,
- b) Career seekers using college libraries and
- c) Career seekers using public libraries

Other sub samples were determined according to gender, qualification and place of residence.

In order to give representation to all these categories and sub groups, the investigator has adopted the stratified random sampling technique.

## 7. SAMPLE SIZE

For the present study the investigator decided to take a sample of 1180 career seekers from university, college and public libraries. Five university libraries, twelve college libraries (three each out of which one is a professional college from four affiliating university areas) and six public libraries (two each from North Kerala, Central Kerala and South Kerala) were selected for taking sample. A sample of 400 career seekers from university libraries (80 x 5), 420 from college libraries (35 x 12) and 360 from public libraries (60 x 6) were taken for the study. The list of university, college and public libraries taken for the study is attached in the appendix.

As it was intended to include samples from all groups, the samples from each type of library were again divided based on different categories. Strict pattern of distributing questionnaire to each group was not followed in order to give representation to all categories in the sub groups. The division of the basal sample is shown in chart 1.

Chart 1

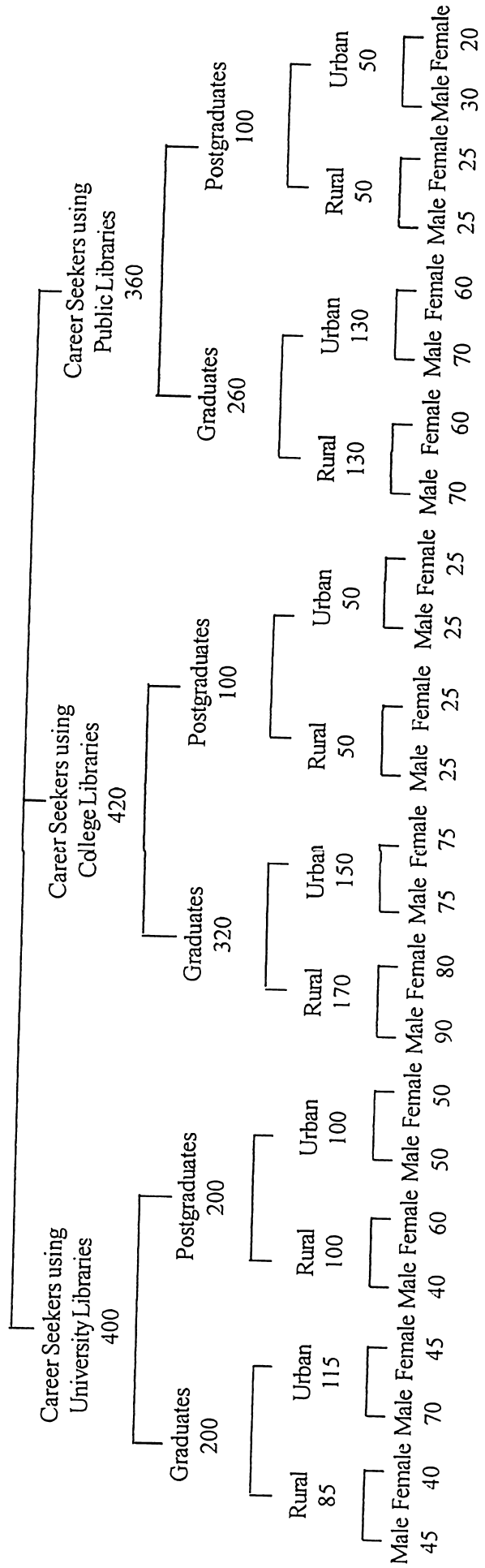
Break up of the Basal Sample  
Career Seekers  
N = 1180

The number of postgraduate career seekers selected as sample is almost double that of the graduates. The samples from rural and urban areas are almost equal and the male female ratio also is almost equal.

As all the respondents did not return the questionnaire and some of the questionnaires returned were incomplete, the investigator reduced the sample size into 1039 by considering only the questionnaires complete in all respects. The break up of the final sample is shown in chart 2.

Chart 1

Break up of the Basal Sample  
Career Seekers  
N = 1180



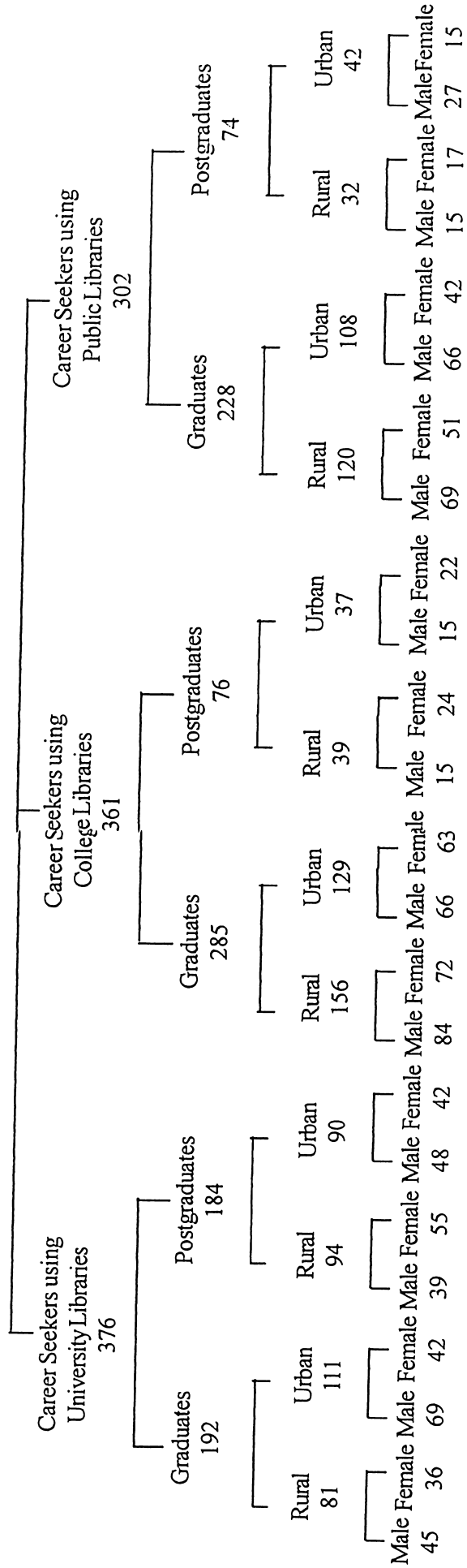
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The break up of the final sample is shown in chart 2.

Chart 2

Break up of the Final Sample  
Career Seekers  
N= 1039



## **8. DATA COLLECTION PROCEDURE**

The investigator first sought permission from librarians and principals of colleges to distribute questionnaires among the career seekers using these libraries. After making necessary copies of the tools, the investigator met the career seekers in person from the libraries. Necessary instructions were given in the facing sheet of the questionnaire and the scale for filling them. Most of the career seekers responded positively by filling up and returning the questionnaire and the scale. The response was encouraging.

## **9. CONSOLIDATION OF DATA**

The data collected through the questionnaire and the scale were got consolidated separately. The percentages of the responses were arrived at from the questionnaire. The data were then subjected to further statistical treatment.

The total scores were obtained from the scale and the mean score was obtained and compared with the neutral point. The mean scores of different categories were also compared. The level of significance was also obtained.

## **10. STATISTICAL TECHNIQUES USED**

The statistical analysis of data was done with the help of computer. The statistical techniques used for analysis of data are described below.

10.1. Percentage analysis.

10.2. The z-test for significance (Devore, 2000)<sup>4</sup> to find out whether the levels of requirement for information resources / services, availability of

resources/ services, use of resources / services and adequacy of resources / services are significantly high. The z-test was applied using the formula:

$$z = \frac{\hat{p} - p_0}{\sqrt{\frac{p_0(1 - p_0)}{n}}}$$

Where:

$\hat{p}$  = the observed proportion in the sample

$p_0$  = the hypothesised population proportion

$n$  = sample size

For finding out the z-values for the levels of requirement for resources/services, availability of resources/services and use of resources/services, the hypothesised value is 50 per cent and for the level of adequacy of resources/services, the hypothesised value is 75 per cent (both adequate and moderately adequate taken together).

### 10.3. Chi-square test (Ferguson, 1976)<sup>5</sup>.

Chi-square test is used to find out whether there exists any association between variables using the formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

O = observed frequency

E = expected frequency

The level of significance was obtained by finding out the p-value using computer.

10.4. The t-test for the difference between mean score and the neutral value (Garrett, 1961)<sup>6</sup>.

The t-value was obtained using the formula:

$$t = \frac{M - M_{\text{pop}}}{SM}$$

Where :

M = sample mean

$M_{\text{pop}}$  = population mean (neutral value)

SM = Standard error of mean

10.5. The t-test for the difference between mean scores (Gellman, 1973)<sup>7</sup>.

The t-value is calculated using the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

$\bar{X}_1$  = mean of the first sample

$\bar{X}_2$  = mean of the second sample

$S_1^2$  = variance of the first sample

$S_2^2$  = variance of the second sample

$n_1$  = size of the first sample

$n_2$  = size of the second sample

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**ANALYSIS**

The analysis of data is one of the most important stages of research. It involves critical examination of the data with the objectives in mind for determining the pattern of relationship among the variables. Social research most often requires quantitative analysis involving the application of various statistical techniques.

Analysis of data involves a number of closely related operations which are performed with the purpose of summarising and organizing the collected data to find out answer to the research questions. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exists among data groups (Kothari,1990)<sup>1</sup>. The method and depth of analysis are determined by the type of the study and the complexity of the hypotheses.

In the present study, the statistical treatment of the collected data is made to find out the level of requirements of the career seekers, availability of information resources and services in libraries, use of library resources and services, adequacy of information resources and services and satisfaction of the career seekers in the resources and services of libraries. Comparison of the levels of these in various categories is also made based on classificatory variables. The barriers to information access also are analysed.

Percentage analysis is used to find out the level of requirement of the career seekers and the level of availability, use and adequacy of resources and

services. To find out whether the levels are significantly high, z-test is used. To get the z-values for the level of requirement for resources/services, availability of resources/services and use of resources/services, the hypothesised value is 50 percent and for the level of adequacy of resources/services the hypothesised value is 75 percent (both adequate and moderately adequate taken together).

To find out whether there exists any significant difference in these levels among different categories of career seekers, Chi-square test is applied. The p-value is obtained to find out the level of significance of the difference.

The level of satisfaction of the career seekers in the resources and services of libraries is obtained by finding out the mean scores. To know whether the level of satisfaction is significantly high, t-value is obtained by comparing the mean score and the neutral point.

Comparison of mean scores of the career seekers in different categories also is done. The t-value is obtained to understand whether there is significant difference.

## **1. REQUIREMENTS OF CAREER SEEKERS**

Career seekers require various resources and services at different stages of their job hunt. The levels of requirement for various resources and services are shown in Table 2.

Table 2

Levels of Requirement of the Career Seekers for Various Resources and Services

Resources/Services	Required		Not Required		Total		z-value
	No.	%	No.	%	No.	%	
Documents for Career Selection	976	93.94	63	6.06	1039	100	28.32
Materials which Give Information about Training and Education Opportunities	974	93.74	65	6.26	1039	100	28.20
Resources Giving Information about Employment Opportunities	979	94.23	60	5.77	1039	100	28.51
Documents Publishing Formats of Application Forms	839	80.75	200	19.25	1039	100	19.82
Materials which Help to Prepare Application/Resume	817	78.63	222	21.37	1039	100	18.46
Materials for Preparing for Competitive Examinations	958	92.20	81	7.80	1039	100	27.21
Resources to Prepare for Interviews/Group Discussions	895	86.14	144	13.86	1039	100	23.30
Alerting Service	850	81.81	189	18.19	1039	100	20.51
Career Guidance	916	88.16	123	11.84	1039	100	24.60
Organisation of Career Resources at one Place in the Library	820	78.92	219	21.08	1039	100	18.65
Photocopying Service	827	79.60	212	20.40	1039	100	19.08
Internet Service/Electronic Resources	874	84.12	165	15.88	1039	100	22.00

Table 2 shows that 93.94 percent of the career seekers require documents for career selection, 93.74 percent require materials which give information about training and education opportunities, 94.23 percent require resources giving information about employment opportunities, 80.75 percent require documents publishing formats of application forms, 78.63 percent require materials which helped to prepare application / resume, 92.20 percent require materials for preparing for competitive examinations, 86.14 percent require resources to prepare for interviews / group discussions, 81.81 percent require alerting service, 88.16 percent require career guidance, 78.92 percent require organisation of career resources at one place in the library, 79.60 percent require photocopying service and 84.12 percent require internet service/electronic resources.

The observed percentages of the requirement for these resources/ services are much higher than 50 percent. The z-values which are significant also confirm that the levels of requirement for these resources / services are significantly higher than 50 percent. The levels of requirement for information resources / services are shown in Figure 1.

- Documents for Career Selection
- Materials which Give Information about Training and Education Opportunities
- Resources Giving Information about Employment Opportunities
- Documents Publishing Formats of Application Forms
- Materials which Help to Prepare Application/ Resume
- Materials for the Preparation of Competitive Examinations
- Resources to Prepare for Interviews/Group Discussions
- Alerting Service
- Career Guidance
- Organisation of Career Related Information Resources at one Place in the Library
- Photocopying Service
- Internet Service/Electronic Resources

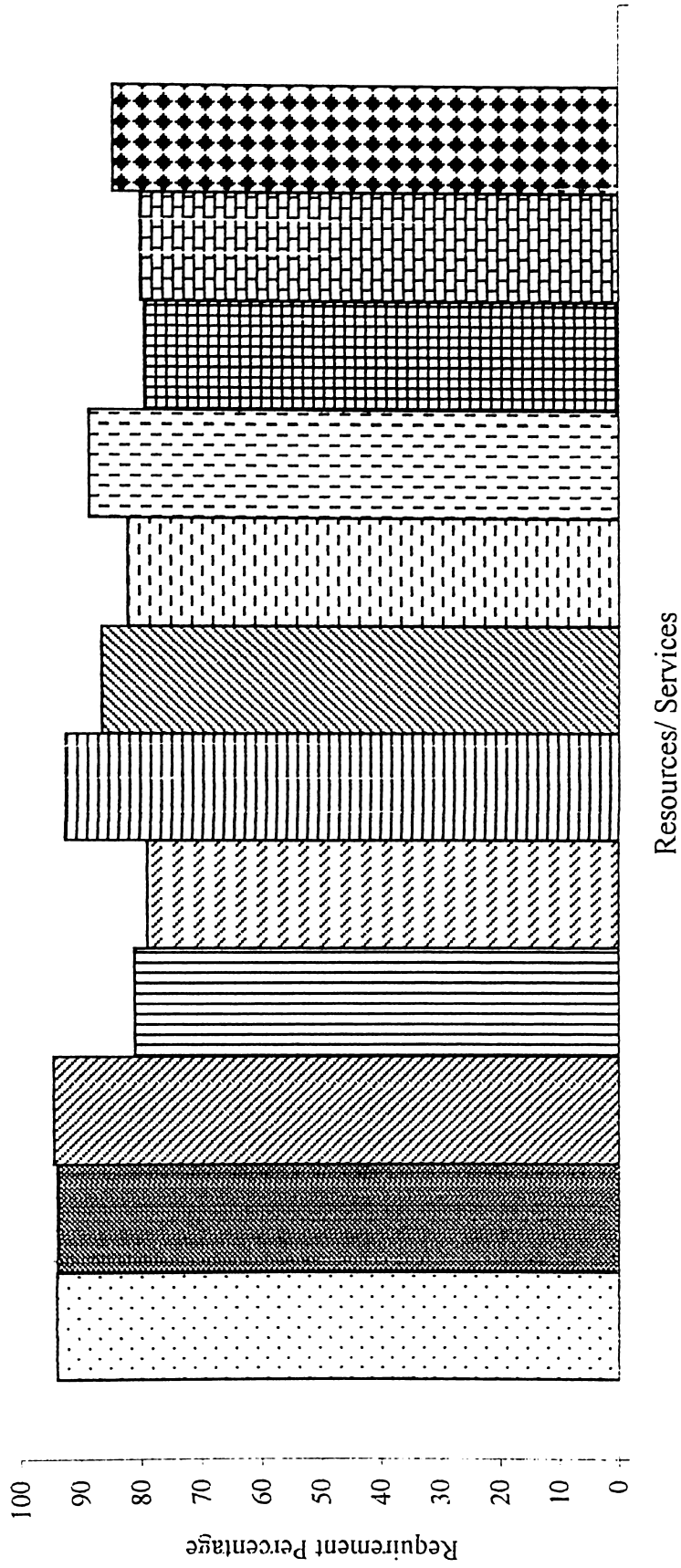


Figure 1. Levels of Requirement for Resources / Services

## 2. REQUIREMENT FOR RESOURCES / SERVICES OF DIFFERENT CATEGORIES OF CAREER SEEKERS

The levels of requirement for various resources/services in libraries are analysed according to different categories of career seekers. The p-values are also obtained to find out whether there exists significant difference among the levels of requirement of different categories of career seekers.

### 2.1 Requirement for Documents for Career Selection

Documents which are helpful for career selection are required by a majority of the career seekers. Tables 3, 4, 5 and 6 show the levels of requirement for such documents in different groups of career seekers.

**Table 3**

**Levels of Requirement for Documents for Career Selection among the Career Seekers Using Different Types of Libraries.**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	361	96.01	15	3.99	376	100	0.103830
College	334	92.52	27	7.48	361	100	
Public	281	93.05	21	6.95	302	100	
Total	976	93.94	63	6.06	1039	100	

Table 3 reveals that the documents for career selection are required by 96.01 percent of the career seekers using university libraries, 92.52 percent of the career seekers using college libraries and 93.05 percent of the career seekers using public libraries.

The p-value (0.103830) shows that there is no significant association between the level of requirement and the type of library using. This means that no significant difference exists among the career seekers using different types of libraries in the levels of requirement for documents for career selection.

**Table 4**  
**Gender Difference and Levels of Requirement for Documents for Career Selection**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	522	93.55	36	6.45	558	100	0.572381
Female	454	94.39	27	5.61	481	100	
Total	976	93.94	63	6.06	1039	100	

Table 4 shows that documents for career selection are required by 93.55 percent of the male and 94.39 percent of the female career seekers. The p-value (0.572381) which is not significant indicates that there is no association between the level of requirement and gender. This indicates that no significant difference exists between the levels of requirement of the male and the female career seekers for documents for career selection.

**Table 5**  
**Educational Qualification and Levels of Requirement for Documents for Career Selection**

Educational Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	654	92.77	51	7.23	705	100	0.021635
Post graduation	322	96.41	12	3.59	334	100	
Total	976	93.94	63	6.06	1039	100	

It is clear from Table 5 that 92.77 percent of the graduate and 96.41 percent of the postgraduate career seekers require documents for career selection. The p-value (0.021635) is not significant at one percent level but is significant at five percent level. This indicates that at five percent level, there is significant association between qualification and level of requirement for documents for career selection. This reveals that significant difference exists between the levels of requirement for documents for career selection of the graduate and the postgraduate career seekers. The percentages show that the requirement level is higher among the postgraduate career seekers when compared to that of the graduate career seekers.

**Table 6**  
**Place of Residence and Levels of Requirement for Documents for Career Selection**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	492	94.25	30	5.75	522	100	0.667644
Urban	484	93.62	33	6.38	517	100	
Total	976	93.94	63	6.06	1039	100	

Table 6 shows that documents for career selection are required by 94.25 percent of the rural and 93.62 percent of the urban career seekers. The p-value (0.667644) indicates that there is no significant association between place of residence and level of requirement for documents for career selection. This shows that there is no significant difference between the levels of requirement for documents for career selection of the rural and the urban career seekers.

## 2.2 Requirement for Materials Providing Information about Training and Education Opportunities:

Appropriate education and training are necessary for getting the desired career. For this, career seekers have to get information about the education and training facilities available in various fields. The levels of requirement for materials providing information about training and education opportunities of different groups of career seekers are given in Tables 7,8,9 and 10.

**Table 7**  
**Levels of Requirement for Materials Providing Information about Training and Education Opportunities of the Career Seekers Using Different Types of Libraries**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	355	94.41	21	5.59	376	100	0.493631
College	334	92.52	27	7.48	361	100	
Public	285	94.37	17	5.63	302	100	
Total	974	93.74	65	6.26	1039	100	

Table 7 shows that the materials providing information about training and education opportunities are required by 94.41 percent of the career seekers using university libraries, 92.52 percent of the career seekers using college libraries and 94.37 percent of the career seekers using public libraries.

The p-value (0.493631) shows that there is no significant association between type of library using and level of requirement for materials providing information about training and education opportunities. This shows that no significant difference exists among the career seekers using different types of

libraries in the levels of requirement for materials providing information about training and education opportunities.

**Table 8**  
**Gender Difference and Levels of Requirement for Materials Providing Information about Training and Education Opportunities**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	517	92.65	41	7.35	558	100	0.117591
Female	457	95.01	24	4.99	481	100	
Total	974	93.74	65	6.26	1039	100	

Table 8 reveals that 92.65 percent of the male and 95.01 percent of the female career seekers require materials providing information about training and education opportunities.

The p-value (0.117591) shows that there is no significant association between gender and level of requirement for materials providing information about training and education opportunities. This indicates that there is no significant difference between the levels of the male and the female career seekers in this case.

**Table 9**  
**Qualification and Levels of Requirement for Materials Providing Information about Training and Education Opportunities**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	664	94.18	41	5.82	705	100	0.394407
Post graduation	310	92.81	24	7.19	334	100	
Total	974	93.74	65	6.26	1039	100	

Table 9 shows that 94.18 percent of the graduate and 92.81 percent of the postgraduate career seekers require materials providing information about training and education opportunities.

The p-value (0.394407) indicates that there is no significant association between qualification and level of requirement for such materials. This reveals that there is no significant difference between the graduate and the postgraduate career seekers in the levels of requirement for such materials.

**Table 10**

**Place of Residence and Levels of Requirement for Materials Providing Information about Training and Education Opportunities**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	486	93.10	36	6.90	522	100	0.391626
Urban	488	94.39	29	5.61	517	100	
Total	974	93.74	65	6.26	1039	100	

Table 10 reveals that the materials providing information about training and education opportunities are required by 93.10 percent of the rural and 94.39 percent of the urban career seekers.

The p-value (0.391626) shows that there is no significant association between place of residence and level of requirement for such materials. This shows that no significant difference exists in the levels of requirement of the rural and the urban career seekers for such materials.

### 2.3. Requirement for Resources Giving Information about Employment Opportunities

Various sources give information about the employment opportunities within the country and abroad. Career seekers need to know the vacancy positions in their interested fields. Tables 11, 12, 13 and 14 show the levels of requirement for such resources in different categories of career seekers.

**Table 11**

#### **Levels of Requirement for Resources Giving Information about Employment Opportunities among the Career Seekers Using Different Types of Libraries**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	358	95.21	18	4.79	376	100	0.227250
College	334	92.52	27	7.48	361	100	
Public	287	95.03	15	4.97	302	100	
Total	979	94.23	60	5.77	1039	100	

Table 11 shows that the resources giving information about employment opportunities are required by 95.21 percent of the career seekers using university libraries, 92.52 percent of the career seekers using college libraries and 95.03 percent of the career seekers using public libraries.

The p-value (0.227250) shows that there is no significant association between type of library using and level of requirement for such resources. This indicates that there is no significant difference among the career seekers using different types of libraries in the levels of requirement for such resources.

**Table 12****Gender Difference and Levels of Requirement for Resources Giving Information about Employment Opportunities**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	513	91.94	45	8.06	558	100	0.000655
Female	466	96.88	15	3.12	481	100	
Total	979	94.23	60	5.77	1039	100	

Table 12 indicates that 91.94 percent of the male and 96.88 percent of the female career seekers require resources giving information about employment opportunities.

The p-value (0.000655) indicates that there is significant association between gender and requirement level for such resources. This shows that there is significant difference between the levels of requirement of the male and the female career seekers for such resources. The percentages of requirement show that the level of requirement of the female career seekers is higher than that of the male career seekers.

**Table 13****Qualification and Levels of Requirement for Resources Giving Information about Employment Opportunities**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	666	94.47	39	5.53	705	100	0.625848
Post graduation	313	93.71	21	6.29	334	100	
Total	979	94.23	60	5.77	1039	100	

Table 13 reveals that 94.47 percent of the graduate and 93.71 percent of the postgraduate career seekers require resources giving information about employment opportunities.

The p-value (0.625848) shows that there is no significant association between qualification and level of requirement for such resources. This reveals that no significant difference exists between the graduate and the postgraduate career seekers in the levels of requirement for such resources.

**Table 14**

**Place of Residence and Levels of Requirement for Resources Giving Information about Employment Opportunities**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	492	94.25	30	5.75	522	100	0.969368
Urban	487	94.20	30	5.80	517	100	
Total	979	94.23	60	5.77	1039	100	

Table 14 shows that resources giving information about employment opportunities are required by 94.25 percent of the rural and 94.20 percent of the urban career seekers.

The p-value (0.969368) shows that there is no significant association between place of residence and level of requirement for such resources. This reveals that no significant difference exists between the rural and the urban career seekers in the levels of requirement for such resources.

## 2.4. Requirement for Documents Publishing Formats of Application Forms

For many jobs there will be prescribed application forms. Most of the documents publishing job advertisements publish formats of application forms also. Career seekers wishing to apply for such posts have to take the reproduced copy of such formats for applying for different posts. The levels of requirement of different groups of career seekers for the formats of application forms are shown in Tables 15, 16, 17 and 18.

**Table 15**

### **Type of Library Using and Levels of Requirement for Documents Publishing Formats of Application Forms**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	313	83.24	63	16.76	376	100	0.015173
College	274	75.90	87	24.10	361	100	
Public	252	83.44	50	16.56	302	100	
Total	839	80.75	200	19.25	1039	100	

Table 15 reveals that 83.24 percent of the career seekers using university libraries, 75.90 percent of the career seekers using college libraries and 83.44 percent of the career seekers using public libraries require documents publishing formats of application forms.

The p-value (0.015173) which is not significant at one percent level but significant at five percent level indicates that there is significant association between type of library using and level of requirement for such documents at

five percent level of significance. This shows that significant difference exists among the career seekers using different types of libraries in the levels of requirement for such documents. The percentages of requirement show that the requirement level is the highest among the career seekers using public libraries. The second highest level is among the career seekers using university libraries and the level is the lowest among those who use college libraries.

**Table 16**

**Gender Difference and Levels of Requirement for Documents Publishing Formats of Application Forms**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	424	75.99	134	24.01	558	100	0.000027
Female	415	86.28	66	13.72	481	100	
Total	839	80.75	200	19.25	1039	100	

Table 16 shows that documents publishing formats of application forms are required by 75.99 percent of the male and 86.28 percent of the female career seekers.

The p-value (0.000027) indicates that there is significant association between gender and level of requirement for such documents. This reveals that there is significant difference between the levels of requirement of the male and the female career seekers for such documents. The percentages of requirement show that the requirement level is higher among the female career seekers as compared to that of the male career seekers.

**Table 17**  
**Qualification and Levels of Requirement for Documents Publishing**  
**Formats of Application Forms**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	547	77.59	158	22.41	705	100	0.000173
Post graduation	292	87.43	42	12.57	334	100	
Total	839	80.75	200	19.25	1039	100	

Table 17 indicates that documents publishing formats of application forms are required by 77.59 percent of the graduate and 87.43 percent of the postgraduate career seekers.

The p-value (0.000173) indicates that there is significant association between qualification and level of requirement for such documents. This shows that there is significant difference between the graduate and the postgraduate career seekers in the levels of requirement for such documents. The requirement percentages show that the requirement level is higher among the postgraduate career seekers as compared to that of the graduate career seekers.

**Table 18**  
**Place of Residence and Levels of Requirement for Documents Publishing**  
**Formats of Application Forms**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	433	82.95	89	17.05	522	100	0.070786
Urban	406	78.53	111	21.47	517	100	
Total	839	80.75	200	19.25	1039	100	

Table 18 reveals that 82.95 percent of the rural and 78.53 percent of the urban career seekers require documents publishing formats of application forms.

The p-value (0.070786) indicates that there is no significant association between place of residence and level of requirement for documents publishing formats of application forms. This shows that there is no significant difference between the levels of requirement of the rural and the urban career seekers for such documents.

## 2.5. Requirement for Materials which Help to Prepare Application/Resume

Many job advertisements do not include formats of application forms or there will not be any prescribed application forms. In such cases career seekers have to prepare application and / or resume to apply for the posts. Hence, career seekers require materials which guide them in preparing application/resume. The levels of requirement for such materials in different categories of the career seekers are shown in Tables 19, 20, 21 and 22.

**Table 19**

### **Type of Library Using and Levels of Requirement for Materials which Help to Prepare Application / Resume**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	304	80.85	72	19.15	376	100	0.418668
College	280	77.56	81	22.44	361	100	
Public	233	77.15	69	22.85	302	100	
Total	817	78.63	222	21.37	1039	100	

Table 19 shows that the materials which help to prepare application/resume are required by 80.85 percent of the career seekers using university libraries, 77.56 percent of the career seekers using college libraries and 77.15 percent of the career seekers using public libraries.

The p-value (0.418668) shows that there is no significant association between type of library using and level of requirement for materials which help to prepare application/resume. This indicates that no significant difference exists among the career seekers using different types of libraries in the level of requirement for such materials.

**Table 20**

**Gender Difference and Levels of Requirement for Materials which Help to Prepare Application / Resume**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	426	76.34	132	23.66	558	100	0.052516
Female	391	81.29	90	18.71	481	100	
Total	817	78.63	222	21.37	1039	100	

Table 20 reveals that the materials which help to prepare application/resume are required by 76.34 percent of the male and 81.29 percent of the female career seekers.

The p-value (0.052516) indicates that there is no significant association between gender and level of requirement for materials which help to prepare application/resume. This reveals that there is no significant difference between the levels of requirement of the male and the female career seekers for such materials.

**Table 21**  
**Qualification and Levels of Requirement for Materials which Help to Prepare Application/Resume**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	530	75.18	175	24.82	705	100	0.000079
Post graduation	287	85.93	47	14.07	334	100	
Total	817	78.63	222	21.37	1039	100	

Table 21 indicates that the materials which help to prepare application/resume are required by 75.18 percent of the graduate and 85.93 percent of the postgraduate career seekers.

The p-value (0.000079) shows that there is significant association between qualification and level of requirement for materials which help to prepare application / resume. This reveals that there is significant difference between the levels of requirement of the graduate and the postgraduate career seekers for such materials. The percentages of requirement show that the requirement level is higher among the postgraduate career seekers compared to that of the graduate career seekers.

**Table 22**  
**Place of Residence and Levels of Requirement for Materials which Help to Prepare Application / Resume**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	406	77.78	116	22.22	522	100	0.499035
Urban	411	79.50	106	20.50	517	100	
Total	817	78.63	222	21.37	1039	100	

It can be seen from the Table 22 that the materials which help to prepare application / resume are required by 77.78 percent of the rural and 79.50 percent of the urban career seekers.

The p-value (0.499035) indicates that there is no significant association between place of residence and level of requirement for materials which help to prepare application/resume. This shows that there is no significant difference between the levels of requirement of the rural and the urban career seekers for such materials.

## 2.6. Requirement for Materials for Preparing for Competitive Examinations

Preparing for competitive examinations is one of the most important stages in the career search of an unemployed youth. Various career publications are the most important sources for the preparation. Tables 23, 24, 25 and 26 show the levels of requirement for such materials in different categories of career seekers.

**Table 23**

### **Type of Library Using and Levels of Requirement for Materials for Preparing for Competitive Examinations**

Type of Library	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	358	95.21	18	4.79	376	100	0.001999
College	319	88.37	42	11.63	361	100	
Public	281	93.05	21	6.95	302	100	
Total	958	92.20	81	7.80	1039	100	

It is evident from Table 23 that materials for preparing for competitive examinations are required by 95.21 percent of the career seekers using university libraries, 88.37 percent of the career seekers using college libraries and 93.05 percent of the career seekers using public libraries.

The p-value (0.001999) indicates that there is significant association between type of library using and the level of requirement for materials for preparing for competitive examinations. This reveals that there is significant difference among the career seekers using different types of libraries in the levels of requirement for such materials. The requirement percentages show that the level of requirement for such materials is the highest among the career seekers using university libraries. The requirement level is the lowest among the career seekers using college libraries.

**Table 24**

**Gender Difference and Levels of Requirement for Materials for Preparing for Competitive Examinations**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	498	89.25	60	10.75	558	100	0.000129
Female	460	95.63	21	4.37	481	100	
Total	958	92.20	81	7.80	1039	100	

It can be seen from Table 24 that 89.25 percent of the male and 95.63 percent of the female career seekers require materials for preparing for competitive examinations.

The p-value (0.000129) indicates that there is significant association between gender and level of requirement for such materials. This shows that there is significant difference between the levels of requirement of the male and the female career seekers for such materials. The requirement percentages show that the level of requirement is higher among the female career seekers compared to that of the male career seekers.

**Table 25**

**Qualification and Levels of Requirement for Materials for Preparing for Competitive Examinations**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	642	91.06	63	8.94	705	100	0.046422
Post graduation	316	94.61	18	5.39	334	100	
Total	958	92.20	81	7.80	1039	100	

Table 25 shows that the materials for preparing for competitive examinations are required by 91.06 percent of the graduate and 94.61 percent of the postgraduate career seekers.

The p-value (0.046422) which is not significant at one percent level but significant at five percent level indicates that there is significant association between qualification and level of requirement for such materials at five percent level of significance. This reveals that there is significant difference between the graduate and the postgraduate career seekers in the level of requirement for such materials. The percentages of requirement show that the level of requirement for such materials is comparatively higher among the postgraduate career seekers.

Table 26

**Place of Residence and Levels of Requirement for Materials for Preparing for Competitive Examinations**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	472	90.42	50	9.58	522	100	0.031289
Urban	486	94.00	31	6.00	517	100	
Total	958	92.20	81	7.80	1039	100	

Table 26 shows that 90.42 percent of the rural and 94.00 percent of the urban career seekers require materials for preparing for competitive examinations.

The p-value (0.031289) which is not significant at one percent level but *significant at five percent level* indicates that there is significant association between place of residence and level of requirement for such materials at five percent level of significance. This shows that there is significant difference between the rural and the urban career seekers in the levels of requirement for such materials. The percentages of requirement show that the level of requirement for such materials is higher among the career seekers from urban areas compared to that of their counter parts from rural areas.

### **2.7. Requirement for Resources for Preparing for Interviews / Group Discussions**

Interviews and group discussions are the hurdles which the career seekers have to overcome after qualifying the competitive examinations. Some institutions conduct interviews/and group discussions to recruit the personnel.

To come out successful in interviews and group discussions, career seekers have to build up knowledge and confidence. This requires thorough preparation. The levels of requirement for resources for preparing for interviews / group discussions of different groups of career seekers are shown in Tables 27, 28, 29 and 30.

**Table 27**

**Type of Library Using and Levels of Requirement for Resources for Preparing for Interviews / Group Discussions**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	331	88.03	45	11.97	376	100	0.160594
College	301	83.38	60	16.62	361	100	
Public	263	87.09	39	12.91	302	100	
Total	895	86.14	144	13.86	1039	100	

It can be seen from Table 27 that the resources for preparing for interviews/group discussions are required by 88.03 percent of the career seekers using university libraries, 83.38 percent of the career seekers using college libraries and 87.09 percent of the career seekers using public libraries.

The p-value (0.160594) indicates that there is no significant association between type of library using and level of requirement for such resources. This shows that there is no significant difference among the career seekers using different types of libraries in the level of requirement for such resources.

Table 28

**Gender Difference and Levels of Requirement for Resources for Preparing for Interviews / Group Discussions**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	480	86.02	78	13.98	558	100	0.904813
Female	415	86.28	66	13.72	481	100	
Total	895	86.14	144	13.86	1039	100	

It is evident from Table 28 that resources for preparing for interviews/group discussions are required by 86.02 percent of the male and 86.28 percent of the female career seekers.

The p-value (0.904813) indicates that there is no significant association between gender and the level of requirement for such resources. This reveals that no significant difference exists between the male and the female career seekers in the level of requirement for such resources.

Table 29

**Qualification and Levels of Requirement for Resources for Preparing for Interviews / Group Discussions**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	606	85.96	99	14.04	705	100	0.804037
Post graduation	289	86.53	45	13.47	334	100	
Total	895	86.14	144	13.86	1039	100	

Table 29 shows that resources for preparing for interviews/group discussions are required by 85.96 percent of the graduate and 86.53 percent of the postgraduate career seekers.

The p-value (0.804037) indicates that there is no significant association between qualification and level of requirement for such resources. This shows that there is no significant difference between the levels of requirement of the graduate and the postgraduate career seekers.

**Table 30**

**Place of Residence and Levels of Requirement for Resources for Preparing for Interviews/Group Discussions**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	421	80.65	101	19.35	522	100	0.000000
Urban	474	91.68	43	8.32	517	100	
Total	895	86.14	144	13.86	1039	100	

Table 30 reveals that resources for preparing for interviews/group discussions are required by 80.65 percent of the rural and 91.68 percent of the urban career seekers.

The p-value (0.000000) indicates that there is significant association between place of residence and level of requirement for such resources. This reveals that there is significant difference between the rural and the urban career seekers in the level of requirement for such resources. The percentages of requirement indicate that the level of requirement is higher among the urban career seekers than that of the rural career seekers.

## 2.8. Requirement for Alerting Service

It is necessary to alert the career seekers about the appearance of the career advertisements in various publications available in the library. The alerting service will make it easy for the career seekers to find out the appropriate advertisements and apply for different positions in time. The levels of requirement for such service in different groups of career seekers are shown in Tables 31, 32, 33 and 34.

**Table 31**

### **Type of Library Using and Levels of Requirement for Alerting Service**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	319	84.84	57	15.16	376	100	0.029589
College	280	77.56	81	22.44	361	100	
Public	251	83.11	51	16.89	302	100	
Total	850	81.81	189	18.19	1039	100	

Table 31 shows that 84.84 percent of the career seekers using university libraries, 77.56 percent of the career seekers using college libraries and 83.11 percent of the career seekers using public libraries require alerting service.

The p-value (0.029589) which is not significant at one percent level but significant at five percent level indicates that there is significant association between type of library using and level of requirement for alerting service at five percent level of significance. This shows that significant difference exists among the career seekers using different types of libraries in the level of

requirement for alerting service. The percentages of requirement show that the requirement level is the highest among the career seekers using university libraries. The second highest level is among the career seekers using public libraries and it is the lowest among the career seekers using college libraries.

**Table 32**

**Gender Difference and Levels of Requirement for Alerting Service**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	456	81.72	102	18.28	558	100	0.936159
Female	394	81.91	87	18.09	481	100	
Total	850	81.81	189	18.19	1039	100	

It can be seen from Table 32 that 81.72 percent of the male and 81.91 percent of the female career seekers require alerting service.

The p-value (0.936159) indicates that there is no significant association between gender and level of requirement for alerting service. This reveals that there is no significant difference between the levels of requirement of the male and the female career seekers for alerting service.

**Table 33**

**Qualification and Levels of Requirement for Alerting Service**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	567	80.43	138	19.57	705	100	0.092967
Post graduation	283	84.73	51	15.27	334	100	
Total	850	81.81	189	18.19	1039	100	

Table 33 reveals that 80.43 percent of the graduate and 84.73 percent of the postgraduate career seekers require alerting service.

The p-value (0.092967) indicates that there is no significant association between qualification and level of requirement for alerting service. This shows that there is no significant difference between the graduate and the postgraduate career seekers in the level of requirement for alerting service.

**Table 34**

**Place of Residence and Levels of Requirement for Alerting Service**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	403	77.20	119	22.80	522	100	0.000110
Urban	447	86.46	70	13.54	517	100	
Total	850	81.81	189	18.19	1039	100	

Table 34 shows that 77.20 percent of the rural and 86.46 percent of the urban career seekers require alerting service.

The P-value (0.000110) shows that there is significant association between place of residence and levels of requirement for alerting service. This indicates that there is significant difference between the levels of requirement of the rural and the urban career seekers for alerting service. The requirement percentages show that the requirement level is higher among the career seekers from urban areas compared to that of their counter parts from rural areas.

## 2.9. Requirement for Career Guidance

Adequate training is necessary for career seekers to perform in the competitive examinations conducted for selecting candidates for employment. Apart from self preparation, coaching classes and proper guidance will equip the career seekers to compete for various jobs. The requirement levels for career guidance among various categories of the career seekers are shown in Tables 35, 36, 37 and 38.

**Table 35**

**Type of Library Using and Levels of Requirement for Career Guidance**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	325	86.44	51	13.56	376	100	0.343601
College	319	88.37	42	11.63	361	100	
Public	272	90.07	30	9.93	302	100	
Total	916	88.16	123	11.84	1039	100	



Table 35 reveals that career guidance is required by 86.44 percent of the career seekers using university libraries, 88.37 percent of the career seekers using college libraries and 90.07 percent of the career seekers using public libraries.

The p-value (0.343601) shows that there is no significant association between type of library using and level of requirement for career guidance. This reveals that there is no significant difference among the career seekers using different types of libraries in the levels of requirement for career guidance.

**Table 36**  
**Gender Difference and Levels of Requirement for Career Guidance**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	486	87.10	72	12.90	558	100	0.252459
Female	430	89.40	51	10.60	481	100	
Total	916	88.16	123	11.84	1039	100	

It can be seen from Table 36 that 87.10 percent of the male and 89.40 percent of the female career seekers require career guidance.

The p-value (0.252459) indicates that there is no significant association between gender and level of requirement for career guidance. This shows that there is no significant difference between the levels of requirement of the male and the female career seekers for career guidance.

**Table 37**  
**Qualification and Levels of Requirement for Career Guidance**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	629	89.22	76	10.78	705	100	0.125064
Post graduation	287	85.93	47	14.07	334	100	
Total	916	88.16	123	11.84	1039	100	

Table 37 shows that 89.22 percent of the graduate and 85.93 percent of the postgraduate career seekers require career guidance.

The p-value (0.125064) shows that there is no significant association between qualification and level of requirement for career guidance. This reveals that there is no significant difference between the graduate and the postgraduate career seekers in the level of requirement for career guidance.

**Table 38**

**Place of Residence and Levels of Requirement for Career Guidance**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	457	87.55	65	12.45	522	100	0.538311
Urban	459	88.78	58	11.22	517	100	
Total	916	88.16	123	11.84	1039	100	

Table 38 shows that 87.55 percent of the rural and 88.78 percent of the urban career seekers require career guidance.

The p-value (0.538311) shows that there is no significant association between place of residence and level of requirement for career guidance. This indicates that there is no significant difference between the levels of requirement of the rural and the urban career seekers for career guidance.

### **2.10. Requirement for Career Related Information Resources at one Place in the Library**

Career related information will be scattered over a variety of sources including electronic sources like the internet. These sources are generally available in different sections in a library. Availability of these resources at one place in the library will help the career seekers to get these resources

easily. The levels of requirement for the career related information resources at one place in the library of different categories of career seekers are shown in Tables 39, 40, 41 and 42.

**Table 39**

**Type of Library Using and Levels of Requirement for Career Related Information Resources at one Place in the Library**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	298	79.26	78	20.74	376	100	0.707410
College	280	77.56	81	22.44	361	100	
Public	242	80.13	60	19.87	302	100	
Total	820	78.92	219	21.08	1039	100	

Table 39 reveals that 79.26 percent of the career seekers using university libraries, 77.56 percent of the career seekers using college libraries and 80.13 percent of the career seekers using public libraries require career related information resources at place in the library.

The p-value (0.707410) indicates that there is no significant association between type of library using and level of requirement for career related information resources at one place in the library. This reveals that there is no significant difference among the career seekers using different types of libraries in the level of requirement for such facility.

Table 40

**Gender Difference and Levels of Requirement for Career Related Information Resources at one Place in the Library**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	438	78.49	120	21.51	558	100	0.715992
Female	382	79.42	99	20.58	481	100	
Total	820	78.92	219	21.08	1039	100	

Table 40 shows that 78.49 percent of the male and 79.42 percent of the female career seekers require career related information resources at one place in the library.

The p-value (0.715992) indicates that there is no significant association between gender and level of requirement for such resources at one place in the library. This shows that there is no significant difference between the levels of requirement of the male and the female career seekers for such facility.

Table 41

**Qualification and Levels of Requirement for Career Related Information Resources at one Place in the Library**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	560	79.43	145	20.57	705	100	0.557712
Post graduation	260	77.84	74	22.16	334	100	
Total	820	78.92	219	21.08	1039	100	

Table 41 reveals that 79.43 percent of the graduate and 77.84 percent of the postgraduate career seekers require career related information resources at one place in the library.

The p-value (0.557712) shows that there is no significant association between qualification and level of requirement for such resources at one place. This reveals that there is no significant difference between the levels of requirement of the graduate and the postgraduate career seekers for such facility.

**Table 42**

**Place of Residence and Levels of Requirement for Career Related Information Resources at one Place in the Library**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	390	74.71	132	25.29	522	100	0.000830
Urban	430	83.17	87	16.83	517	100	
Total	820	78.92	219	21.08	1039	100	

Table 42 shows that career related information resources are required at one place by 74.71 percent of the rural and 83.17 percent of the urban career seekers.

The p-value (0.000830) indicates that there is significant association between place of residence and level of requirement for such resources at one place in the library. This shows that significant difference exists between the rural and the urban career seekers in the levels of requirement for such facility.

The requirement percentages show that the level of requirement is higher among the career seekers from urban areas than that of their counter parts from rural areas.

### 2.11. Requirement for Photocopying Service

Career seekers require photocopying service to take copies of relevant documents for using at home and to take copies of the formats of application forms. The levels of requirement for photocopying service in different categories of career seekers are shown in Tables 43, 44, 45 and 46.

**Table 43**

**Type of Library Using and Levels of Requirement for Photocopying Service**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	343	91.22	33	8.78	376	100	0.000000
College	253	70.08	108	29.92	361	100	
Public	231	76.49	71	23.51	302	100	
Total	827	79.60	212	20.40	1039	100	

Table 43 indicates that photocopying service is required by 91.22 percent of the career seekers using university libraries, 70.08 percent of the career seekers using college libraries and 76.49 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library using and level of requirement for photocopying

service. This reveals that there is significant difference among the career seekers using different types of libraries in the levels of requirement for this service. The requirement percentages show that the requirement level of photocopying service is the highest among the career seekers using university libraries, the second highest level is among the career seekers using public libraries and it is the least among those who use college libraries.

**Table 44**

**Gender Difference and Levels of Requirement for Photocopying Service**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	415	74.37	143	25.63	558	100	0.000007
Female	412	85.65	69	14.35	481	100	
Total	827	79.60	212	20.40	1039	100	

Table 44 shows that 74.37 percent of the male and 85.65 percent of the female career seekers require photocopying service.

The p-value (0.000007) indicates that there is significant association between gender and level of requirement for photocopying service. This reveals that there is significant difference between the male and the female career seekers in the level of requirement for this service. The requirement percentages show that the level of requirement is higher among the female career seekers compared to that of the male career seekers.

**Table 45**  
**Qualification and Levels of Requirement for Photocopying Service**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	548	77.73	157	22.27	705	100	0.030202
Post graduation	279	83.53	55	16.47	334	100	
Total	827	79.60	212	20.40	1039	100	

Table 45 reveals that photocopying service is required by 77.73 percent of the graduate and 83.53 percent of the postgraduate career seekers.

The p-value (0.030202) which is not significant at one percent level but significant at five percent level shows that there is significant association between qualification and level of requirement for photocopying service at five percent level of significance. This indicates that significant difference exists between the graduate and the postgraduate career seekers in the level of requirement for this service. The requirement percentages show that the requirement level is higher among the postgraduate career seekers as compared to that of the graduate career seekers.

**Table 46**  
**Place of Residence and Levels of Requirement for Photocopying Service**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	402	77.01	120	22.99	522	100	0.037812
Urban	425	82.21	92	17.79	517	100	
Total	827	79.60	212	20.40	1039	100	

It can be seen from the Table 46 that photocopying service is required by 77.01 percent of the rural and 82.21 percent of the urban career seekers.

The p-value (0.037812) which is not significant at one percent level but significant at five percent level indicates that there is significant association between place of residence and level of requirement for photocopying service at five percent level of significance. This reveals that there is significant difference between the rural and the urban career seekers in the level of requirement for photocopying service. The requirement percentages show that the level of requirement is higher among the career seekers from urban areas as compared to that of the career seekers from rural areas.

## 2.12. Requirement for Internet / Electronic Resources

Internet / electronic resources are of great importance in modern times in career search, education and acquiring jobs. Tables 47, 48, 49 and 50 show the levels of requirement for internet/electronic resources of different categories of career seekers.

**Table 47**

### **Type of Library Using and Levels of Requirement for Internet / Electronic Resources**

Type of Library Using	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
University	343	91.22	33	8.78	376	100	0.000000
College	268	74.24	93	25.76	361	100	
Public	263	87.09	39	12.91	302	100	
Total	874	84.12	165	15.88	1039	100	

Table 47 shows that 91.22 percent of the career seekers using university libraries, 74.24 percent of the career seekers using college libraries and 87.09 percent of the career seekers using public libraries require internet / electronic resources.

The p-value (0.000000) indicates that there is significant association between type of library using and level of requirement for internet / electronic resources. This shows that there is significant difference among the career seekers using different types of libraries in the level of requirement for internet/electronic resources. The requirement percentages show that the requirement level is the highest among the career seekers using university libraries. The second highest level is among the career seekers using public libraries and the level is the lowest among the career seekers using college libraries.

**Table 48**  
**Gender Difference and Levels of Requirement for Internet/Electronic Resources**

Gender	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Male	459	82.26	99	17.74	558	100	0.077070
Female	415	86.28	66	13.72	481	100	
Total	874	84.12	165	15.88	1039	100	

Table 48 shows that 82.26 percent of the male and 86.28 percent of the female career seekers require internet / electronic resources.

The p-value (0.077070) indicates that there is no significant association between gender and level of requirement for internet / electronic resources. This shows that there is no significant difference between the male and the female career seekers in the level of requirement for internet / electronic resources.

**Table 49**

**Qualification and Levels of Requirement for Internet/Electronic Resources**

Qualification	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Graduation	582	82.55	123	17.45	705	100	0.044791
Post graduation	292	87.43	42	12.57	334	100	
Total	874	84.12	165	15.88	1039	100	

Table 49 indicates that 82.55 percent of the graduate and 87.43 percent of the postgraduate career seekers require internet/electronic resources.

The p-value (0.0447491) which is not significant at one percent level but significant at five percent level indicates that there is significant association between qualification and level of requirement for internet/electronic resources at five percent level of significance. This reveals that there is significant difference between the graduate and the postgraduate career seekers in the level of requirement for internet/electronic resources. The requirement percentages show that the level of requirement is higher among the postgraduate career seekers than that among the graduate career seekers.

**Table 50**  
**Place of Residence and Levels of Requirement for Internet/Electronic Resources**

Place of Residence	Required		Not Required		Total		p-value
	No.	%	No.	%	No.	%	
Rural	415	79.50	107	20.50	522	100	0.000043
Urban	459	88.78	58	11.22	517	100	
Total	874	84.12	165	15.88	1039	100	

It can be seen from Table 50 that 79.50 percent of the rural and 88.78 percent of the urban career seekers require internet/electronic resources.

The p-value (0.000043) shows that there is significant association between place of residence and level of requirement for internet/electronic resources. This reveals that there is significant difference between the rural and the urban career seekers in the level of requirement for internet/electronic resources. The percentages of requirement show that the requirement level is higher among the career seekers from urban areas compared to that among the rural career seekers.

### **3. AVAILABILITY OF INFORMATION RESOURCES AND SERVICES IN LIBRARIES**

One of the major objectives of the study is to find out the level of availability of the resources and services required by the career seekers. Career seekers have to get various resources and services to meet their information requirements. Table 51 gives consolidated picture of the responses of the career seekers with regard to the availability of the resources and services in libraries.

Table 51

## Levels of Availability of Resources and Services among the Career Seekers Using Different Types of Libraries

Resources/Services	Available		Not Available		Total		z-value
	No.	%	No.	%	No.	%	
	Documents which are Helpful for Career Selection	751	72.28	288	27.72	1039	
Materials which Give Information about Training and Education Opportunities	691	66.51	348	33.49	1039	100	10.64
Resources which Give Information about Employment Opportunities	782	75.26	257	24.74	1039	100	16.29
Documents Publishing Formats of Application Forms	518	49.86	521	50.14	1039	100	-0.09
Materials which Help to Prepare Application/Resume	535	51.49	504	48.51	1039	100	0.96
Materials for Preparing for Competitive Examinations	783	75.36	256	24.64	1039	100	16.35
Resources for Preparing for Interviews/Group Discussions	534	51.40	505	48.60	1039	100	0.90
Alerting Service	348	33.49	691	66.51	1039	100	-10.64
Career Guidance	372	35.80	667	64.20	1039	100	-9.15
Organisation of Career related Information at one Place in the Library	390	37.54	649	62.46	1039	100	-8.04
Photocopying Service	684	65.83	355	34.17	1039	100	10.21
Internet Service/Electronic Resources	580	55.82	459	44.18	1039	100	3.75

It can be seen from Table 51 that 72.28 percent of the career seekers get documents which are helpful for career selection, 66.51 percent get materials which give information about training and education opportunities, 75.26 percent get the resources which give information about employment opportunities, 49.86 percent get documents publishing formats of application forms, 51.49 percent get materials which help to prepare application/resume, 75.36 percent get materials for preparing for competitive examinations, 51.40 percent get resources for preparing for interviews/group discussions, 33.49 percent get alerting service, 35.80 percent get career guidance, 37.54 percent get career related information at one place in the library, 65.83 percent get photocopying service and 55.82 percent get internet service/electronic resources.

The observed percentages of the availability of documents which are helpful for career selection, materials which give information about training and education opportunities, resources which give information about employment opportunities, materials which help to prepare application/resume, materials for preparing for competitive examinations, resources for preparing for interviews/group discussions, photocopying service and internet service/electronic resources are higher than 50 percent. However, the z-values are significant only in the case of availability of documents which are helpful for career selection, materials which give information about training and education opportunities, resources which give information about employment opportunities, materials for preparing for competitive examinations, photocopying service and internet service/electronic resources. This shows that the availability levels of these resources/services are significantly higher than 50 percent.

Figure 2 shows the levels of availability of various information resources / services.

- ☐ Documents which are Helpful for Career Selection
- ▨ Materials which Give Information about Training and Education Opportunities
- ▩ Resources which Give Information about Employment Opportunities
- ▧ Documents Publishing Formats of Application Forms
- ▦ Materials which Help to Prepare Application/Resume
- ▥ Materials for Preparing for Competitive Examinations
- ▤ Resources for Preparing for Interviews/Group Discussions
- ▣ Alerting Service
- ▢ Career Guidance
- Organisation of Career Related Information Resources at one Place in the Library
- Photocopying Service
- ▧ Internet Service/Electronic Resources

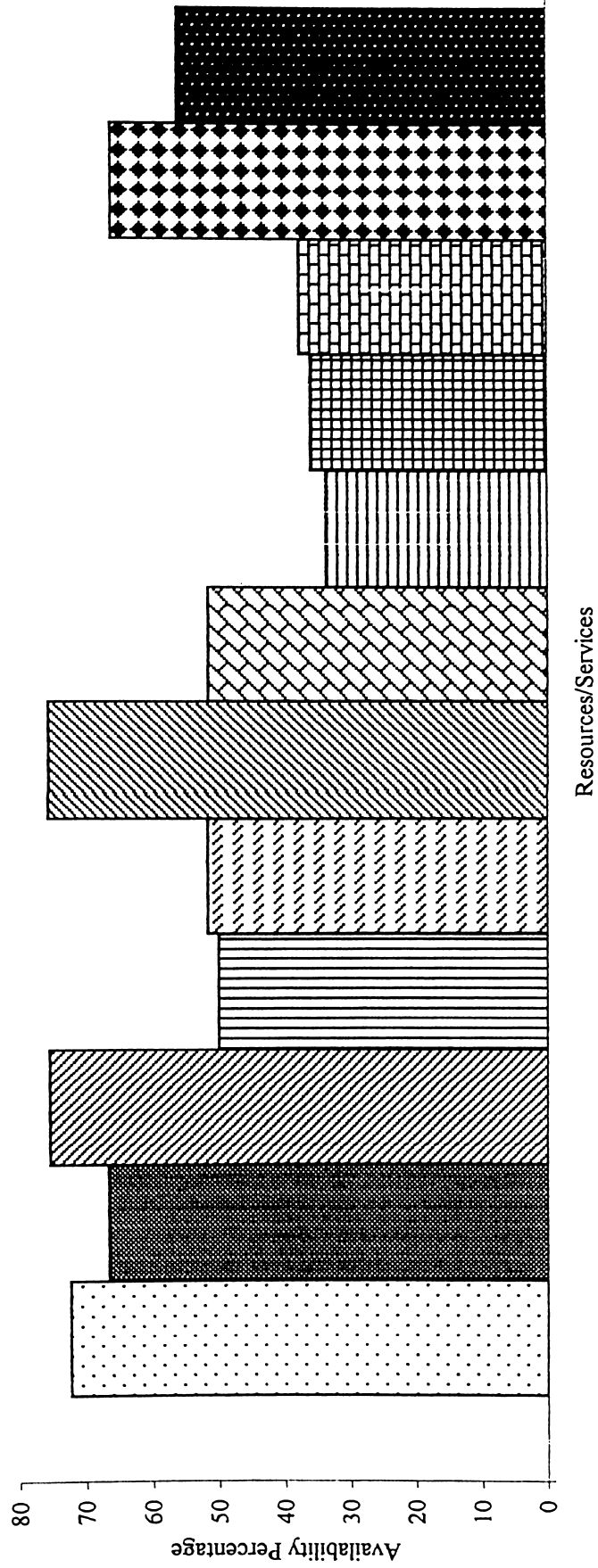


Figure 2. Levels of Availability of Resources/ Services

#### 4. AVAILABILITY OF RESOURCES/SERVICES IN DIFFERENT TYPES OF LIBRARIES

The availability of the resources and services required by the career seekers may vary according to the type of library. The responses of the career seekers regarding the availability of the required resources and services in university, college and public libraries are analysed and the p-values are obtained to find out whether there exists significant association between the type of library and availability of resources/services. Tables 52 to 63 show this.

**Table 52**

**Availability of Documents which are Helpful for Career Selection in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	282	75.00	94	25.00	376	100	0.003469
College	238	65.93	123	34.07	361	100	
Public	231	76.49	71	23.51	302	100	
Total	751	72.28	288	27.72	1039	100	

Table 52 shows that 75.00 percent of the career seekers using university libraries, 65.93 percent of the career seekers using college libraries and 76.49 percent of the career seekers using public libraries get documents which are helpful for career selection.

The p-value (0.003469) shows that there is significant association between type of library using and availability of such documents. This reveals that there is significant difference among different types of libraries in the

availability of such documents. The availability percentages show that the level of availability is the highest in public libraries. University libraries come second and college libraries are the last in providing such documents.

**Table 53**

**Availability of Materials which Give Information about Training and Education Opportunities in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	273	72.61	103	27.39	376	100	0.000039
College	208	57.62	153	42.38	361	100	
Public	210	69.54	92	30.46	302	100	
Total	691	66.51	348	33.49	1039	100	

Table 53 reveals that 72.61 percent of the career seekers using university libraries, 57.62 percent of the career seekers using college libraries and 69.54 percent of the career seekers using public libraries get materials which give information about training and education opportunities. The p-value (0.000039) indicates that there is significant association between type of library using and availability of such materials. This shows that there is significant difference among different types of libraries in the availability of such materials. The availability percentages show that the level of availability of such materials is the highest in university libraries. The second highest level is in public libraries. The level is the lowest in college libraries.

**Table 54**  
**Availability of Resources which Give Information about Employment Opportunities in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	316	84.04	60	15.96	376	100	0.000000
College	232	64.27	129	35.73	361	100	
Public	234	77.48	68	22.52	302	100	
Total	782	75.26	257	24.74	1039	100	

Table 54 shows that the resources which give information about employment opportunities are available to 84.04 percent of the career seekers using university libraries, 64.27 percent of the career seekers using college libraries and 77.48 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library using and availability of such resources. This reveals that there is significant difference among different types of libraries in the level of availability of such resources. The availability percentages show that university libraries stand first in the availability of such resources, public libraries come next and college libraries are the last in the provision of such resources.

Table 55

**Availability of Documents which Publish Formats of Application Forms  
for Employment in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	202	53.72	174	46.28	376	100	0.010878
College	157	43.49	204	56.51	361	100	
Public	159	52.65	143	47.35	302	100	
Total	518	49.86	521	50.14	1039	100	

It can be seen from Table 55 that 53.72 percent of the career seekers using university libraries, 43.49 percent of the career seekers using college libraries and 52.65 percent of the career seekers using public libraries get the documents which publish formats of application forms for employment.

The p-value (0.010878) which is not significant at one percent level but significant at five percent level indicates that there is significant association between type of library using and availability of such documents at five percent level of significance. This shows that there is significant difference among different types of libraries in the availability of such documents. The comparison of percentages reveals that the availability is the highest in university libraries. Public libraries come next and college libraries are the least providers of such documents.

**Table 56**  
**Availability of Materials which Help to Prepare Application/Resume in**  
**Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	220	58.51	156	41.49	376	100	0.000000
College	141	39.06	220	60.94	361	100	
Public	174	57.62	128	42.38	302	100	
Total	535	51.49	504	48.51	1039	100	

Table 56 shows that 58.51 percent of the career seekers using university libraries, 39.06 percent of the career seekers using college libraries and 57.62 percent of the career seekers using public libraries get the materials which help to prepare application / resume.

The p-value (0.000000) shows that there is significant association between type of library using and availability of such materials. This reveals that there is significant difference among different types of libraries in the level of availability of such materials. The percentages show that university libraries stand first and public libraries stand second in the provision of such materials. College libraries are the least providers of such materials.

**Table 57**  
**Availability of Materials for Preparing for Competitive Examinations**  
**in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	334	88.83	42	11.17	376	100	0.000000
College	228	63.16	133	36.84	361	100	
Public	221	73.18	81	26.82	302	100	
Total	783	75.36	256	24.64	1039	100	

Table 57 shows that materials for preparing for competitive examinations are available to 88.83 percent of the career seekers using university libraries, 63.16 percent of the career seekers using college libraries and 73.18 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library using and availability of such materials. This reveals that there is significant difference among different types of libraries in the availability of such materials. The percentages show that the availability of such materials is the highest in university libraries. Public libraries stand second and college libraries are the last in this case.

**Table 58**

**Availability of Resources for Preparing for Interviews/Group Discussions in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	223	59.31	153	40.69	376	100	0.000323
College	162	44.88	199	55.12	361	100	
Public	149	49.34	153	50.66	302	100	
Total	534	51.40	505	48.60	1039	100	

Table 58 shows that 59.31 percent of the career seekers using university libraries, 44.88 percent of the career seekers using college libraries and 49.34 percent of the career seekers using public libraries get the resources for preparing for interviews/group discussions.

The p-value (0.000323) indicates that there is significant association between type of library using and availability of such resources. This shows that there is significant difference among different types of libraries in the level of availability of such resources. The percentages show that university libraries stand first, public libraries stand second and college libraries are the last in providing such resources.

**Table 59**

**Availability of Alerting Service in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	114	30.32	262	69.68	376	100	0.202191
College	123	34.07	238	65.93	361	100	
Public	111	36.75	191	63.25	302	100	
Total	348	33.49	691	66.51	1039	100	

Table 59 shows that alerting service is available to 30.32 percent of the career seekers using university libraries, 34.07 percent of the career seekers using college libraries and 36.75 percent of the career seekers using public libraries.

The p-value (0.202191) shows that there is no significant association between type of library using and availability of alerting service. This reveals that there is no significant difference among different types of libraries in the availability of alerting service.

**Table 60**  
**Availability of Career Guidance in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	120	31.91	256	68.09	376	100	0.134923
College	135	37.40	226	62.60	361	100	
Public	117	38.74	185	61.26	302	100	
Total	372	35.80	667	64.20	1039	100	

It can be understood from Table 60 that career guidance is available to 31.91 percent of the career seekers using university libraries, 37.40 percent of the career seekers using college libraries and 38.74 percent of the career seekers using public libraries.

The p-value (0.134923) indicates that there is no significant association between type of library using and availability of career guidance. This shows that there is no significant difference among different types of libraries in the availability of career guidance.

**Table 61**  
**Availability of Career Related Information Resources at one Place in the Library**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	123	32.71	253	67.29	376	100	0.001659
College	129	35.73	232	64.27	361	100	
Public	138	45.70	164	54.30	302	100	
Total	390	37.54	649	62.46	1039	100	

Table 61 reveals that 32.71 percent of the career seekers using university libraries, 35.73 percent of the career seekers using college libraries and 45.70 percent of the career seekers using public libraries get career related information resources at one place in the library.

The p-value (0.001659) shows that there is significant association between type of library using and availability of such facility. This reveals that there is significant difference among different types of libraries in the availability of this facility. The percentages show that the scattering of such resources is more serious in university libraries. College libraries come second in this case. Comparing to other libraries public libraries are better in providing career related information resources at one place.

**Table 62**

**Availability of Photocopying Service in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	337	89.63	39	10.37	376	100	0.000000
College	177	49.03	184	50.97	361	100	
Public	170	56.29	132	43.71	302	100	
Total	684	65.83	355	34.17	1039	100	

Table 62 shows that photocopying service is available to 89.63 percent of the career seekers using university libraries, 49.03 percent of the career seekers using college libraries and 56.29 percent of the career seekers using public libraries.

The p-value (0.000000) indicates that there is significant association between type of library using and availability of photocopying service. This shows that there is significant difference among different types of libraries in the availability of photocopying service. The percentages show that university libraries come first in the provision of this service. Public libraries come second in this case. College libraries are poor in providing this service.

**Table 63**  
**Availability of Internet/Electronic Resources in Different Types of Libraries**

Type of Library	Available		Not Available		Total		p-value
	No.	%	No.	%	No.	%	
University	331	88.03	45	11.97	376	100	0.000000
College	108	29.92	253	70.08	361	100	
Public	141	46.69	161	53.31	302	100	
Total	580	55.82	459	44.18	1039	100	

Table 63 reveals that 88.03 percent of the career seekers using university libraries, 29.92 percent of the career seekers using college libraries and 46.69 percent of the career seekers using public libraries get internet/electronic resources.

The p-value (0.000000) shows that there is significant association between type of library using and availability of internet/electronic resources. This indicates that there is significant difference among different types of libraries in the availability of internet/electronic resources. The percentages

show that university libraries stand first, public libraries stand second and college libraries stand third in providing such facility.

The overall analysis shows that where significant differences are observed, university libraries stand first in the provision of materials which give information about training and education opportunities, resources which give information about employment opportunities, documents which publish formats of application forms, materials which help to prepare application/resume, materials for preparing for competitive examinations, resources for preparing for interviews/group discussions, photocopying service and internet/electronic resources.

Public libraries stand first in providing documents which are helpful for career selection and career related information at one place.

College libraries do not have the first place in providing any of the resources / services required by the career seekers.

## **5. USE OF LIBRARY RESOURCES/SERVICES BY THE CAREER SEEKERS**

Information is indispensable for the career seekers at different stages of their career search. Acquiring all the resources they need on their own is not always possible due to financial and other barriers. Hence, during their search for suitable placement, they have to use various resources and services which a library provides. Tables 64 to 84 show the levels of use of library resources/services by the career seekers.

**Table 64**  
**Time Spent in the Library Per Day**  
**(On an Average)**

Time spent	Number	Percentage
Less than 1Hour	140	13.47
1-2 Hours	277	26.66
2-3 Hours	211	20.31
3-4 Hours	150	14.44
4-5 Hours	129	12.42
More than 5 Hours	132	12.70
Total	1039	100

It can be understood from Table 64 that 13.47 percent of the career seekers spend less than one hour per day on an average in the library for career search and preparation for competitive examinations and interviews / group discussions while 26.66 percent spend one to two hours, 20.31 percent spend two to three hours, 14.44 percent spend three to four hours, 12.42 percent spend four to five hours and 12.70 percent spend more than five hours in the library for this.

It can be seen from the Table that majority of the career seekers spend more than two hours per day on an average in the library for career search and preparation.

Table 65

## Use of Periodicals/Serials from Libraries

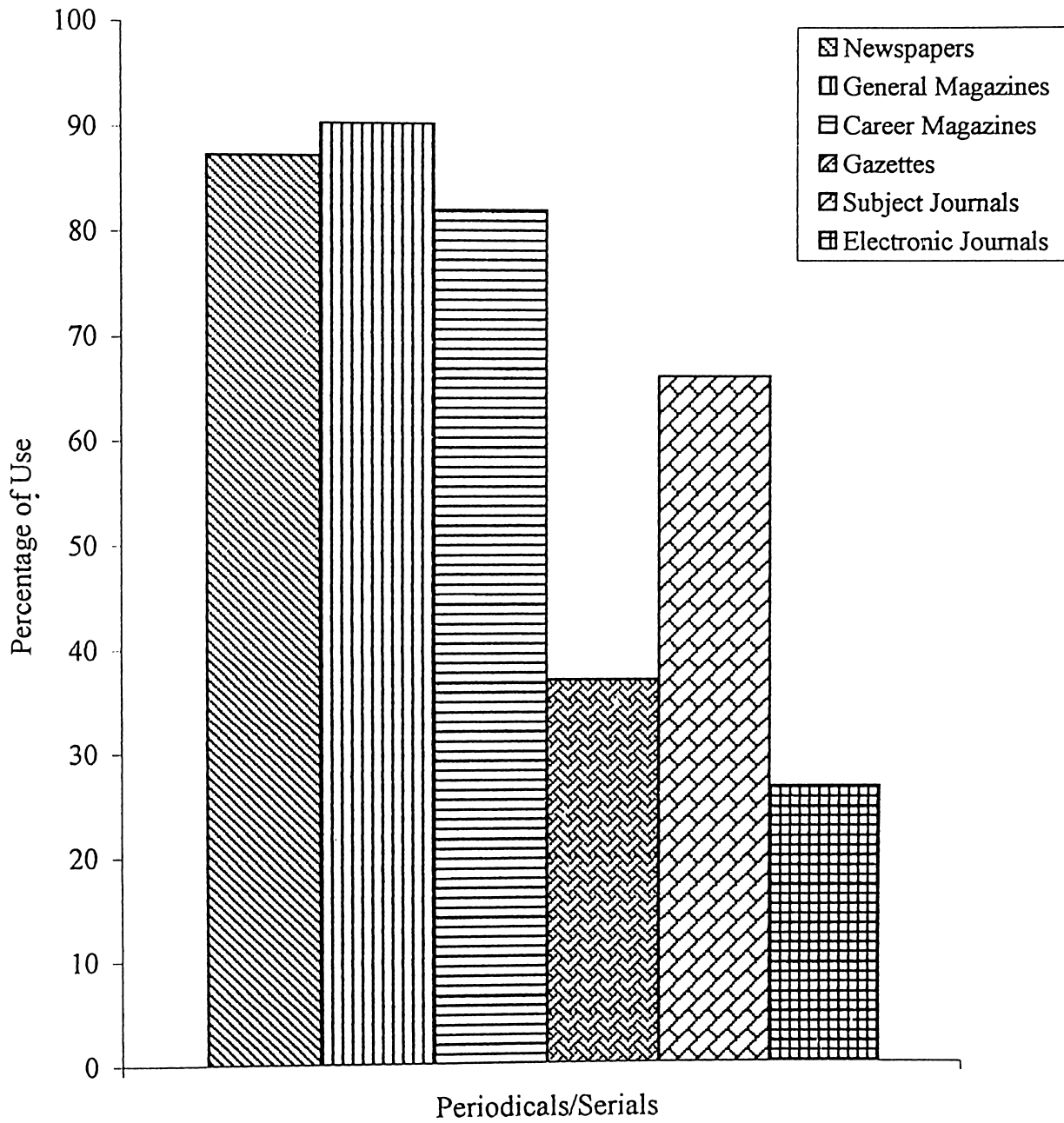
Periodicals/Serials	Used		Not Used		Total		z-value
	No.	%	No.	%	No.	%	
Newspapers	908	87.39	131	12.61	1039	100	24.11
General Magazines	940	90.47	99	9.53	1039	100	26.09
Career Magazines	854	82.19	185	17.81	1039	100	20.76
Gazettes	385	37.05	654	62.95	1039	100	-8.35
Subject Journals	689	66.31	350	33.69	1039	100	10.52
Electronic Journals	277	26.66	762	73.34	1039	100	-15.05

Table 65 shows that 87.39 percent of the career seekers use newspapers, 90.47 percent use general magazines, 82.19 percent use career magazines, 37.05 percent use gazettes, 66.31 percent use subject journals and 26.66 percent use electronic journals from libraries.

The observed percentages show that the rate of use of newspapers, general magazines, career magazines and subject journals are higher than 50 percent. The z-values confirm that the levels of use of these periodicals/serials are significantly higher than 50 percent.

The levels of use of periodicals / serials are shown in Figure 3.

Figure 3. Use of Periodicals / Serials



**Table 66**  
**Use of Reference Books from Libraries**

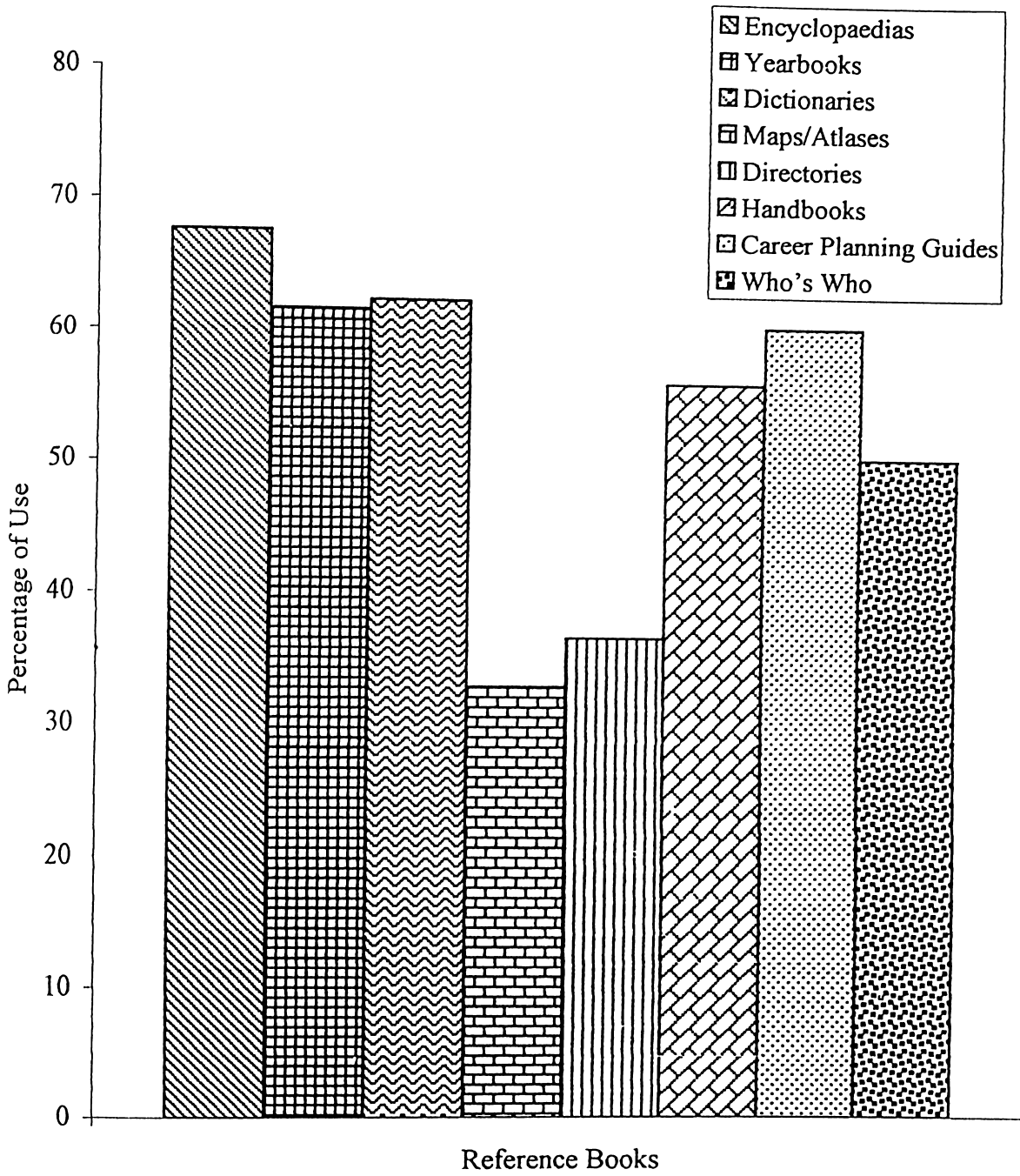
Reference Books	Used		Not Used		Total		z-value
	No.	%	No.	%	No.	%	
Encyclopaedias	703	67.66	336	32.34	1039	100	11.39
Yearbooks	642	61.79	397	38.21	1039	100	7.60
Dictionaries	649	62.46	390	37.54	1039	100	8.04
Maps/Atlases	342	32.92	697	67.08	1039	100	-11.01
Directories	381	36.67	658	63.33	1039	100	-8.59
Handbooks	584	56.21	455	43.79	1039	100	4.00
Career Planning Guides	630	60.64	409	39.36	1039	100	6.86
Who's who	525	50.53	514	49.47	1039	100	0.34

Table 66 reveals that 67.66 percent of the career seekers use encyclopaedias, 61.79 percent use yearbooks, 62.46 percent use dictionaries, 2.92 percent use maps/atlas, 36.67 percent use directories, 56.21 percent use handbooks, 60.64 percent use career planning guides and 50.53 percent use who's who from libraries.

The observed percentages of the use of encyclopaedias, yearbooks, dictionaries, handbooks, career planning guides and who's who are higher than 50 percent. The z-values for the level of use of these resources except who's who are significant. This shows that the levels of use of encyclopaedias, yearbooks, dictionaries, handbooks and career planning guides are significantly higher than 50 percent.

Figure 4 shows the levels of use of reference books.

Figure 4. Use of Reference Books



**Table 67****Use of Competition Books/Guides from Libraries**

Books/Guides	Used		Not Used		Total		z-value
	No.	%	No.	%	No.	%	
Specific Guides for each Competitive Examination	577	55.53	462	44.47	1039	100	3.57
General Knowledge Books	898	86.43	141	13.57	1039	100	23.49
Question Banks	671	64.58	368	35.42	1039	100	9.40
Books on General English	646	62.18	393	37.82	1039	100	7.85
Books on English Grammar	562	54.09	477	45.91	1039	100	2.64
Books on Reasoning	601	57.84	438	42.16	1039	100	5.06
Books on Numerical Ability	526	50.63	513	49.37	1039	100	0.40
Books on Clerical Aptitude	459	44.18	580	55.82	1039	100	-3.75
Books on General Intelligence	784	75.46	255	24.54	1039	100	16.41

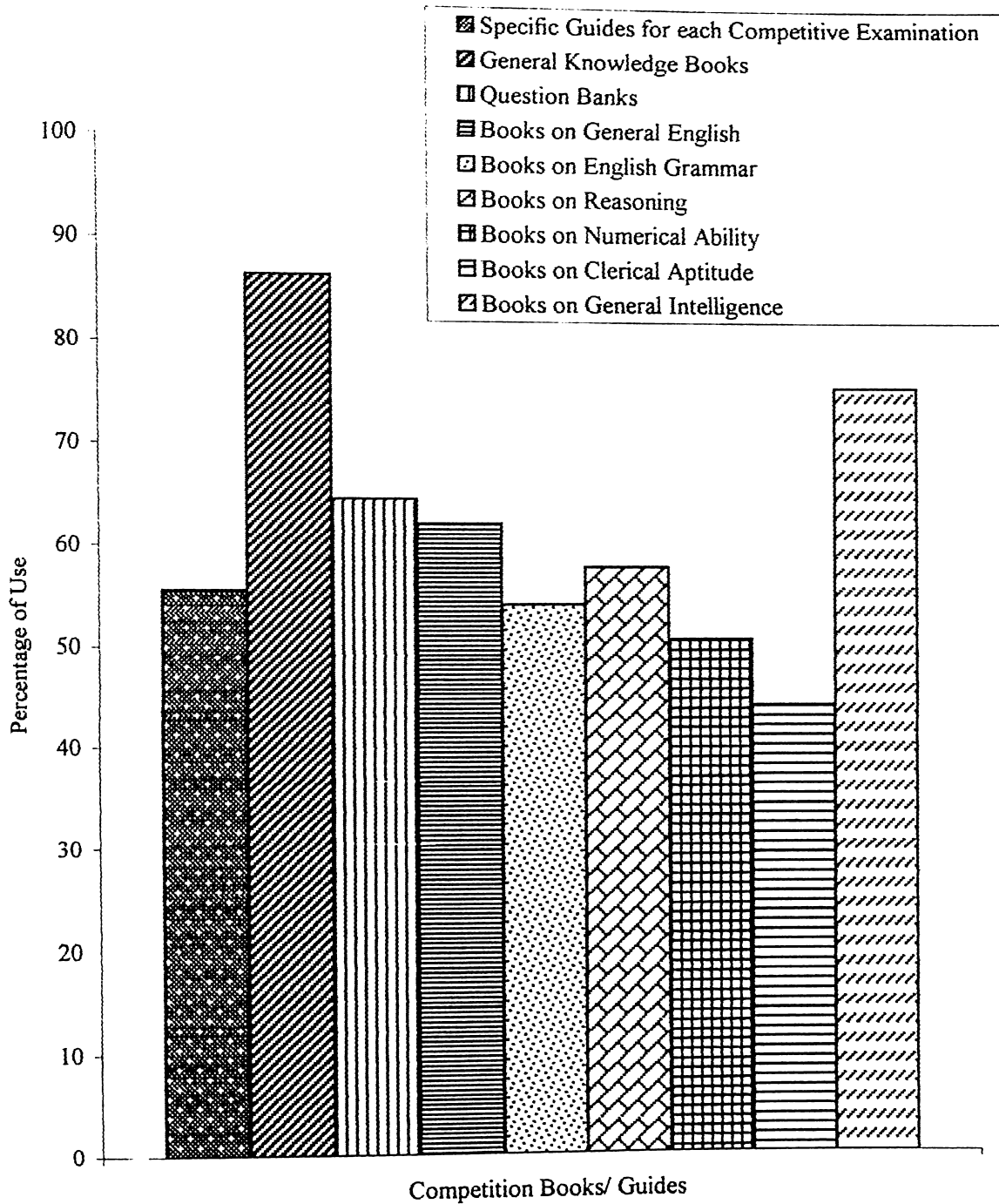
It is evident from Table 67 that 55.53 percent of the career seekers use specific guides for each competitive examination, 86.43 percent use general knowledge books, 64.58 percent use question banks, 62.18 percent use books on general English, 54.09 percent use books on English grammar, 57.84 percent use books on reasoning, 50.63 percent use books on numerical

ability, 44.18 percent use books on clerical aptitude and 75.46 percent use books on general intelligence from libraries.

The observed percentages of the use of specific guides for each competitive examination, general knowledge books, question banks, books on general English, books on English grammar, books on reasoning, books on numerical ability and books on general intelligence are higher than 50 percent. The z-values are significant in these cases except in the case of the use of books on numerical ability. This shows that the levels of use of specific guides for each competitive examination, general knowledge books, question banks, books on general English, books on English grammar, books on reasoning and books on general intelligence are significantly higher than 50 percent.

The levels of use of various competition books / guides are shown in Figure 5.

Figure 5. Use of Competition Books / Guides



**Table 68**  
**Use of Other Resources/Services from Libraries**

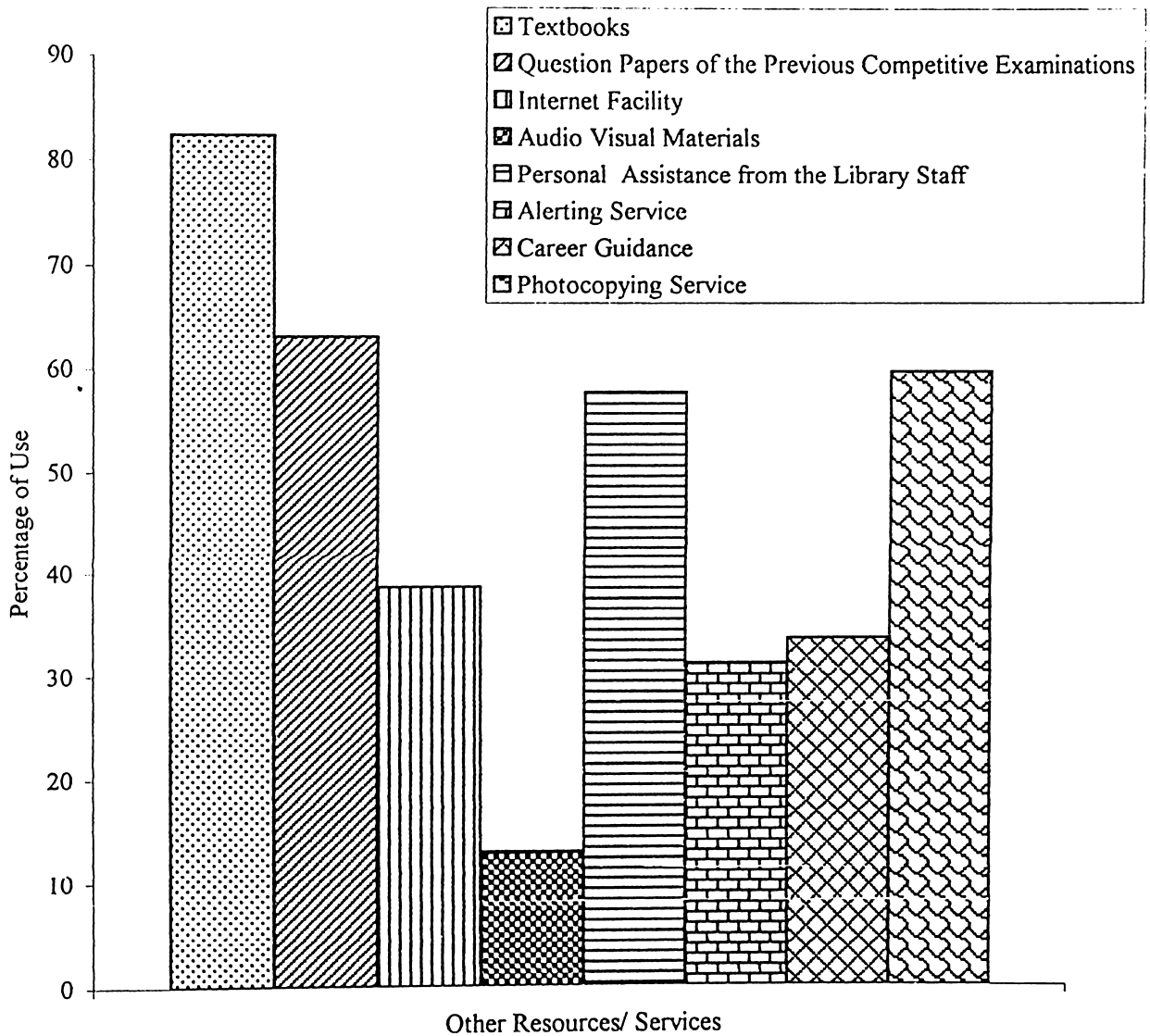
Resources/Services	Used		Not Used		Total		z-value
	No.	%	No.	%	No.	%	
Textbooks	856	82.39	183	17.61	1039	100	20.88
Question Papers of the Previous Competitive Examinations	656	63.14	383	36.86	1039	100	8.47
Internet Facility	402	38.69	637	61.31	1039	100	-7.29
Audio-visual Materials	135	12.99	904	87.01	1039	100	-23.86
Personal Assistance from the Library staff	600	57.75	439	42.25	1039	100	5.00
Alerting Service	325	31.28	714	68.72	1039	100	-12.07
Career Guidance	350	33.69	689	66.31	1039	100	-10.51
Photocopying Service	621	59.77	418	40.23	1039	100	6.30

Table 68 shows that 82.39 percent of the career seekers use textbooks, 63.14 percent use question papers of the previous competitive examinations, 38.69 percent use internet facility, 12.99 percent use audio-visual materials, 57.75 percent use personal assistance from the library staff, 31.28 percent use alerting service, 33.69 percent use career guidance and 59.77 percent use photocopying service from libraries.

The observed percentages of the use of textbooks, question papers of the previous competitive examinations, personal assistance from the library staff and photocopying service are higher than 50 percent. The z-values for the level of use of these resources/services are significant. This shows that the levels of use of these resources/services are significantly higher than 50 percent.

Figure 6 shows the levels of use of other resources / services.

Figure 6. Use of Other Resources / Services



## 6. LEVELS OF USE OF RESOURCES / SERVICES OF DIFFERENT CATEGORIES OF CAREER SEEKERS

The levels of use of resources and services of different categories of career seekers are compared to find out whether there exists any difference in these levels. The p-values are also obtained for finding out the level of significance.

### 6.1. Use of Periodicals/Serials from Libraries by Different Categories of Career Seekers

The levels of the use of periodicals/serials from libraries of different categories of career seekers are obtained by analysing the responses of the career seekers regarding their use. The p-values are also obtained to find out whether there exists any association between the level of use and category of career seekers.

**Table 69**

#### **Use of Periodicals/Serials from Libraries by the Career Seekers Using Different Types of Libraries**

Periodicals/ Serials	Use								
	University Library (N=376)		College Library (N=361)		Public Library (N=302)		Total (N=1039)		p-value
	No	%	No	%	No	%	No	%	
Newspapers	334	88.83	340	94.18	234	77.48	908	87.39	0.000000
General Magazines	337	89.63	313	86.70	290	96.03	940	90.47	0.000197
Career Magazines	334	88.83	274	75.90	246	81.46	854	82.19	0.000025
Gazettes	124	32.98	111	30.75	150	49.67	385	37.05	0.000000
Subject Journals	264	70.21	252	69.81	173	57.28	689	66.31	0.000421
Electronic Journals	111	29.52	103	28.53	63	20.86	277	26.66	0.024543

Table 69 reveals that among the career seekers using university libraries, 88.83 percent use newspapers, 89.63 percent use general magazines 88.83 percent use career magazines, 32.98 percent use gazettes, 70.21 percent use subject journals and 29.52 percent use electronic journals from libraries. Among those who use college libraries, 94.18 percent use newspapers, 86.70 percent use general magazines, 75.90 percent use career magazines, 30.75 percent use gazettes, 69.81 percent use subject journals and 28.53 percent use electronic journals. Among those who use public libraries 77.48 percent use newspapers, 96.03 percent use general magazines, 81.46 percent use career magazines, 49.67 percent use gazettes, 57.28 percent use subject journals and 20.86 percent use electronic journals from libraries.

The p-values indicate that there is significant association between type of library using and levels of use of newspapers, general magazines, career magazines, gazettes and subject journals. In the case of the level of use of electronic journals the p-value is not significant at one percent level but it is significant at five percent level which means that there is significant association between type of library using and level of use of electronic journals at five percent level of significance. This means that significant difference exists among the career seekers using different types of libraries in the levels of use of these periodicals/serials. In the case of newspapers the level of use is more in college libraries. The levels of use of general magazines and gazettes are more in public libraries. Career magazines, subject journals and electronic journals are used more by the career seekers using university libraries.

**Table 70**  
**Use of Periodicals/Serials from Libraries according to the Gender of Career Seekers**

Periodicals/Serials	Use						
	Male (N= 558)		Female (N= 481)		Total (N= 1039)		p-value
	No.	%	No.	%	No.	%	
Newspapers	502	89.96	406	84.41	908	87.39	0.007138
General Magazines	519	93.01	421	87.53	940	90.47	0.002680
Career Magazines	454	81.36	400	83.16	854	82.19	0.450000
Gazettes	202	36.20	183	38.05	385	37.05	0.539209
Subject Journals	365	65.41	324	67.36	689	66.31	0.507811
Electronic Journals	174	31.18	103	21.41	277	26.66	0.000385

Table 70 shows that among the male career seekers 89.96 percent use newspapers, 93.01 percent use general magazines, 81.36 percent use career magazines, 36.20 percent use gazettes, 65.41 percent use subject journals and 31.18 percent use electronic journals from libraries. Among the female career seekers, 84.41 percent use newspapers, 87.53 percent use general magazines, 83.16 percent use career magazines, 38.05 percent use gazettes, 67.36 percent use subject journals and 21.41 percent use electronic journals from libraries.

The p-values indicate that there is significant association between gender and the level of use in the case of newspapers, general magazines and electronic journals. This means that significant difference exists between the male and the female career seekers in the levels of use of these periodicals/serials. The levels of use of these periodicals/serials are more

among the male career seekers. No significant association between gender and level of use is observed in the case of career magazines, gazettes and subject journals. This shows that there is no significant difference between the male and the female career seekers in the levels of use of these periodicals/serials.

**Table 71**

**Qualification and Levels of Use of Periodicals/Serials from Libraries**

Periodicals/Serials	Use						p-value
	Graduates (N= 705)		Postgraduates (N= 334)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Newspapers	610	86.52	298	89.22	908	87.39	0.221329
General Magazines	615	87.23	325	97.31	940	90.47	0.000000
Career Magazines	550	78.01	304	91.02	854	82.19	0.000000
Gazettes	246	34.89	139	41.62	385	37.05	0.036117
Subject Journals	435	61.70	254	76.05	689	66.31	0.000005
Electronic Journals	178	25.25	99	29.64	277	26.66	0.134809

It can be seen from Table 71 that among the graduate career seekers, 86.52 percent use newspapers, 87.23 percent use general magazines, 78.01 percent use career magazines, 34.89 percent use gazettes, 61.70 percent use subject journals and 25.25 percent use electronic journals from libraries. Among the postgraduate career seekers, 89.22 percent use newspapers, 97.31 percent use general magazines, 91.02 percent use career magazines, 41.62 percent use gazettes, 76.05 percent use subject journals and 29.64 percent use electronic journals from libraries.

The p-values show that there is significant association between qualification and level of use in the case of general magazines, career magazines and subject journals. There is significant association between qualification and level of use of gazettes at five percent level of significance (not significant at one percent level). This shows that there is significant difference between the levels of use of the graduate and the postgraduate career seekers in the case of these periodicals/serials. The levels of use of these periodicals are higher among postgraduate career seekers compared to that of graduate career seekers. There is no significant association between qualification and level of use in the case of newspapers and electronic journals. This means that there is no significant difference in the levels of use of the graduate and the postgraduate career seekers in these cases.

**Table 72**

**Place of Residence and Levels of Use of Periodicals/Serials from Libraries**

Periodicals/Serials	Use						p-value
	Rural (N= 522)		Urban (N= 517)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Newspapers	484	92.72	424	82.01	908	87.39	0.000000
General Magazines	480	91.95	460	88.97	940	90.47	0.101993
Career Magazines	420	80.46	434	83.95	854	82.19	0.141945
Gazettes	220	42.15	165	31.91	385	37.05	0.000641
Subject Journals	360	68.97	329	63.64	689	66.31	0.069196
Electronic Journals	130	24.90	147	28.43	277	26.66	0.198361

It can be understood from Table 72 that among the rural career seekers, 92.72 percent use newspapers, 91.95 percent use general magazines, 80.46 percent use career magazines, 42.15 percent use gazettes, 68.97 percent use subject journals and 24.90 percent use electronic journals from libraries. Among the urban career seekers 82.01 percent use newspapers, 88.97 percent use general magazines, 83.95 percent use career magazines, 31.91 percent use gazettes, 63.64 percent use subject journals and 28.43 percent use electronic journals from libraries.

The p-values indicate that there is significant association between place of residence and level of use in the case of newspapers and gazettes. This shows that significant difference exists in the levels of use of the rural and the urban career seekers in these cases. The rural career seekers use these periodicals/serials more than the urban career seekers. No significant association between place of residence and level of use is observed in the case of general magazines, career magazines, subject journals and electronic journals. This means that there is no significant difference in the levels of use of the rural and the urban career seekers in these cases.

## **6.2. Use of Reference Books from Libraries by Different Categories of Career Seekers**

The levels of use of reference books of different categories of career seekers are analysed. The p-values are also obtained to find out whether there exists any association between the level of use and category of career seekers.

**Table 73**  
**Types of Library Using and Levels of Use of Reference Books from Libraries**

Reference Books	Use								
	University Library (N=376)		College Library (N=361)		Public Library (N=302)		Total (N=1039)		p-value
	No	%	No	%	No	%	No	%	
Encyclopaedias	286	76.06	205	56.79	212	70.20	703	67.66	0.000000
Yearbooks	253	67.29	168	46.54	221	73.18	642	61.79	0.000000
Dictionaries	211	56.12	226	62.60	212	70.20	649	62.46	0.000839
Maps/Atlases	111	29.52	105	29.09	126	41.72	342	32.92	0.000564
Directories	141	37.50	114	31.58	126	41.72	381	36.67	0.024010
Handbooks	217	57.71	211	58.45	156	51.66	584	56.21	0.163268
Career Planning Guides	243	64.63	195	54.02	192	63.58	630	60.64	0.006009
Who's Who	205	54.52	150	41.55	170	56.29	525	50.53	0.000121

Table 73 shows that among the career seekers using university libraries 76.06 percent use encyclopaedias, 67.29 percent use yearbooks, 56.12 percent use dictionaries, 29.52 percent use maps/atlas, 37.50 percent use directories, 57.71 percent use handbooks, 64.63 percent use career planning guides and 54.52 percent use who's who from libraries. Among the career seekers using college libraries, 56.79 percent use encyclopaedias, 46.54 percent use yearbooks, 62.60 percent use dictionaries, 29.09 percent use maps/atlas, 31.58 percent use directories, 58.45 percent use handbooks, 54.02 percent use career planning guides and 41.55 percent use who's who from libraries. Among the career seekers using public libraries, 70.20 percent use encyclopaedias,

73.18 percent use yearbooks, 70.20 percent use dictionaries, 41.72 percent use maps/atlasses, 41.72 percent use directories, 51.66 percent use handbooks, 63.58 percent use career planning guides and 56.29 percent use who's who from libraries.

The p-values indicate that there is significant association between type of library using and the level of use of encyclopaedias, yearbooks, dictionaries, maps/atlasses, career planning guides and who's who. This shows that significant difference exists in the levels of use of the career seekers using different types of libraries in these cases. The percentages reveal that the level of use is the highest among the career seekers using university libraries in the case of encyclopaedias and career planning guides. The highest level of use is observed among the career seekers using public libraries in the case of yearbooks, dictionaries, maps/atlasses and who's who. In the case of the use of directories, the p-value is not significant at one percent level but is significant at five percent level. This indicates that there is significant association between type of library using and level of the use of directories at five percent level. This shows that at five percent level there exists significant difference in the levels of use of the career seekers using different types of libraries in the case of directories. In this case the level of use is the highest among the career seekers using public libraries. In the case of the use of handbooks, the p-value which is not significant indicates that there is no significant association between type of library using and level of use of handbooks. This implies that in this case, no significant difference exists in the levels of use of the career seekers using different types of libraries.

73.18 percent use yearbooks, 70.20 percent use dictionaries, 41.72 percent use maps/atlasses, 41.72 percent use directories, 51.66 percent use handbooks, 63.58 percent use career planning guides and 56.29 percent use who's who from libraries.

The p-values indicate that there is significant association between type of library using and the level of use of encyclopaedias, yearbooks, dictionaries, maps/atlasses, career planning guides and who's who. This shows that significant difference exists in the levels of use of the career seekers using different types of libraries in these cases. The percentages reveal that the level of use is the highest among the career seekers using university libraries in the case of encyclopaedias and career planning guides. The highest level of use is observed among the career seekers using public libraries in the case of yearbooks, dictionaries, maps/atlasses and who's who. In the case of the use of directories, the p-value is not significant at one percent level but is significant at five percent level. This indicates that there is significant association between type of library using and level of the use of directories at five percent level. This shows that at five percent level there exists significant difference in the levels of use of the career seekers using different types of libraries in the case of directories. In this case the level of use is the highest among the career seekers using public libraries. In the case of the use of handbooks, the p-value which is not significant indicates that there is no significant association between type of library using and level of use of handbooks. This implies that in this case, no significant difference exists in the levels of use of the career seekers using different types of libraries.

Table 74

**Gender Difference and Levels of Use of Reference Books from Libraries**

Reference Books	Use						p-value
	Male (N= 558)		Female (N= 481)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Encyclopaedias	393	70.43	310	64.45	703	67.66	0.039880
Yearbooks	360	64.52	282	58.63	642	61.79	0.051459
Dictionaries	345	61.83	304	63.20	649	62.46	0.648414
Maps/Atlases	207	37.10	135	28.07	342	32.92	0.002012
Directories	210	37.63	171	35.55	381	36.67	0.487135
Handbooks	289	51.79	295	61.33	584	56.21	0.002003
Career Planning Guides	318	56.99	312	64.86	630	60.64	0.009577
Who's who	282	50.54	243	50.52	525	50.53	0.995413

It can be understood from Table 74 that among the male career seekers 70.43 percent use encyclopaedias, 64.52 percent use yearbooks, 61.83 percent use dictionaries, 37.10 percent use maps/atlas, 37.63 percent use directories, 51.79 percent use handbooks, 56.99 percent use career planning guides and 50.54 percent use who's who from libraries. Among the female career seekers 64.45 percent use encyclopaedias, 58.63 percent use yearbooks, 63.20 percent use dictionaries, 28.07 percent use maps/atlas, 35.55 percent use directories, 61.33 percent use handbooks, 64.86 percent use career planning guides and 50.52 percent use who's who from libraries.

The p-values indicate that there is significant association between gender and level of use in the case of maps/atlas, handbooks and career

planning guides. In the case of encyclopaedias the p-value is not significant at one percent level but is significant at five percent level. This indicates that there is significant association between gender and the level of use of encyclopaedias at five percent level of significance. This shows that significant difference exists between the male and the female career seekers in the levels of use of these reference books. The levels of use are significantly higher among the males in the case of encyclopaedias and maps/atlas. In the case of handbooks and career planning guides the levels of use are higher among the female career seekers. No significant association between gender and level of use is observed in the case of yearbooks, dictionaries, directories and who's who. In these cases no significant difference can be observed between the male and the female career seekers in the levels of use.

**Table 75**  
**Qualification and Levels of Use of Reference Books from Libraries**

Reference Books	Use						p-value
	Graduates (N= 705)		Postgraduates (N= 334)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Encyclopaedias	452	64.11	251	75.15	703	67.66	0.000383
Yearbooks	420	59.57	222	66.47	642	61.79	0.032729
Dictionaries	454	64.40	195	58.38	649	62.46	0.061530
Maps/Atlases	247	35.04	95	28.44	342	32.92	0.034697
Directories	254	36.03	127	38.02	381	36.67	0.533023
Handbooks	376	53.33	208	62.28	584	56.21	0.006664
Career Planning Guides	417	59.15	213	63.77	630	60.64	0.154260
Who's Who	360	51.34	156	46.71	525	50.53	0.089827

Table 75 reveals that among the graduate career seekers 64.11 percent use encyclopaedias, 59.57 percent use yearbooks, 64.40 percent use dictionaries, 35.04 percent use maps/atlasses, 36.03 percent use directories, 53.33 percent use handbooks, 59.15 percent use career planning guides and 52.34 percent use who's who from libraries. Among the postgraduate career seekers 75.15 percent use encyclopaedias, 66.47 percent use yearbooks, 58.38 percent use dictionaries, 28.44 percent use maps/atlasses, 38.02 percent use directories, 62.28 percent use handbooks, 63.77 percent use career planning guides and 46.71 percent use who's who from libraries.

The p-values indicate that there is significant association between qualification and level of use in the case of encyclopaedias and handbooks. This means that in these cases there is significant difference between the levels of use of the graduate and the postgraduate career seekers. In these cases the levels of use are significantly higher among the postgraduate career seekers. In the case of yearbooks and maps/atlasses the p-values are not significant at one percent level but are significant at five percent level. Hence, it can be understood that there is significant association between qualification and level of use with respect to yearbooks and maps/atlasses at five percent level of significance. This shows that in these cases there is significant difference between the levels of use of the graduate and the postgraduate career seekers at five percent level. In the case of yearbooks, the level of use is significantly higher among the postgraduate career seekers but in the case of maps/atlasses it is significantly higher among the graduate career seekers (at five percent level). No significant association between qualification and level of use is observed with regard to dictionaries, directories, career planning guides and who's who.

This reveals that in these cases, no significant difference can be observed between the levels of use of the graduate and the postgraduate career seekers.

**Table 76**

**Place of Residence and Levels of Use of Reference Books from Libraries**

Reference Books	Use						p-value
	Rural (N= 522)		Urban (N= 517)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Encyclopaedias	345	66.09	358	69.25	703	67.66	0.277232
Yearbooks	333	63.79	309	59.77	642	61.79	0.181853
Dictionaries	354	67.82	295	57.06	649	62.46	0.000344
Maps/Atlases	186	35.63	156	30.17	342	32.92	0.061219
Directories	210	40.23	171	33.08	381	36.67	0.016730
Handbooks	286	54.79	298	57.64	584	56.21	0.354391
Career Planning Guides	324	62.07	306	59.19	630	60.64	0.341866
Who's who	258	49.43	267	51.64	525	50.53	0.474470

It can be seen from Table 76 that among the rural career seekers 66.09 percent use encyclopaedias, 63.79 percent use yearbooks, 67.82 percent use dictionaries, 35.63 percent use maps/atlas, 40.23 percent use directories, 54.79 percent use handbooks, 62.07 percent use career planning guides and 49.43 percent use who's who from libraries. Among the urban career seekers 69.25 percent use encyclopaedias, 59.77 percent use yearbooks, 57.06 percent use dictionaries, 30.17 percent use maps/atlas, 33.08 percent use directories, 57.64 percent use handbooks, 59.19 percent use career planning guides and 51.64 percent use who's who from libraries.

The p-values show that there is significant association between place of residence and level of use in the case of dictionaries. This shows that in this case, significant difference exists between the rural and the urban career seekers. The level of use of dictionaries is significantly higher among the rural career seekers compared to that of the urban career seekers. In the case of directories the p-value is significant at five percent level. This indicates that there is significant association between place of residence and level of use of directories at five percent level. This indicates that there is significant difference between the levels of use of the rural and the urban career seekers in this case at five percent level. The use of directories is significantly higher among the rural career seekers than the urban career seekers. No significant association between place of residence and level of use can be seen in the case of encyclopaedias, yearbooks, maps/atlas, handbooks, career planning guides and who's who. This reveals that in these cases, there is no significant difference between the levels of use of the rural and the urban career seekers.

### **6.3. Use of Competition Books/Guides from Libraries by Different Categories of Career Seekers**

The levels of use of competition books/guides in different categories of career seekers are obtained by taking the percentages of users. The p-values also are obtained to find out whether there exists any association between the level of use and category of career seekers.

Table 77

## Type of Library Using and Levels of Use of Competition Books/Guides

Books/Guides	Use								
	University Library (N=376)		College Library (N=361)		Public Library (N=302)		Total (N=1039)		p-value
	No	%	No	%	No	%	No	%	
Specific Guides for each Competitive Examination	256	68.09	144	39.89	177	58.61	577	55.53	0.000000
General Knowledge Books	352	93.62	286	79.22	260	86.09	898	86.43	0.000000
Question Banks	280	74.47	220	60.94	171	56.62	671	64.58	0.000002
Books on General English	229	60.90	232	64.27	185	61.26	646	62.18	0.595360
Books on English Grammar	181	48.14	196	54.29	185	61.26	562	54.09	0.003003
Books on Reasoning	241	64.10	174	48.20	186	61.59	601	57.84	0.000021
Books on Numerical Ability	214	56.91	120	33.24	192	63.58	526	50.63	0.000000
Books on Clerical Aptitude	196	52.13	96	26.59	167	55.30	459	44.18	0.000000
Books on General Intelligence	283	75.27	256	70.91	245	81.13	784	75.46	0.009709

Table 77 shows that among the career seekers using university libraries, 68.09 percent use specific guides for each competitive examination, 93.62 percent use general knowledge books, 74.47 percent use question banks, 60.90 percent use books on general English, 48.14 percent use books on English

grammar, 64.10 percent use books on reasoning, 56.91 percent use books on numerical ability, 52.13 percent use books on clerical aptitude and 75.27 percent use books on general intelligence from libraries. Among the career seekers using college libraries, 39.89 percent use specific guides for each competitive examination, 79.22 percent use general knowledge books, 60.94 percent use question banks, 64.27 percent use books on general English, 54.29 percent use books on English grammar, 48.20 percent use books on reasoning, 33.24 percent use books on numerical ability, 26.59 percent use books on clerical aptitude and 70.91 percent use books on general intelligence from libraries. Among the career seekers using public libraries, 58.61 percent use specific guides for each competitive examination, 86.09 percent use general knowledge books, 56.62 percent use question banks, 61.26 percent use books on general English, 61.26 percent use books on English grammar, 61.59 percent use books on reasoning, 63.58 percent use books on numerical ability, 55.30 percent use books on clerical aptitude and 81.13 percent use books on general intelligence from libraries.

The p-values show that there is significant association between type of library using and level of use of specific guides for each competitive examination, general knowledge books, question banks, books on English grammar, books on reasoning, books on numerical ability, books on clerical aptitude and books on general intelligence. This shows that there is significant difference among the levels of use of the career seekers using different types of libraries in these cases

The level of use of specific guides for each competitive examination is the highest among the career seekers using university libraries. The second highest level is among the career seekers using public libraries and it is the least among those who use college libraries. In the case of general knowledge books the highest level of use is observed among the career seekers using university libraries, the second highest level is among the career seekers using public libraries and it is the least among the career seekers using college libraries. In the case of question banks the highest level of use is among the career seekers using university libraries, the second highest level is among the career seekers using college libraries and it is the least among those who use public libraries. In the case of books on English grammar the highest level of use is observed in public libraries, college libraries come second and university libraries are the last. In the case of books on reasoning the highest level of use is in university libraries, public libraries come second and college libraries are the last. In the case of books on numerical ability the highest level of use is in public libraries, the next is in university libraries and college libraries stand last. In the case of books on clerical aptitude the highest level of use is in public libraries, university libraries come second and college libraries come last. In the case of books on general intelligence the highest level of use is in public libraries, the second highest level is in university libraries and it is the least in college libraries. No significant association between type of library using and level of use is observed in the case of books general English. This shows that in this case no significant difference can be observed among the levels of use of career seekers using different types of libraries.

**Table 78**  
**Gender Difference and Levels of Use of Competition Books/Guides from Libraries**

Books/Guides	Use						
	Male (N= 558)		Female (N= 481)		Total (N= 1039)		p-value
	No.	%	No.	%	No.	%	
Specific Guides for each Competitive Examination	307	55.02	270	56.13	577	55.53	0.718345
General Knowledge Books	474	84.95	424	88.15	898	86.43	0.132752
Question Banks	319	57.17	352	73.18	671	64.58	0.000000
Books on General English	327	58.60	319	66.32	646	62.18	0.010534
Books on English Grammar	303	54.30	259	53.85	562	54.09	0.883349
Books on Reasoning	322	57.71	279	58.00	601	57.84	0.922716
Books on Numerical Ability	310	55.56	216	44.91	526	50.63	0.000619
Books on Clerical Aptitude	240	43.01	219	45.53	459	44.18	0.414847
Books on General Intelligence	396	70.97	388	80.67	784	75.46	0.000293

It can be understood from Table 78 that among the male career seekers 55.02 percent use specific guides for each competitive examination, 84.95 percent use general knowledge books, 57.17 percent use question banks, 58.60 percent use books on general English, 54.30 percent use books on English

grammar, 57.71 percent use books on reasoning, 55.56 percent use books on numerical ability, 43.01 percent use books on clerical aptitude and 70.97 percent use books on general intelligence from libraries. Among the female career seekers 56.13 percent use specific guides for each competitive examination, 88.15 percent use general knowledge books, 73.18 percent use question banks, 66.32 percent use books on general English, 53.85 percent use books on English grammar, 58.00 percent use books on reasoning, 44.91 percent use books on numerical ability, 45.53 percent use books on clerical aptitude and 80.67 percent use books on general intelligence from libraries.

The p-values indicate that there is significant association between gender and level of use in the case of question banks, books on numerical ability and books on general intelligence. This shows that there is significant difference between the levels of use of the male and the female career seekers in these cases. The levels of use are significantly higher among the female career seekers in the case of question banks and books on general intelligence. Books on numerical ability are used more by the male career seekers. In the case of books on general English, the p-value is not significant at one percent level but is significant at five percent level. This indicates that there is significant association between gender and level of use of books on general English at five percent level of significance. This reveals that there is significant difference between the levels of use of the male and the female career seekers in the case of books on numerical ability. In this case the level of use is higher among the female career seekers. No significant association between gender and level of use is observed in the case of specific guides for each competitive examination, general knowledge books, books on English

grammar, books on reasoning and books on clerical aptitude. This reveals that there is no significant difference between the levels of use of the male and the female career seekers in these cases.

**Table 79**  
**Qualification and Levels of Use of Competition Books/Guides from Libraries**

Books/Guides	Use						p-value
	Graduates (N= 705)		Postgraduates (N= 334)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Specific Guides for each Competitive Examination	373	52.91	204	61.08	577	55.53	0.013325
General Knowledge Books	579	82.13	319	95.51	898	86.43	0.000000
Question Banks	408	57.87	263	78.74	671	64.58	0.000000
Books on General English	425	60.28	221	66.17	646	62.18	0.067775
Books on English Grammar	382	54.18	180	53.89	562	54.09	0.929665
Books on Reasoning	395	56.03	206	61.68	601	57.84	0.085091
Books on Numerical Ability	350	49.65	176	52.69	526	50.63	0.358548
Books on Clerical Aptitude	282	40.00	177	52.99	459	44.18	0.000082
Books on General Intelligence	517	73.33	267	79.94	784	75.46	0.020828

Table 79 shows that among the graduate career seekers 52.91 percent use specific guides for each competitive examination, 82.13 percent use general knowledge books, 57.87 percent use question banks, 60.28 percent use books

on general English, 54.18 percent use books on English grammar, 56.03 percent use books on reasoning, 49.65 percent use books on numerical ability, 40.00 percent use books on clerical aptitude and 73.33 percent use books on general intelligence from libraries. Among the postgraduate career seekers 61.08 percent use specific guides for each competitive examination, 95.51 percent use general knowledge books, 78.74 percent use question banks, 66.17 percent use books on general English, 53.89 percent use books on English grammar, 61.68 percent use books on reasoning, 52.69 percent use books on numerical ability, 52.99 percent use books on clerical aptitude and 79.94 percent use books on general intelligence from libraries.

The p-values show that there is significant association between qualification and level of use with regard to general knowledge books, question banks and books on clerical aptitude. This shows that there is significant difference between the graduate and the postgraduate career seekers in the levels of use of these books/guides. The level of use in these cases are higher among the postgraduate career seekers. In the case of specific guides for each competitive examination and books on general intelligence, the p-values are not significant at one percent level but are significant at five percent level. This indicates that significant association exists between qualification and level of use of specific guides for each competitive examination and books on general intelligence at five percent level of significance. This reveals that at five percent level, in these cases, there is significant difference between the levels of use of the graduate and the postgraduate career seekers. In these cases also the levels of use are higher among the postgraduate career seekers.

No significant association between qualification and level of use is observed in the case of books on general English, books on English grammar, books on reasoning and books on numerical ability. This reveals that in these cases, no significant difference exists between the levels of use of the graduate and the postgraduate career seekers.

**Table 80**

**Place of Residence and Levels of Use of Competition Books/Guides from Libraries**

Books/Guides	Use						p-value
	Rural (N= 522)		Urban (N= 517)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Specific Guides for each Competitive Examination	267	51.15	310	59.96	577	55.53	0.004267
General Knowledge Books	447	85.63	451	87.23	898	86.43	0.450966
Question Banks	357	68.39	314	60.74	671	64.58	0.009889
Books on General English	334	63.98	312	60.35	646	62.18	0.226849
Books on English Grammar	286	54.79	276	53.38	562	54.09	0.649694
Books on Reasoning	306	58.62	295	57.06	601	57.84	0.610490
Books on Numerical Ability	273	52.30	253	48.94	526	50.63	0.278381
Books on Clerical Aptitude	260	49.81	199	38.49	459	44.18	0.000240
Books on General Intelligence	391	74.90	393	76.02	784	75.46	0.677285

It can be seen from Table 80 that among the rural career seekers 51.15 percent use specific guides for each competitive examination, 85.63 percent use general knowledge books, 68.39 percent use question banks, 63.98 percent use books on general English, 54.79 percent use books on English grammar, 58.62 percent use books on reasoning, 52.30 percent use books on numerical ability, 49.81 percent use books on clerical aptitude and 74.90 percent use books on general intelligence from libraries. Among the urban career seekers 59.96 percent use specific guides for each competitive examination, 87.23 percent use general knowledge books, 60.74 percent use question banks, 60.35 percent use books on general English, 53.38 percent use books on English grammar, 57.06 percent use books on reasoning, 48.94 percent use books on numerical ability, 38.49 percent use books on clerical aptitude and 76.02 percent use books on general intelligence from libraries.

The p-values reveal that there is significant association between place of residence and level of use in the case of specific guides for each competitive examination, question banks and books on clerical aptitude. This shows that in these cases, there is significant difference in the levels of use of the rural and the urban career seekers. In the case of specific guides for each competitive examination, the level of use is higher among the urban career seekers. In the case of question banks and books on clerical aptitude, the levels of use are higher among the rural career seekers.

No significant association between place of residence and level of use is observed in the case of general knowledge books, books on general English, books on English grammar, books on reasoning, books on numerical ability and

books on general intelligence. This reveals that in these cases, there is no significant difference between the levels of use of the rural and the urban career seekers.

#### 6.4. Use of Other Resources/Services from Libraries by Different Categories of Career Seekers

The levels of use of other resources/services from libraries of different categories of career seekers are shown in Tables 81, 82, 83 and 84. The p-values also are shown to see whether there exists any association between the level of use and category of the career seekers.

**Table 81**

#### **Type of Library Using and Levels of Use of Other Resources/Services**

Resources/ Services	Use								p-value
	University Library (N=376)		College Library (N=361)		Public Library (N=302)		Total (N=1039)		
	No	%	No	%	No	%	No	%	
Textbooks	328	87.23	334	92.52	194	64.24	856	82.39	0.000000
Question Papers of the Previous Competitive Examinations	253	67.29	250	69.25	153	50.66	656	63.14	0.000001
Internet Facility	243	64.63	72	19.94	87	28.81	402	38.69	0.000000
Audio-visual Materials	48	12.77	42	11.63	45	14.90	135	12.99	0.454134
Personal Assistance from the Library Staff	219	58.24	226	62.60	155	51.32	600	57.75	0.013350
Alerting Service	111	29.52	121	33.52	93	30.79	325	31.28	0.492810
Career Guidance	112	29.79	128	35.46	110	36.42	350	33.69	0.130126
Photocopying Service	322	85.64	168	46.54	131	43.38	621	59.77	0.000000

Table 81 reveals that among the career seekers using university libraries, 87.23 percent use textbooks, 67.29 percent use question papers of the previous competitive examinations, 64.63 percent use internet facility, 12.77 percent use audio-visual materials, 58.24 percent use personal assistance from the library staff, 29.52 percent use alerting service, 29.79 percent use career guidance and 85.64 percent use photocopying service from libraries. Among the career seekers using college libraries, 92.52 percent use textbooks, 69.25 percent use question papers of the previous competitive examinations, 19.94 percent use internet facility, 11.63 percent use audio-visual materials, 62.60 percent use personal assistance from the library staff, 33.52 percent use alerting service, 35.46 percent use career guidance and 46.54 percent use photocopying service from libraries. Among the career seekers using public libraries, 64.24 percent use textbooks, 50.66 percent use question papers of the previous competitive examinations, 28.81 percent use internet facility, 14.90 percent use audio-visual materials, 51.32 percent use personal assistance from the library staff, 30.79 percent use alerting service, 36.42 percent use career guidance and 43.38 percent use photocopying service from libraries.

The p-values show that there is significant association between type of library using and level of use of textbooks, question papers of the previous competitive examinations, internet facility and photo copying service. Significant association at five percent level is observed in the case of personal assistance from the library staff. This reveals that there is significant difference among the career seekers using different types of libraries in the levels of use of these resources/services.

In the case of textbooks, question papers of the previous competitive examinations and personal assistance from the library staff, the highest levels

of use are observed in college libraries. The second highest levels are in university libraries and they are the least in public libraries. In the case of internet facility the highest level of use is observed in university libraries, the second highest level is in public libraries and the level is the least in college libraries.

In the case of photocopying service the highest level is in university libraries, the second highest level is in college libraries and it is the least in public libraries. No significant association between type of library using and level of use is observed in the case of audio-visual materials, alerting service and career guidance. This shows that there is no significant difference among the career seekers using different types of libraries in these cases.

**Table 82**  
**Gender Difference and Levels of Use of Other Resources/Services from Libraries**

Resources/Services	Use						
	Male (N= 558)		Female (N= 481)		Total (N= 1039)		p-value
	No.	%	No.	%	No.	%	
Textbooks	456	81.72	400	83.16	856	82.39	0.543573
Question Papers of the Previous Competitive Examinations	337	60.39	319	66.32	656	63.14	0.048363
Internet Facility	225	40.32	177	36.80	402	38.69	0.244837
Audio-visual Materials	87	15.59	48	9.98	135	12.99	0.007306
Personal Assistance from the Library Staff	296	53.05	304	63.20	600	57.75	0.000953
Alerting Service	135	24.19	190	39.50	325	31.28	0.000000
Career Guidance	164	29.39	186	38.67	350	33.69	0.001605
Photocopying Service	345	61.83	276	57.38	621	59.77	0.144923

Table 82 shows that among the male career seekers, 81.72 percent use textbooks, 60.39 percent use question papers of the previous competitive examinations, 40.32 percent use internet facility, 15.59 percent use audio-visual materials, 53.05 percent use personal assistance from the library staff, 24.19 percent use alerting service, 29.39 percent use career guidance and 61.83 percent use photocopying service from libraries. Among the female career seekers, 83.16 percent use textbooks, 66.32 percent use question papers of the previous competitive examinations, 36.80 percent use internet facility, 9.98 percent use audio-visual materials, 63.20 percent use personal assistance from the library staff, 39.50 percent use alerting service, 38.67 percent use career guidance and 57.38 percent use photocopying service from libraries.

The p-values indicate that there is significant association between gender and level of use of audio-visual materials, personal assistance from the library staff, alerting service and career guidance. Significant association exists also in the case of the use of question papers of the previous competitive examinations at five percent level of significance. This reveals that there is significant difference between the male and the female career seekers in the levels of use of these resources/services.

The levels of use of the female career seekers are significantly higher than their male counterparts in the case of question papers of the previous competitive examinations, personal assistance from the library staff, alerting service and career guidance. In the case of audio-visual materials the level of use of the male career seekers is significantly higher than that of their female counterparts.

No significant association between gender and level of use is observed in the case of textbooks, internet facility and photocopying service. In these cases no significant difference can be observed in the levels of use of the male and the female career seekers.

**Table 83**

**Qualification and Levels of Use of Other Resources/Services from Libraries**

Resources/Services	Use						p-value
	Graduates (N= 705)		Postgraduates (N= 334)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Textbooks	564	80.00	292	87.43	856	82.39	0.003344
Question Papers of the Previous Competitive Examinations	440	62.41	216	64.67	656	63.14	0.480804
Internet Facility	232	32.91	170	50.90	402	38.69	0.000000
Audio-visual Materials	103	14.61	32	9.58	135	12.99	0.024347
Personal Assistance from the Library Staff	395	56.03	205	61.38	600	57.75	0.103078
Alerting Service	239	33.90	86	25.75	325	31.28	0.008124
Career Guidance	254	36.03	96	28.74	350	33.69	0.020311
Photocopying Service	393	55.74	228	68.26	621	59.77	0.000122

Table 83 shows that among the graduate career seekers, 80.00 percent use textbooks, 62.41 percent use question papers of the previous competitive examinations, 32.91 percent use internet facility, 14.61 percent use audio-visual materials, 56.03 percent use personal assistance from the library staff, 33.90 percent use alerting service, 36.03 percent use career guidance and 55.74 percent use photocopying service from libraries. Among the postgraduate career seekers, 87.43 percent use textbooks, 64.67 percent use question papers of the previous competitive examinations, 50.90 percent use internet facility, 9.58 percent use audio-visual materials, 61.38 percent use personal assistance from the library staff, 25.75 percent use alerting service, 28.74 percent use career guidance and 68.26 percent use photocopying service from libraries.

The p-values show that there is significant association between qualification and level of use of textbooks, internet facility, alerting service and photocopying service. Significant association can be observed in the case of audio-visual materials and career guidance at five percent level of significance. This shows that there is significant difference between the graduate and the postgraduate career seekers in the levels of use of these resources/services.

The levels of use of textbooks, internet facility and photocopying service are significantly higher among the postgraduate career seekers as compared to their graduate counterparts while the levels of use of audio-visual materials, alerting service and career guidance are significantly higher among the graduate career seekers comparing to postgraduate career seekers.

No significant association between qualification and level of use is observed in the case of question papers of the previous competitive examinations and personal assistance from the library staff. It can be observed that no significant difference can be seen in the levels of use of the graduate and the postgraduate career seekers in these cases.

**Table 84**

**Place of Residence and Levels of Use of Other Resources/Services from Libraries**

Resources/Services	Use						p-value
	Rural (N= 522)		Urban (N= 517)		Total (N= 1039)		
	No.	%	No.	%	No.	%	
Textbooks	435	83.33	421	81.43	856	82.39	0.420997
Question Papers of the Previous Competitive Examinations	342	65.52	314	60.74	656	63.14	0.110142
Internet Facility	194	37.16	208	40.23	402	38.69	0.310109
Audio-visual Materials	72	13.79	63	12.19	135	12.99	0.441016
Personal Assistance from the Library Staff	298	57.09	302	58.41	600	57.75	0.665328
Alerting Service	175	33.52	150	29.01	325	31.28	0.116841
Career Guidance	206	39.46	144	27.85	350	33.69	0.000075
Photocopying Service	301	57.66	320	61.90	621	59.77	0.164190

It can be seen from Table 84 that among the rural career seekers, 83.33 percent use textbooks, 65.52 percent use question papers of the previous competitive examinations, 37.16 percent use internet facility, 13.79 percent use audio-visual materials, 57.09 percent use personal assistance from the library staff, 33.52 percent use alerting service, 39.46 percent use career guidance and 57.66 percent use photocopying service from libraries. Among the urban career seekers, 81.43 percent use textbooks, 60.74 percent use question papers of the previous competitive examinations, 40.23 percent use internet facility, 12.19 percent use audio-visual materials, 58.41 percent use personal assistance from the library staff, 29.01 percent use alerting service, 27.85 percent use career guidance and 61.90 percent use photocopying service from libraries.

The p-values show that there exists significant association between place of residence and level of use of career guidance. This reveals that there is significant difference between the rural and the urban career seekers in the levels of use of career guidance. The level of use of career guidance is significantly higher among the rural career seekers than that of the urban career seekers. No significant association can be seen in all the other cases listed in Table 84. In these cases no significant difference can be observed between the rural and the urban career seekers in the levels of use.

## **7. ADEQUACY OF RESOURCES/SERVICES IN LIBRARIES**

Availability of resources and services in a limited quantity may not satisfy the user requirements. Hence, it is necessary to understand whether the

resources and services provided by the libraries are adequate to meet the information requirements of career seekers. The adequacy of various resources and services according to the career seekers are explained with the help of Tables 85 to 90.

**Table 85**

**Adequacy of Library Facilities and Services**

Facilities and Services	Adequate		Moderately Adequate		Inadequate		Total		z-value
	No	%	No	%	No	%	No	%	
Reading Room	737	70.93	227	21.85	75	7.22	1039	100	13.24
Number of Books Issued at a Time	525	50.53	304	29.26	210	20.21	1039	100	3.56
Library Working Hours	650	62.56	227	21.85	162	15.59	1039	100	7.00
Physical Facilities	573	55.15	292	28.10	174	16.75	1039	100	6.14
Alerting Service	148	14.24	192	18.48	699	67.28	1039	100	-31.47
Career Guidance	146	14.05	161	15.50	732	70.45	1039	100	-33.83
Photocopying Service	445	42.83	198	19.06	396	38.11	1039	100	-9.76

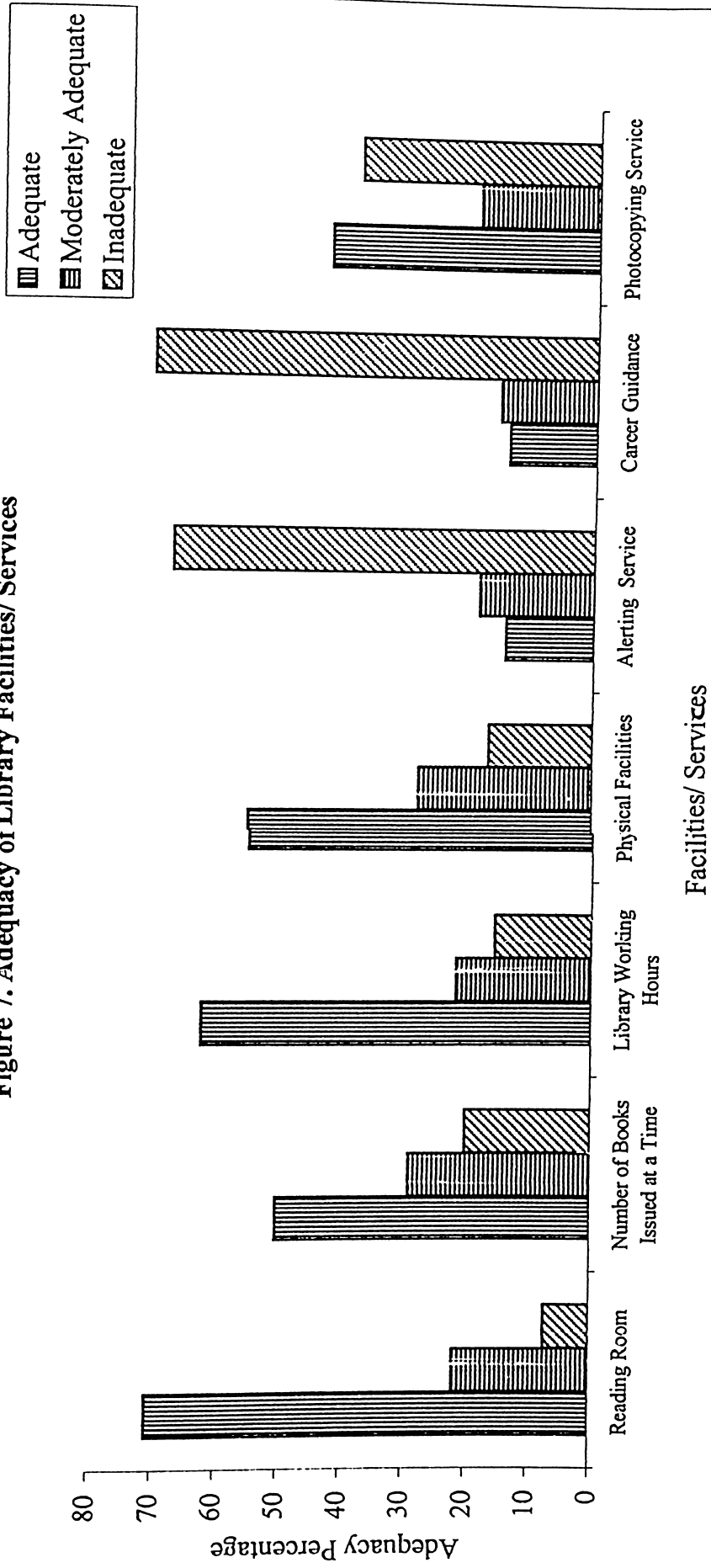
Table 85 shows that reading room facility is adequate to 70.93 percent, moderately adequate to 21.85 percent and inadequate to 7.22 percent of the career seekers. The number of books issued at a time is adequate to 50.53 percent moderately adequate to 29.26 percent and inadequate to 20.21 percent.

Library working hours is adequate to 62.56 percent, moderately adequate to 21.85 percent and inadequate to 15.59 percent. Physical facilities of libraries are adequate to 55.15 percent, moderately adequate to 28.10 percent and inadequate to 16.75 percent. Alerting service is adequate to 14.24 percent, moderately adequate to 18.48 percent and inadequate to 67.28 percent. Career guidance is adequate to 14.05 percent, moderately adequate to 15.50 percent and inadequate to 70.45 percent. Photocopying service is adequate to 42.83 percent, moderately adequate to 19.06 percent and inadequate to 38.11 percent of the career seekers.

The observed percentages of the levels of adequacy of reading room facility, number of books issued at a time, library working hours and physical facilities are higher than 75 percent (both adequate and moderately adequate taken together). The z-values confirm that the levels of adequacy of these facilities are significantly higher than 75 percent.

The levels of adequacy of library facilities / services are shown in Figure 7.

Figure 7. Adequacy of Library Facilities/ Services



**Table 86**  
**Adequacy of Periodicals/Serials in Libraries**

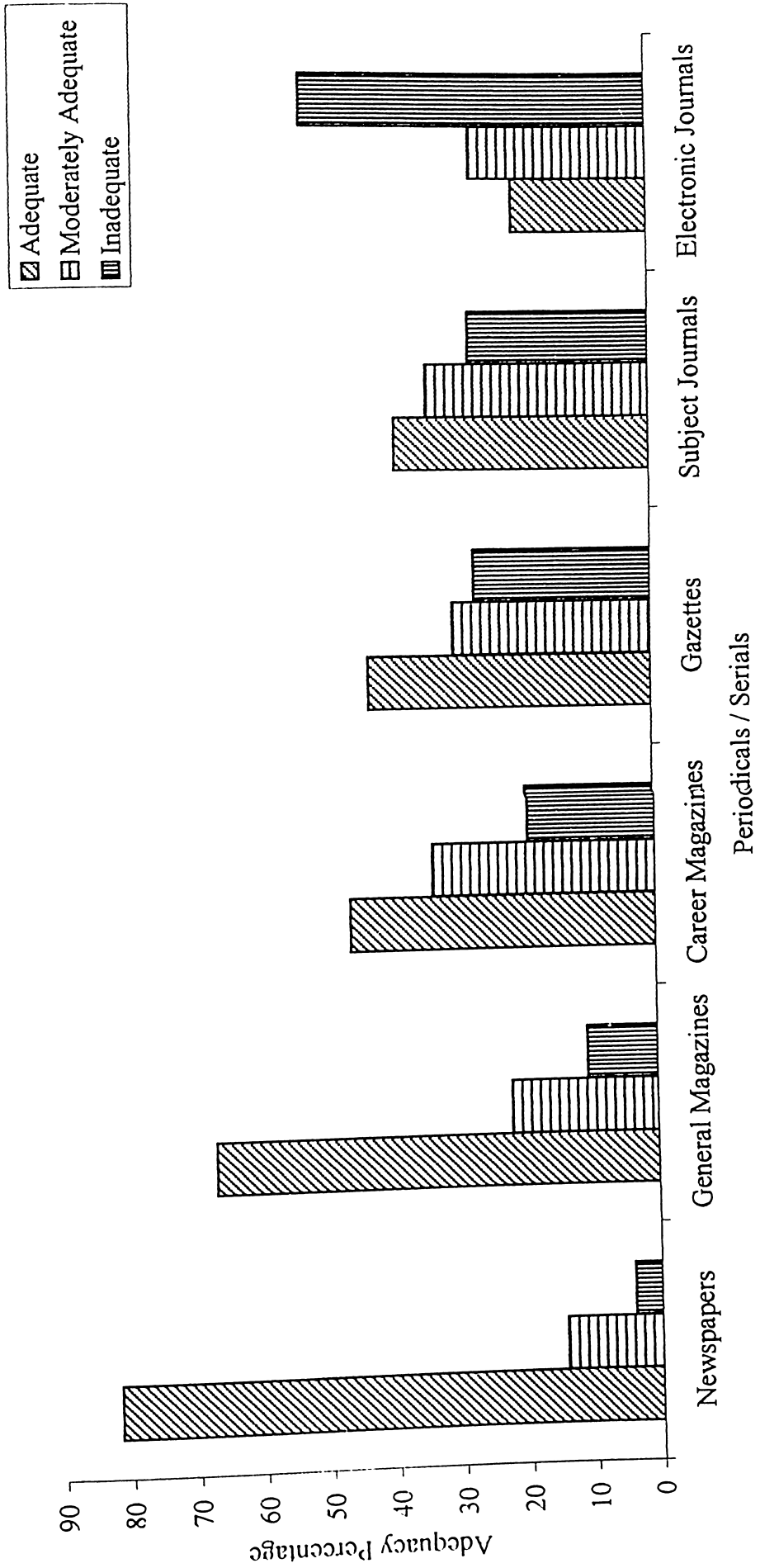
Periodicals/ Serials	Adequate		Moderately Adequate		Inadequate		Total		z-value
	No	%	No	%	No	%	No	%	
Newspapers	848	81.62	149	14.34	42	4.04	1039	100	15.60
General Magazines	697	67.09	231	22.23	111	10.68	1039	100	10.66
Career Magazines	483	46.49	354	34.07	202	19.44	1039	100	4.14
Gazettes	447	43.02	313	30.13	279	26.85	1039	100	-1.38
Subject Journals	402	38.69	352	33.88	285	27.43	1039	100	-1.81
Electronic Journals	214	20.60	280	26.95	545	52.45	1039	100	-20.43

Table 86 shows that newspapers are adequate to 81.62 percent, moderately adequate to 14.34 percent and inadequate to 4.04 percent of the career seekers. General magazines are adequate to 67.09 percent, moderate adequate to 22.23 percent and inadequate to 10.68 percent. Career magazines are adequate to 46.49 percent, moderately adequate to 34.07 percent and inadequate to 19.44 percent. Gazettes are adequate to 43.02 percent, moderately adequate to 30.13 percent and inadequate to 26.85 percent. Subject journals are adequate to 38.69 percent moderately adequate to 33.88 percent and inadequate to 27.43 percent. Electronic journals are adequate to 20.60 percent moderately adequate to 26.95 percent and inadequate to 52.45 percent of the career seekers.

The observed percentages of adequacy of newspapers, general magazines and career magazines are higher than 75 percent (both adequate and moderately adequate taken together). The z-values confirm that the levels of adequacy of these periodicals/serials are significantly higher than 75 percent.

Figure 8 shows the levels of adequacy of various periodicals/serials in libraries.

Figure 8. Adequacy of Periodicals / Serials

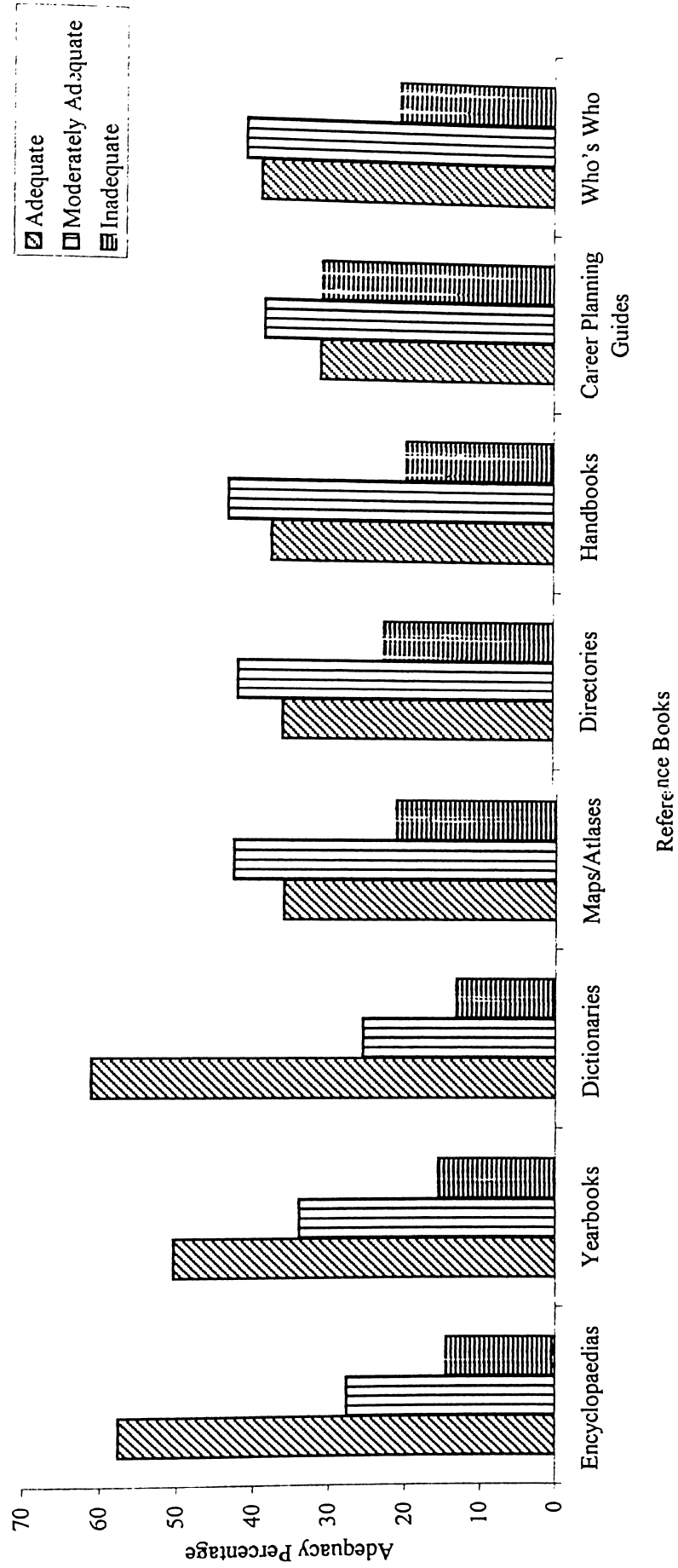


percent and inadequate to 22.53 percent. Handbooks are adequate to 37.34 percent, moderately adequate to 43.02 percent and inadequate to 19.64 percent. Career planning guides are adequate to 30.99 percent, moderately adequate to 38.31 percent and inadequate to 30.70 percent. Who's who are adequate to 38.79 percent, moderately adequate to 40.71 percent and inadequate to 20.50 percent of the career seekers.

The percentages show that the levels of adequacy of encyclopaedias, yearbooks, dictionaries, maps/atlas, directories, handbooks and who's who are higher than 75 percent (both adequate and moderately adequate taken together). However, the z-values of the level of adequacy are significant only in the case of encyclopaedias, yearbooks, dictionaries, maps/atlas, handbooks and who's who. Hence it can be observed that the levels of adequacy of these reference books only are significantly higher than 75 percent.

The levels of adequacy of reference books are shown in Figure 9.

Figure 9. Adequacy of Reference Books



**Table 88**  
**Adequacy of Competition Books/Guides in Libraries**

Competition Books/Guides	Adequate		Moderately Adequate		Inadequate		Total		z-value
	No	%	No	%	No	%	No	%	
Specific Guides for each Competitive Examination	364	35.03	380	36.58	295	28.39	1039	100	-2.53
General Knowledge Books	553	53.22	351	33.79	135	12.99	1039	100	8.94
Question Banks	391	37.63	417	40.13	231	22.24	1039	100	2.06
Books on General English	436	41.96	418	40.23	185	17.81	1039	100	5.36
Books on English Grammar	408	39.27	399	38.40	232	22.33	1039	100	1.99
Books on Reasoning	365	35.13	406	39.08	268	25.79	1039	100	-0.59
Books on Numerical Ability	342	32.92	385	37.05	312	30.03	1039	100	-3.74
Books on Clerical Aptitude	321	30.90	391	37.63	327	31.47	1039	100	-4.82
Books on General Intelligence	414	39.85	389	37.44	236	22.71	1039	100	1.70

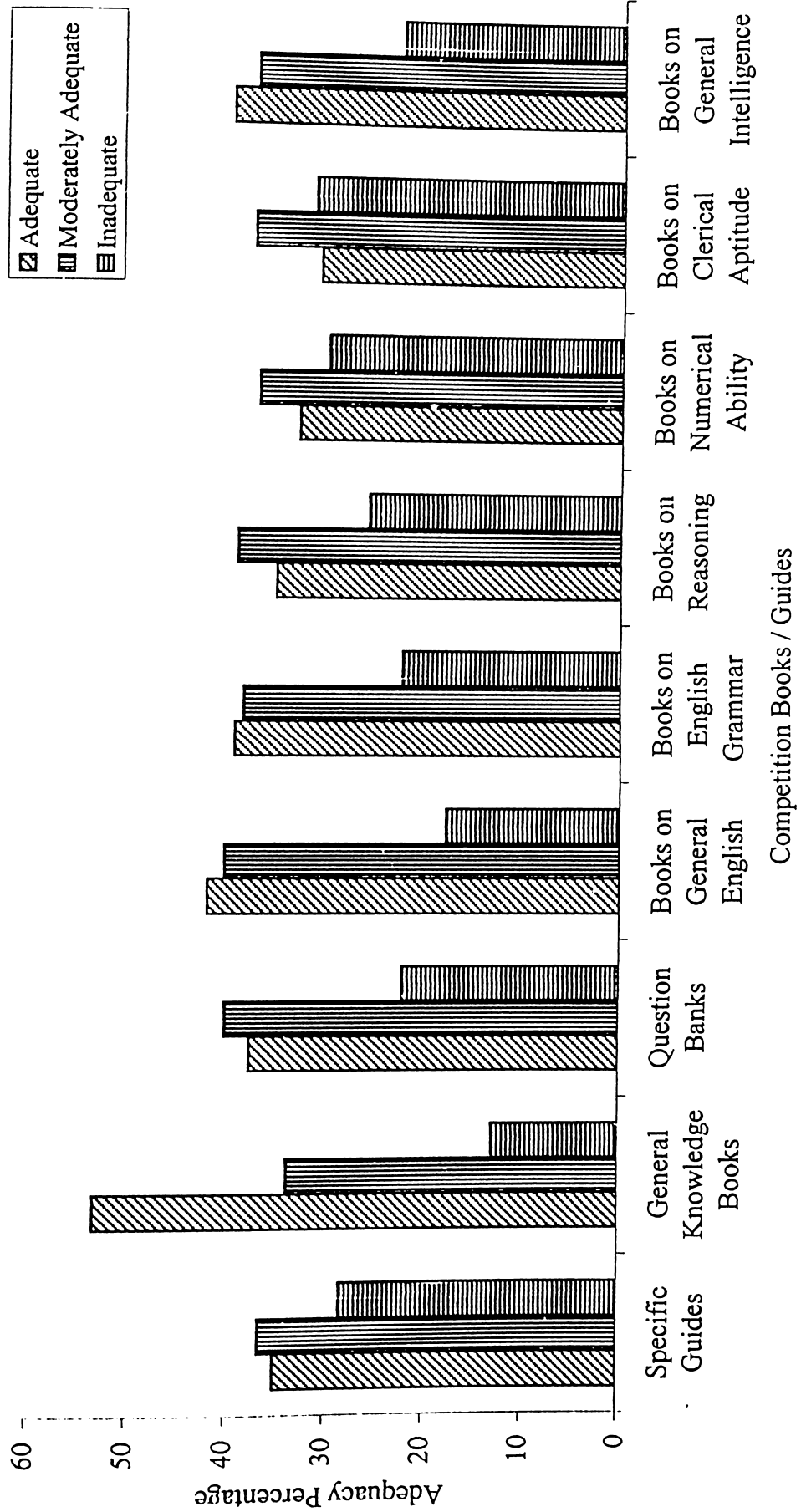
Table 88 reveals that specific guides for each competitive examination are adequate to 35.03 percent, moderately adequate to 36.58 percent and inadequate to 28.39 percent of the career seekers. General knowledge books are adequate to 53.22 percent, moderately adequate to 33.79 percent and

inadequate to 12.99 percent. Question banks are adequate to 37.63 percent, moderately adequate to 40.13 percent and inadequate to 22.24 percent. Books on general English are adequate to 41.96 percent, moderately adequate to 40.23 percent and inadequate to 17.81 percent. Books on English grammar are adequate to 39.27 percent, moderately adequate to 38.40 percent and inadequate to 22.33 percent. Books on reasoning are adequate to 35.13 percent, moderately adequate to 39.08 percent and inadequate to 25.79 percent. Books on numerical ability are adequate to 32.92 percent, moderately adequate to 37.05 percent and inadequate to 30.03 percent. Books on clerical aptitude are adequate to 30.90 percent, moderately adequate to 37.63 percent and inadequate to 31.47 percent. Books on general intelligence are adequate to 39.85 percent, moderately adequate to 37.44 percent and inadequate to 22.71 percent of the career seekers.

The observed percentages of the adequacy of general knowledge books, question banks, books on general English, books on English grammar and books on general intelligence are higher than 75 percent (both adequate and moderately adequate taken together). However, the z-values indicate that the levels of adequacy of general knowledge books, question banks, books on general English and books on English grammar only are significantly higher than 75 percent.

Figure 10 shows the levels of adequacy of various competition books/guides.

Figure 10. Adequacy of Competition Books/ Guides



**Table 89**  
**Adequacy of Other Resources/Services in Libraries**

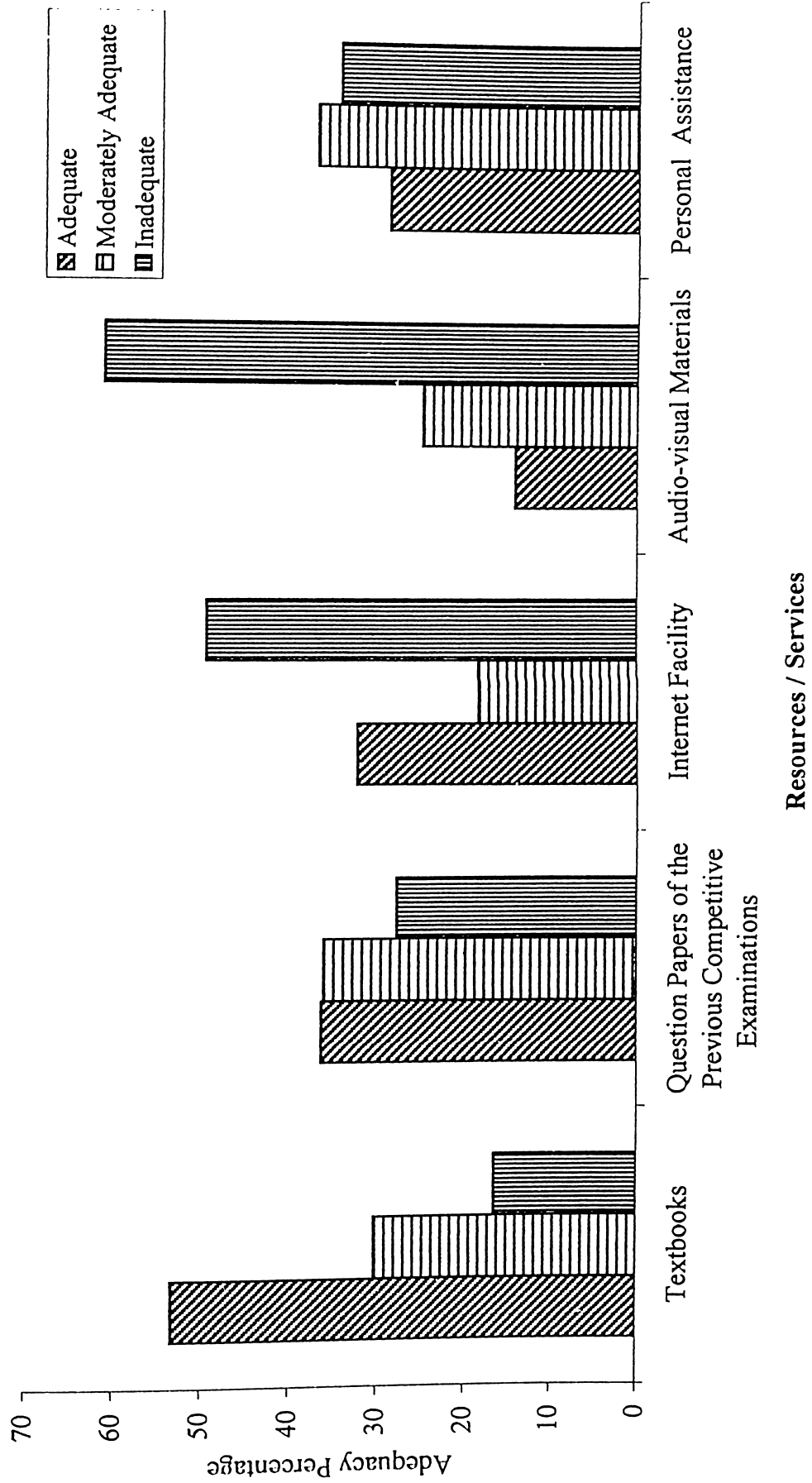
Resources/ Services	Adequate		Moderately Adequate		Inadequate		Total		z-value
	No	%	No	%	No	%	No	%	
Textbooks	554	53.32	314	30.22	171	16.46	1039	100	6.36
Question Papers of the Previous Competitive Examinations	377	36.28	374	36.00	288	27.72	1039	100	-2.02
Internet Facility	335	32.24	191	18.38	513	49.38	1039	100	-18.15
Audio-visual Materials	147	14.15	258	24.83	634	61.02	1039	100	-26.81
Personal Assistance	298	28.68	384	36.96	357	34.36	1039	100	-6.97

It is evident from Table 89 that textbooks are adequate to 53.32 percent, moderately adequate to 30.22 percent and inadequate to 16.46 percent of the career seekers. Question papers of the previous competitive examinations are adequate to 36.28 percent, moderately adequate to 36.00 percent and inadequate to 27.72 percent. Internet facility is adequate to 32.24 percent, moderately adequate to 18.38 percent and inadequate to 49.38 percent. Audio-visual materials are adequate to 14.15 percent, moderately adequate to 24.83 percent and inadequate to 61.02 percent. Personal assistance is adequate to 28.68 percent, moderately adequate to 36.96 percent and inadequate to 34.36 percent of the career seekers.

The observed percentages show that the level of adequacy of textbooks is higher than 75 percent (both adequate and moderately adequate taken together). The z-values confirm that the level of adequacy of textbooks is significantly higher than 75 percent.

The levels of adequacy of other resources/services are shown in Figure 11.

Figure 11. Adequacy of Other Resources / Services



**Table 90**  
**Adequacy of Organisation of Career Information Resources in Libraries**

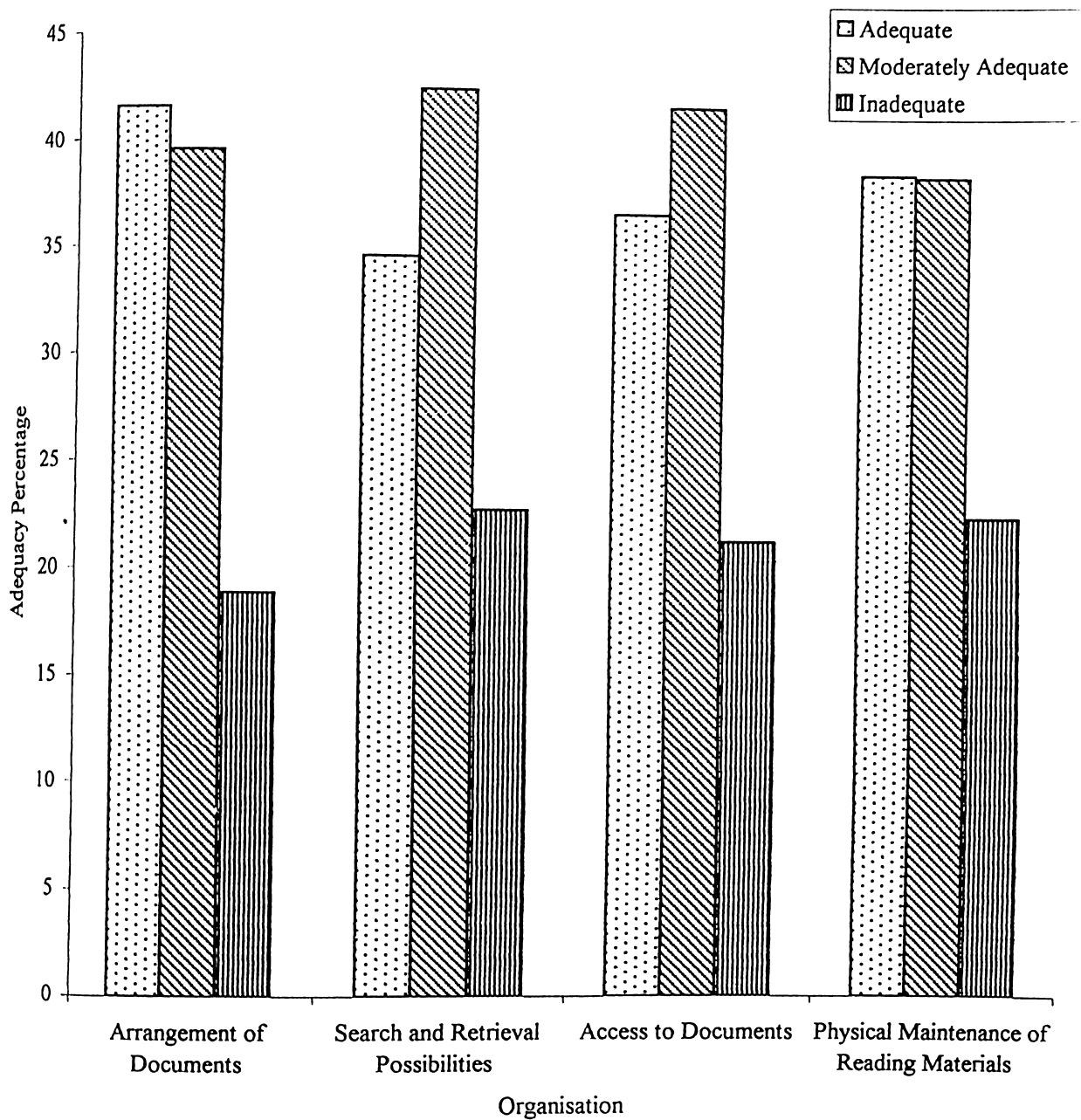
Organisation	Adequate		Moderately Adequate		Inadequate		Total		z-value
	No	%	No	%	No	%	No	%	
Arrangement of Documents	432	41.58	411	39.56	196	18.86	1039	100	4.57
Search and Retrieval Possibilities	360	34.65	442	42.54	237	22.81	1039	100	1.63
Access to Documents	382	36.77	435	41.87	222	21.36	1039	100	2.71
Physical Maintenance of Reading Materials	403	38.79	402	38.69	234	22.52	1039	100	1.84

Table 90 shows that arrangement of documents is adequate to 41.58 percent, moderately adequate to 39.56 percent and inadequate to 18.86 percent of the career seekers. Search and retrieval possibilities are adequate to 34.65 percent, moderately adequate to 42.54 percent and inadequate to 22.81 percent. Access to documents is adequate to 36.77 percent, moderately adequate to 41.87 percent and inadequate to 21.36 percent. Physical maintenance of reading materials is adequate to 38.79 percent, moderately adequate to 38.69 percent and inadequate to 22.52 percent of the career seekers.

The percentages show that the levels of adequacy of arrangement of documents, search and retrieval possibilities, access to documents and physical maintenance of reading materials are higher than 75 percent (both adequate and moderately adequate taken together). However, the z-values show that the levels of adequacy of arrangement of documents and access to documents alone are significantly higher than 75 percent.

Figure 12 shows the levels of adequacy of organisation of career information resources in libraries.

Figure 12. Adequacy of Organisation of Career Information Resources



## 8. ADEQUACY OF RESOURCES AND SERVICES IN DIFFERENT TYPES OF LIBRARIES

Libraries may differ in providing information resources and services to their users. Hence, the adequacy of resources/services may be different in different types of libraries. The adequacy of resources and services in different types of libraries according to the opinion of the career seekers are shown in Tables 91 to 129.

**Table 91**

### **Adequacy of Reading Room Facility in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	270	71.81	76	20.21	30	7.98	376	100	0.016934
College	270	74.79	76	21.05	15	4.16	361	100	
Public	197	65.23	75	24.83	30	9.94	302	100	
Total	737	70.93	227	21.85	75	7.22	1039	100	

Table 91 shows that reading room facility is adequate to 71.81 percent, moderately adequate to 20.21 percent and inadequate to 7.98 percent of the career seekers using university libraries. It is adequate to 74.79 percent, moderately adequate to 21.05 percent and inadequate to 4.16 percent of the career seekers using college libraries. Among those who use public libraries, it is adequate to 65.23 percent, moderately adequate to 24.83 percent and inadequate to 9.94 percent.

The p-value (0.016934) which is not significant at one percent level but significant at five percent level indicates that there is significant association between type of library and adequacy of reading room facility at five percent level of significance. This shows that there is significant difference among different types of libraries in the adequacy level of this facility. The percentages show that the adequacy level is the highest in college libraries, university libraries come second in this case and public libraries are the last.

**Table 92**

**Adequacy of Number of Books Issued at a Time in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	168	44.68	136	36.17	72	19.15	376	100	0.000871
College	193	53.46	102	28.25	66	18.29	361	100	
Public	164	54.30	66	21.85	72	23.85	302	100	
Total	525	50.53	304	29.26	210	20.21	1039	100	

Table 92 reveals that the number books issued at a time is adequate to 44.68 percent, moderately adequate to 36.17 percent and inadequate to 19.15 percent of the career seekers using university libraries. It is adequate to 53.46 percent, moderately adequate to 28.25 percent and inadequate to 18.29 percent of the career seekers using college libraries. Among the career seekers using public libraries, it is adequate to 54.30 percent, moderately adequate to 21.85 percent and inadequate to 23.85 percent.

The p-value (0.000871) shows that there is significant association between type of library and adequacy of number of books issued at a time. This shows that there is significant difference among different types of libraries in the level of adequacy of number of books issued at a time. The adequacy percentages show that the highest level of adequacy is in public libraries. College libraries come second and university libraries are the last in this case.

**Table 93**

**Adequacy of Working Hours of Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	247	65.69	72	19.15	57	15.16	376	100	0.369124
College	217	60.11	90	24.93	54	14.96	361	100	
Public	186	61.59	65	21.52	51	16.89	302	100	
Total	650	62.56	227	21.85	162	15.59	1039	100	

Table 93 reveals that the working hours is adequate to 65.69 percent, moderately adequate to 19.15 percent and inadequate to 15.16 percent of the career seekers using university libraries. Among those who use college libraries it is adequate to 60.11 percent, moderately adequate to 24.93 percent and inadequate to 14.96 percent. It is adequate to 61.59 percent, moderately adequate to 21.52 percent and inadequate to 16.89 percent of the career seekers using public libraries.

The p-value (0.369124) indicates that there is no significant association between type of library and adequacy of working hours. This reveals that no significant difference exists among different types of libraries in the case of adequacy of working hours of the libraries according to career seekers.

**Table 94**

**Adequacy of Physical Facilities of Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	219	58.24	114	30.32	43	11.44	376	100	0.002925
College	204	56.51	94	26.04	63	17.45	361	100	
Public	150	49.67	84	27.81	68	22.52	302	100	
Total	573	55.15	292	28.10	174	16.75	1039	100	

Table 94 reveals that among the career seekers using university libraries the physical facilities of the libraries are adequate to 58.24 percent, moderately adequate to 30.32 percent and inadequate to 11.44 percent. These facilities are adequate to 56.51 percent, moderately adequate to 26.04 percent and inadequate 17.45 percent of the career seekers using college libraries. They are adequate to 49.67 percent, moderately adequate to 27.81 percent and inadequate to 22.52 percent of the career seekers using public libraries.

The p-value (0.002925) shows that there is significant association between type of library and level of adequacy of physical facilities. This indicates that significant difference exists among different types of libraries in

the level of adequacy of physical facilities. The adequacy rate is the highest in university libraries. College libraries come second and public libraries stand last in this case.

**Table 95**

**Adequacy of Alerting Service in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	57	15.16	56	14.89	263	69.95	376	100	0.120645
College	43	11.91	77	21.33	241	66.76	361	100	
Public	48	15.89	59	19.54	195	64.57	302	100	
Total	148	14.24	192	18.48	699	67.28	1039	100	

It can be seen from Table 95 that alerting service is adequate to 15.16 percent, moderately adequate to 14.89 percent and inadequate to 69.95 percent of the career seekers using university libraries. It is adequate to 11.91 percent, moderately adequate to 21.33 percent and inadequate to 66.76 percent of the career seekers using college libraries. Among those who use public libraries, it is adequate to 15.89 percent, moderately adequate to 19.54 percent and inadequate to 64.57 percent.

The p-value (0.120645) shows that there is no significant association between type of library and adequacy of advisory service. This reveals that there is no significant difference among different types of libraries in the level of adequacy of alerting service.

Table 96

## Adequacy of Career Guidance in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	48	12.77	61	16.22	267	71.01	376	100	0.904092
College	52	14.40	54	14.96	255	70.64	361	100	
Public	46	15.23	46	15.23	210	69.54	302	100	
Total	146	14.05	161	15.50	732	70.45	1039	100	

It is evident from Table 96 that career guidance is adequate to 12.77 percent, moderately adequate to 16.22 percent and inadequate to 71.01 percent of the career seekers using university libraries. Among those who use college libraries it is adequate to 14.40 percent, moderately adequate to 14.96 percent and inadequate to 70.64 percent. It is adequate to 15.23 percent, moderately adequate to 15.23 percent and inadequate to 69.54 percent of the career seekers using public libraries.

The p-value (0.904092) indicates that there is no significant association between type of library and level of adequacy of career guidance. This shows that there is no significant difference among different types of libraries in the

Table 97

**Adequacy of Photocopying Service in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	238	63.30	80	21.28	58	15.42	376	100	0.000000
College	108	29.92	61	16.90	192	53.18	361	100	
Public	99	32.78	57	18.87	146	48.35	302	100	
Total	445	42.83	198	19.06	396	38.11	1039	100	

Table 97 shows that photocopying service is adequate to 63.30 percent, moderately adequate to 21.28 percent and inadequate to 15.42 percent of the career seekers using university libraries. It is adequate to 29.92 percent, moderately adequate to 16.90 percent and inadequate to 53.18 percent of the career seekers using college libraries. Among those who use public libraries it is adequate to 32.78 percent, moderately adequate to 18.87 percent and inadequate to 48.35 percent.

The p-value (0.000000) indicates that there is significant association between type of library and adequacy of photocopying service. This shows that there is significant difference among different types of libraries in the level of adequacy of this service. The rate of adequacy is the highest in university libraries. Public libraries are the second and college libraries are the last in this case.

Table 98

**Adequacy of Newspapers in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	325	86.43	45	11.97	6	1.60	376	100	0.001124
College	274	75.90	63	17.45	24	6.65	361	100	
Public	249	82.45	41	13.58	12	3.97	302	100	
Total	848	81.62	149	14.34	42	4.04	1039	100	

Table 98 shows that among the career seekers using university libraries, newspapers are adequate to 86.43 percent, moderately adequate to 11.97 percent and inadequate to 1.60 percent. They are adequate to 75.90 percent, moderately adequate to 17.45 percent and inadequate to 6.65 percent of the career seekers using college libraries. Among those who use public libraries, they are adequate to 82.45 percent, moderately adequate to 13.58 percent and inadequate to 3.97 percent.

The p-value (0.001124) shows that there is significant association between type of library and adequacy of newspapers. This indicates that there is significant difference among different types of libraries in the level of adequacy of newspapers. The adequacy level of newspapers is the highest in university libraries. The second highest level is in public libraries and the level is the least in college libraries.

Table 99

**Adequacy of General Magazines in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	246	65.43	109	28.99	21	5.58	376	100	0.000000
College	241	66.76	60	16.62	60	16.62	361	100	
Public	210	69.54	62	20.53	30	9.93	302	100	
Total	697	67.09	231	22.23	111	10.68	1039	100	

It can be seen from Table 99 that general magazines are adequate to 65.43 percent, moderately adequate to 28.99 percent and inadequate to 5.58 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 66.76 percent, moderately adequate to 16.62 percent and inadequate to 16.62 percent. They are adequate to 69.54 percent, moderately adequate to 20.53 percent and inadequate to 9.93 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of general magazines. This reveals that there is significant difference among different types of libraries in the level of adequacy of general magazines. The adequacy rate is the highest in public libraries. The second highest level is in college libraries and the level is the least in university libraries.

Table 100

**Adequacy of Career Magazines in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	180	47.87	148	39.36	48	12.77	376	100	0.000020
College	171	47.37	96	26.59	94	26.04	361	100	
Public	132	43.71	110	36.42	60	19.87	302	100	
Total	483	46.49	354	34.07	202	19.44	1039	100	

Table 100 shows that career magazines are adequate to 47.87 percent, moderately adequate to 39.36 percent and inadequate to 12.77 percent of the career seekers using university libraries. They are adequate to 47.37 percent, moderately adequate to 26.59 percent and inadequate to 26.04 percent of the career seekers using college libraries. Among those who use public libraries they are adequate to 43.71 percent, moderately adequate to 36.42 percent and inadequate to 19.87 percent.

The p-value (0.000020) shows that there is significant association between type of library and adequacy of career magazines. This indicates that there is significant difference in the levels of adequacy of career magazines in different types of libraries. The adequacy rate is the highest in university libraries. The second highest level is in college libraries and the level is the least in public libraries.

Table 101

**Adequacy of Gazettes in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	168	44.68	136	36.17	72	19.15	376	100	0.000000
College	120	33.24	120	33.24	121	33.52	361	100	
Public	159	52.65	57	18.87	86	28.48	302	100	
Total	447	43.02	313	30.13	279	26.85	1039	100	

Table 101 shows that gazettes are adequate to 44.68 percent, moderately adequate to 36.17 percent and inadequate to 19.15 percent of the career seekers using university libraries. They are adequate to 33.24 percent, moderately adequate to 33.34 percent and inadequate to 33.52 percent of the career seekers using college libraries. Among the career seekers using public libraries they are adequate to 52.65 percent, moderately adequate to 18.87 percent and inadequate to 28.48 percent.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of gazettes. This indicates that there is significant difference among the levels of adequacy of gazettes in different types of libraries. The adequacy rate is the highest in public libraries. University libraries come second and college libraries are the last in this case.

Table 102

## Adequacy of Subject Journals in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	174	46.28	121	32.18	81	21.54	376	100	0.000232
College	138	38.23	117	32.41	106	29.36	361	100	
Public	90	29.80	114	37.75	98	32.45	302	100	
Total	402	38.69	352	33.88	285	27.43	1039	100	

It can be seen from Table 102 that among the career seekers using university libraries subject journals are adequate to 46.28 percent, moderately adequate to 32.18 percent and inadequate to 21.54 percent. Among those who college libraries they are adequate to 38.23 percent, moderately adequate to 32.41 percent and inadequate to 29.36 percent. They are adequate to 29.80 percent, moderately adequate to 37.75 percent and inadequate to 32.45 percent of the career seekers using public libraries.

The p-value (0.000232) indicates that there is significant association between type of library and adequacy of subject journals. This is because of the difference in the levels of adequacy of subject journals in different types of libraries. The adequacy rate is the highest in university libraries. The second highest level is in college libraries and the least level is in public libraries.

Table 103

## Adequacy of Electronic Journals in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	126	33.51	139	36.97	111	29.52	376	100	0.000000
College	48	13.30	48	13.30	265	73.40	361	100	
Public	40	13.25	93	30.79	169	55.96	302	100	
Total	214	20.60	280	26.95	545	52.45	1039	100	

. It can be understood from Table 103 that electronic journals are adequate to 33.51 percent, moderately adequate to 36.97 percent and inadequate to 29.52 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 13.30 percent, moderately adequate to 13.30 percent and inadequate to 73.40 percent. Among those who use public libraries they are adequate to 13.25 percent, moderately adequate to 30.79 percent and inadequate to 55.96 percent.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of electronic resources. This signifies that significant difference exists in the levels of adequacy of electronic journals of different types of libraries. The adequacy rate is the highest in university libraries. College and public libraries have the second and last places in this regard.

Table 104

## Adequacy of Encyclopaedias in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	235	62.50	108	28.72	33	8.78	376	100	0.000000
College	232	64.27	75	20.77	54	14.96	361	100	
Public	132	43.71	105	34.77	65	21.52	302	100	
Total	599	57.65	288	27.72	152	14.63	1039	100	

Table 104 reveals that encyclopaedias are adequate to 62.50 percent, moderately adequate to 28.72 percent and inadequate to 8.78 percent of the career seekers using university libraries. They are adequate to 64.27 percent, moderately adequate to 20.77 percent and inadequate to 14.96 percent of the career seekers using college libraries. Among the career seekers using public libraries they are adequate to 43.71 percent, moderately adequate to 34.77 percent and inadequate to 21.52 percent.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of encyclopaedias. This is due to the difference in the levels of adequacy of encyclopaedias in different types of libraries. The adequacy rate is the highest in college libraries. University libraries come second and the lowest level is in public libraries.

Table 105

## Adequacy of Yearbooks in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	217	57.71	123	32.71	36	9.58	376	100	0.000037
College	178	49.31	111	30.75	72	19.94	361	100	
Public	129	42.72	119	39.40	54	17.88	302	100	
Total	524	50.43	353	33.98	162	15.59	1039	100	

Table 105 shows that among the career seekers using university libraries, yearbooks are adequate to 57.71 percent, moderately adequate to 32.71 percent and inadequate to 9.58 percent. Among those who use college libraries they are adequate to 49.31 percent, moderately adequate to 30.75 percent and inadequate to 19.94 percent. They are adequate to 42.72 percent, moderately adequate to 39.40 percent and inadequate to 17.88 percent of the career seekers using public libraries.

The p-value (0.000037) shows that there is significant association between type of library and adequacy of yearbooks. This indicates that there is significant difference in the levels of adequacy of yearbooks in different types of libraries. The adequacy percentages show that university libraries come first and college and public libraries come second and third in the adequacy of yearbooks.

Table 106

## Adequacy of Dictionaries in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	241	64.10	108	28.72	27	7.18	376	100	0.000000
College	241	66.76	63	17.45	57	15.79	361	100	
Public	153	50.66	95	31.46	54	17.88	302	100	
Total	635	61.12	266	25.60	138	13.28	1039	100	

It can be understood from Table 106 that dictionaries are adequate to 64.10 percent, moderately adequate to 28.72 percent and inadequate to 7.18 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 66.76 percent, moderately adequate to 17.45 percent and inadequate to 15.79 percent. Among those who use public libraries they are adequate to 50.66 percent, moderately adequate to 31.46 percent and inadequate to 17.88 percent.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of dictionaries. This reveals that there is significant difference in the levels of adequacy of dictionaries in different types of libraries. The adequacy rate is the highest in college libraries. The next highest rate is in university libraries and the level is the least in public libraries.

Table 107

**Adequacy of Maps/Atlases in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	135	35.90	185	49.20	56	14.90	376	100	0.000110
College	128	35.46	154	42.66	79	21.88	361	100	
Public	112	37.09	104	34.44	86	28.47	302	100	
Total	375	36.09	443	42.64	221	21.27	1039	100	

Table 107 shows that among the career seekers using university libraries maps/atlas are adequate to 35.90 percent, moderately adequate to 49.20 percent and inadequate to 14.90 percent. They are adequate to 35.46 percent, moderately adequate to 42.66 percent and inadequate to 21.88 percent of the career seekers using college libraries. Among those who use public libraries they are adequate to 37.09 percent, moderately adequate to 34.44 percent and inadequate to 28.47 percent.

The p-value (0.000110) shows that there is significant association between type of library and adequacy of maps/atlas. This indicates that there is significant difference in the levels of adequacy of maps/atlas in different types of libraries. The adequacy rate is the highest in public libraries. University libraries come second and college libraries are the last in this case.

Table 108

**Adequacy of Directories in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	153	40.69	166	44.15	57	15.16	376	100	0.000029
College	135	37.40	139	38.50	87	24.10	361	100	
Public	84	27.82	128	42.38	90	29.80	302	100	
Total	372	35.80	433	41.67	234	22.53	1039	100	

It can be seen from Table 108 that directories are adequate to 40.69 percent, moderately adequate to 44.15 percent and inadequate to 15.16 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 37.40 percent, moderately adequate to 38.50 percent and inadequate to 24.10 percent. They are adequate to 27.82 percent, moderately adequate to 42.38 percent and inadequate to 29.80 percent of the career seekers using public libraries.

The p-value (0.000029) shows that there is significant association between type of library and adequacy of directories. This reveals that there is significant difference in the levels of adequacy of directories in different types of libraries. The adequacy rate is the highest in university libraries. The second highest level is in college libraries and the rate is the lowest in public libraries.

Table 109

**Adequacy of Handbooks in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	144	38.30	178	47.34	54	14.36	376	100	0.000000
College	160	44.32	147	40.72	54	14.96	361	100	
Public	84	27.81	122	40.40	96	31.79	302	100	
Total	388	37.34	447	43.02	204	19.64	1039	100	

Table 109 shows that among the career seekers using university libraries handbooks are adequate to 38.30 percent, moderately adequate to 47.34 percent and inadequate to 14.36 percent. They are adequate to 44.32 percent, moderately adequate to 40.72 percent and inadequate to 14.96 percent of the career seekers using college libraries. Among those who use public libraries they are adequate to 27.81 percent, moderately adequate to 40.40 percent and inadequate to 31.79 percent.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of handbooks. This reveals that there is significant difference in the levels of adequacy of handbooks in different types of libraries. The adequacy rate is the highest in college libraries. The second highest level is in university libraries and the lowest level is in public libraries.

Table 110

**Adequacy of Career Planning Guides in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	118	31.38	159	42.29	99	26.33	376	100	0.002899
College	117	32.41	111	30.75	133	36.84	361	100	
Public	87	28.81	128	42.38	87	28.81	302	100	
Total	322	30.99	398	38.31	319	30.70	1039	100	

It can be understood from Table 110 that career planning guides are adequate to 31.38 percent, moderately adequate to 42.29 percent and inadequate to 26.33 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 32.41 percent, moderately adequate to 30.75 percent and inadequate to 36.84 percent. They are adequate to 28.81 percent, moderately adequate to 42.38 percent and inadequate to 28.81 percent of the career seekers using public libraries.

The p-value (0.002899) shows that there is significant association between type of library and adequacy of career planning guides. This indicates that significant difference exists in the levels of adequacy of career planning guides in different types of libraries. The adequacy rate is the highest in college libraries. University libraries come second and public libraries come last in this case.

Table 111

**Adequacy of Who's Who (Biographical Sources) in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	136	36.17	182	48.40	58	15.43	376	100	0.000107
College	143	39.61	121	33.52	97	26.87	361	100	
Public	124	41.06	120	39.74	58	19.20	302	100	
Total	403	38.79	423	40.71	213	20.50	1039	100	

Table 111 indicates that the biographical sources are adequate to 36.17 percent, moderately adequate to 48.40 percent and inadequate to 15.43 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 39.61 percent, moderately adequate to 33.52 percent and inadequate to 26.87 percent. They are adequate to 41.06 percent, moderately adequate to 39.74 percent and inadequate to 19.20 percent of the career seekers using public libraries.

The p-value (0.000107) indicates that there is significant association between type of library and adequacy of biographical sources. Hence, significant difference can be observed in the levels of adequacy of biographical sources in different types of libraries. The highest rate of adequacy is in public libraries. The second highest rate is in college libraries and the level is the least in university libraries.

Table 112

**Adequacy of Specific Guides for each Competitive Examination in  
Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	133	35.37	159	42.29	84	22.34	376	100	0.004792
College	117	32.41	126	34.90	118	32.69	361	100	
Public	114	37.75	95	31.46	93	30.79	302	100	
Total	364	35.03	380	36.58	295	28.39	1039	100	

Table 112 shows that specific guides for each competitive examination are adequate to 35.37 percent, moderately adequate to 42.29 percent and inadequate to 22.34 percent of the career seekers using university libraries. They are adequate 32.41 percent, moderately adequate to 34.90 percent and inadequate to 32.69 percent of the career seekers using college libraries. Among the career seekers using public libraries they are adequate to 37.75 percent, moderately adequate to 31.46 percent and inadequate to 30.79 percent.

The p-value (0.004792) shows that there is significant association between type of library and adequacy of specific guides for each competitive examination. This indicates that there is significant difference among different types of libraries in the level of adequacy of these guides. The adequacy percentages show that the level of adequacy is the highest in public libraries. University libraries come second in this case and the level is the least in college libraries.

Table 113

**Adequacy of General Knowledge Books in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	201	53.46	139	36.97	36	9.57	376	100	0.095373
College	193	53.46	111	30.75	57	15.79	361	100	
Public	159	52.65	101	33.44	42	13.91	302	100	
Total	553	53.22	351	33.79	135	12.99	1039	100	

Table 113 shows that general knowledge books are adequate to 53.46 percent, moderately adequate to 36.97 percent and inadequate to 9.57 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 53.46 percent, moderately adequate to 30.75 percent and inadequate 15.79 percent. They are adequate to 52.65 percent, moderately adequate to 33.44 percent and inadequate to 13.91 percent of the career seekers using public libraries.

The p-value (0.095373) indicates that there is no significant association between type of library and adequacy of general knowledge books. This means that there is no significant difference among libraries in the level of adequacy of general knowledge books.

Table 114

**Adequacy of Question Banks in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	132	35.11	178	47.34	66	17.55	376	100	0.000000
College	163	45.15	132	36.57	66	18.28	361	100	
Public	96	31.79	107	35.43	99	32.78	302	100	
Total	391	37.63	417	40.13	231	22.24	1039	100	

Table 114 reveals that among the career seekers using university libraries question banks are adequate to 35.11 percent, moderately adequate to 47.34 percent and inadequate 17.55 percent. Among those who use college libraries they are adequate to 45.15 percent, moderately adequate to 36.57 percent and inadequate to 18.28 percent. They are adequate to 31.79 percent, moderately adequate to 35.43 percent and inadequate to 32.78 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of question banks. This means that significant difference exists among different types of libraries in the level of adequacy of question banks. The adequacy rate is the highest in college libraries. The second highest level is in university libraries and the least level is in public libraries.

Table 115

**Adequacy of Books on General English in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	132	35.11	187	49.73	57	15.16	376	100	0.000012
College	181	50.14	114	31.58	66	18.28	361	100	
Public	123	40.73	117	38.74	62	20.53	302	100	
Total	436	41.96	418	40.23	185	17.81	1039	100	

Table 115 shows that books on general English are adequate to 35.11 percent, moderately adequate to 49.73 percent and inadequate to 15.16 percent of the career seekers using university libraries. They are adequate to 50.14 percent, moderately adequate to 31.58 percent and inadequate to 18.28 percent of the career seekers using college libraries. Among the career seekers using public libraries they are adequate to 40.73 percent moderately adequate to 38.74 percent and inadequate to 20.53 percent.

The p-value (0.000012) shows that there is significant association between type of library and adequacy of general English books. This reveals that there is significant difference among different types of libraries in the level of adequacy of books on general English. The highest adequacy rate can be seen in college libraries. Public libraries show the second highest level and the least level is in university libraries.

Table 116

**Adequacy of Books on English Grammar in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	123	32.71	174	46.28	79	21.01	376	100	0.000454
College	166	45.98	120	33.24	75	20.78	361	100	
Public	119	39.40	105	34.77	78	25.83	302	100	
Total	408	39.27	399	38.40	232	22.33	1039	100	

It can be seen from Table 116 that among the career seekers using university libraries books on English grammar are adequate to 32.71 percent, moderately adequate to 46.28 percent and inadequate to 21.01 percent. They are adequate to 45.98 percent, moderately adequate to 33.24 percent and inadequate to 20.78 percent of the career seekers using college libraries. Among those who use public libraries they are adequate to 39.40 percent, moderately adequate to 34.77 percent and inadequate to 25.83 percent.

The p-value (0.000454) shows that there is significant association between type of library and adequacy of books on English grammar. This is because of the difference among different types of libraries in the level of adequacy of these books. The highest adequacy rate can be seen in college libraries. Public libraries are the second and university libraries are the last in this case.

Table 117

## Adequacy of Books on Reasoning in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	138	36.70	156	41.49	82	21.81	376	100	0.024051
College	111	30.75	151	41.83	99	27.42	361	100	
Public	116	38.41	99	32.78	87	28.81	302	100	
Total	365	35.13	406	39.08	268	25.79	1039	100	

Table 117 shows that books on reasoning are adequate to 36.70 percent, moderately adequate to 41.49 percent and inadequate to 21.81 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 30.75 percent, moderately adequate to 41.83 percent and inadequate to 27.42 percent. They are adequate to 38.41 percent, moderately adequate to 32.78 percent and inadequate to 28.81 percent of the career seekers using public libraries.

The p-value (0.024051) which is not significant at one percent level but significant at five percent level indicates that there is significant association between type of library and adequacy of books on reasoning at five percent level of significance. This means that at five percent level, significant difference can be observed in the levels of adequacy of these books in different types of libraries. The adequacy rate is the highest in public libraries. University libraries are the second and college libraries are the last in this case.

Table 118

**Adequacy of Books on Numerical Ability in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	129	34.31	157	41.76	90	23.93	376	100	0.005309
College	111	30.75	118	32.68	132	36.57	361	100	
Public	102	33.77	110	36.43	90	29.80	302	100	
Total	342	32.92	385	37.05	312	30.03	1039	100	

Table 118 shows that books on numerical ability are adequate to 34.31 percent, moderately adequate to 41.76 percent and inadequate to 23.93 percent of the career seekers using university libraries. They are adequate to 30.75 percent, moderately adequate to 32.68 percent and inadequate to 36.57 percent of the career seekers using college libraries. Among the career seekers using public libraries they are adequate to 33.77 percent, moderately adequate to 36.43 percent and inadequate to 29.80 percent.

The p-value (0.005309) shows that there is significant association between type of library and adequacy of books on numerical ability. This means that there is significant difference among different types of libraries in the level of adequacy of these books. The adequacy rate is the highest in university libraries and it is the lowest in college libraries. Public libraries come in between these two in this regard.

Table 119

**Adequacy of Books on Clerical Aptitude in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	126	33.51	166	44.15	84	22.34	376	100	0.000009
College	93	25.76	127	35.18	141	39.06	361	100	
Public	102	33.77	98	32.45	102	33.78	302	100	
Total	321	30.90	391	37.63	327	31.47	1039	100	

It is evident from Table 119 that among the career seekers using university libraries books on clerical aptitude are adequate to 33.51 percent, moderately adequate to 44.15 percent and inadequate to 22.34 percent. Among the career seekers using college libraries they are adequate to 25.76 percent, moderately adequate to 35.18 percent and inadequate to 39.06 percent. They are adequate to 33.77 percent, moderately adequate to 32.45 percent and inadequate to 33.78 percent of the career seekers using public libraries.

The p-value (0.000009) shows that there is significant association between type of library and adequacy of books on clerical aptitude. This indicates that there is significant difference among different types of libraries in the level of adequacy of these books. The highest adequacy rate is in public libraries. University libraries come second and college libraries are the last in this case.

Table 120

**Adequacy of Books on General Intelligence in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	150	39.89	142	37.77	84	22.34	376	100	0.286474
College	150	41.55	121	33.52	90	24.93	361	100	
Public	114	37.75	126	41.72	62	20.53	302	100	
Total	414	39.85	389	37.44	236	22.71	1039	100	

It can be observed from Table 120 that books on general intelligence are adequate to 39.89 percent, moderately adequate to 37.77 percent and inadequate to 22.34 percent of the career seekers using university libraries. They are adequate to 41.55 percent, moderately adequate to 33.52 percent and inadequate to 24.93 percent of the career seekers using college libraries. Among those who use public libraries they are adequate to 37.75 percent, moderately adequate to 41.72 percent and inadequate to 20.53 percent.

The p-value (0.286474) indicates that there is no significant association between type of library and adequacy of books on general intelligence. This means that no significant difference exists among different types of libraries in the level of adequacy of these books.

Table 121

## Adequacy of Textbooks in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	184	48.94	129	34.31	63	16.75	376	100	0.000000
College	265	73.41	84	23.27	12	3.32	361	100	
Public	105	34.77	101	33.44	96	31.79	302	100	
Total	554	53.32	314	30.22	171	16.46	1039	100	

It is evident from Table 121 that among the career seekers using university libraries, textbooks are adequate to 48.94 percent, moderately adequate to 34.31 percent and inadequate to 16.75 percent. Among the career seekers using college libraries they are adequate to 73.41 percent, moderately adequate to 23.27 percent and inadequate to 3.32 percent. They are adequate to 34.77 percent, moderately adequate to 33.44 percent and inadequate to 31.79 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of textbooks. This means that there is significant difference among different types of libraries in the adequacy level of textbooks. The adequacy rate is the highest in college libraries. The second highest level is in university libraries and it is the lowest in public libraries.

Table 122

**Adequacy of Question Papers of the Previous Competitive Examinations  
in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	133	35.37	150	39.89	93	24.74	376	100	0.000000
College	163	45.15	123	34.07	75	20.78	361	100	
Public	81	26.82	101	33.44	120	39.74	302	100	
Total	377	36.28	374	36.00	288	27.72	1039	100	

. It can be seen from Table 122 that question papers of the previous competitive examinations are adequate to 35.37 percent, moderately adequate to 39.89 percent and inadequate to 24.74 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 45.15 percent, moderately adequate to 34.07 percent and inadequate to 20.78 percent. They are adequate to 26.82 percent, moderately adequate to 33.44 percent and inadequate to 39.74 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of question papers of the previous competitive examinations. This means that significant difference exists among different types of libraries in the level of adequacy of this material. The adequacy rate is the highest in college libraries. The second highest level is in university libraries and the lowest level is in public libraries.

Table 123

**Adequacy of Internet Facility in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	189	50.27	99	26.33	88	23.40	376	100	0.000000
College	53	14.68	53	14.68	255	70.64	361	100	
Public	93	30.80	39	12.91	170	56.29	302	100	
Total	335	32.24	191	18.38	513	49.38	1039	100	

Table 123 shows that internet facility is adequate to 50.27 percent, moderately adequate to 26.33 percent and inadequate to 23.40 percent of the career seekers using university libraries. Among the career seekers using college libraries it is adequate to 14.68 percent, moderately adequate to 14.68 percent and inadequate to 70.64 percent. This facility is adequate to 30.80 percent, moderately adequate to 12.91 percent and inadequate to 56.29 percent of the career seekers using public libraries.

The p-value (0.000000) shows that there is significant association between type of library and adequacy of internet facility. This means that there is significant difference among different types of libraries in the level of adequacy of this facility. The adequacy rate is the highest in university libraries. The lowest adequacy rate is in college libraries. Public libraries come in between these two in this case.

Table 124

**Adequacy of Audio-visual Materials in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	66	17.55	111	29.52	199	52.93	376	100	0.000031
College	36	9.97	96	26.59	229	63.44	361	100	
Public	45	14.90	51	16.89	206	68.21	302	100	
Total	147	14.15	258	24.83	634	61.02	1039	100	

Table 124 shows that among the career seekers using university libraries audio-visual materials are adequate to 17.55 percent, moderately adequate to 29.52 percent and inadequate to 52.93 percent. Among those who use college libraries they are adequate to 9.97 percent, moderately adequate to 26.59 percent and inadequate to 63.44 percent. They are adequate to 14.90 percent, moderately adequate to 16.89 percent and inadequate to 68.21 percent of the career seekers using public libraries.

The p-value (0.000031) shows that there is significant association between type of library and adequacy of audio-visual materials. This reveals that there is significant difference among different types of libraries in the level of adequacy of audio-visual materials. The adequacy rate is the highest in university libraries. Public and college libraries come second and third respectively in this regard.

Table 125

**Adequacy of Personal Assistance in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	129	34.31	114	30.32	133	35.37	376	100	0.001667
College	100	27.70	150	41.55	111	30.75	361	100	
Public	69	22.85	120	39.73	113	37.42	302	100	
Total	298	28.68	384	36.96	357	34.36	1039	100	

Table 125 reveals that personal assistance is adequate to 34.31 percent, moderately adequate to 30.32 percent and inadequate to 35.37 percent of the career seekers using university libraries. This is adequate to 27.70 percent, moderately adequate to 41.55 percent and inadequate to 30.75 percent of the career seekers using college libraries. Among the career seekers using public libraries it is adequate to 22.85 percent, moderately adequate to 39.73 percent and inadequate to 37.42 percent.

The p-value (0.001667) shows that there is significant association between type of library and adequacy of personal assistance. This means that there is significant difference among the levels of adequacy of personal assistance in different types of libraries. The highest adequacy rate can be seen in university libraries. The second highest rate is in college libraries and the rate is the lowest in public libraries.

Table 126

**Adequacy of Arrangement of Documents in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	156	41.49	172	45.74	48	12.77	376	100	0.001579
College	150	41.55	132	36.57	79	21.88	361	100	
Public	126	41.72	107	35.43	69	22.85	302	100	
Total	432	41.58	411	39.56	196	18.86	1039	100	

Table 126 shows that the arrangement of documents needed for the career seekers are adequate to 41.49 percent, moderately adequate to 45.74 percent and inadequate to 12.77 percent of the career seekers using university libraries. Among the career seekers using college libraries it is adequate to 41.55 percent, moderately adequate to 36.57 percent and inadequate to 21.88 percent. It is adequate to 41.72 percent, moderately adequate to 35.43 percent and inadequate to 22.85 percent of the career seekers using public libraries.

The p-value (0.001579) shows that there is significant association between type of library and adequacy of arrangement of documents. This reveals that the levels of adequacy of arrangement of documents are significantly different in different types of libraries. The percentages show that the highest adequacy rate is in public libraries. College libraries come second and university libraries are the last in this case.

Table 127

**Adequacy of Search and Retrieval Possibilities in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	147	39.10	163	43.35	66	17.55	376	100	0.003705
College	108	29.92	166	45.98	87	24.10	361	100	
Public	105	34.77	113	37.42	84	27.81	302	100	
Total	360	34.65	442	42.54	237	22.81	1039	100	

Table 127 reveals that the search and retrieval possibilities are adequate to 39.10 percent, moderately adequate to 43.35 percent and inadequate to 17.55 percent of the career seekers using university libraries. Among the career seekers using college libraries they are adequate to 29.92 percent, moderately adequate to 45.98 percent and inadequate to 24.10 percent. They are adequate to 34.77 percent, moderately adequate to 37.42 percent and inadequate to 27.81 percent of the career seekers using public libraries.

The p-value (0.003705) shows that there is significant association between type of library and adequacy of search and retrieval possibilities. This means that significant difference exists among different types of libraries in the level of adequacy of search and retrieval possibilities. The adequacy rate is the highest in university libraries. The second highest level is in public libraries and the level is the lowest in college libraries.

Table 128

## Adequacy of Access to Documents in Different Types of Libraries

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	147	39.10	166	44.15	63	16.75	376	100	0.007752
College	121	33.52	162	44.88	78	21.60	361	100	
Public	114	37.75	107	35.43	81	26.82	302	100	
Total	382	36.77	435	41.87	222	21.36	1039	100	

Table 128 shows that among the career seekers using university libraries access to documents is adequate to 39.10 percent, moderately adequate to 44.15 percent and inadequate to 16.75 percent. It is adequate to 33.52 percent, moderately adequate to 44.88 percent and inadequate to 21.60 percent of the career seekers using college libraries. Among the career seekers using public libraries it is adequate to 37.75 percent, moderately adequate to 35.43 percent and inadequate to 26.82 percent.

The p-value (0.007752) shows that there is significant association between type of library and adequacy of access to documents in libraries. This indicates that there is significant difference in the levels of adequacy of access to documents in different types of libraries. The adequacy rate is the highest in university libraries. Public libraries and college libraries stand second and third respectively in this regard.

Table 129

**Adequacy of Physical Maintenance of Reading Materials in Different Types of Libraries**

Type of Library	Adequate		Moderately Adequate		Inadequate		Total		p-value
	No	%	No	%	No	%	No	%	
University	159	42.29	160	42.55	57	15.16	376	100	0.000001
College	130	36.01	153	42.38	78	21.61	361	100	
Public	114	37.75	89	29.47	99	32.78	302	100	
Total	403	38.79	402	38.69	234	22.52	1039	100	

Table 129 reveals that the physical maintenance of reading materials are adequate to 42.29 percent, moderately adequate to 42.55 percent and inadequate to 15.16 percent of the career seekers using university libraries. Among the career seekers using college libraries it is adequate to 36.01 percent, moderately adequate to 42.38 percent and inadequate to 21.61 percent. It is adequate to 37.75 percent, moderately adequate to 29.47 percent and inadequate to 32.78 percent of the career seekers using public libraries.

The p-value (0.000001) shows that there is significant association between type of library and adequacy of physical maintenance of reading materials. This reveals that there is significant difference in the levels of adequacy of physical maintenance of reading materials in different types of libraries. The highest rate of adequacy is observed in university libraries. Public libraries stand second and it is the lowest in college libraries.

## 9. BARRIERS TO INFORMATION ACCESS

There may be barriers in accessing information. Career seekers were asked to indicate the most important barrier they face in accessing the required information. The responses of the career seekers to this question are shown in Table 130.

**Table 130**

### **Most Important Barriers to Information Access of Career Seekers**

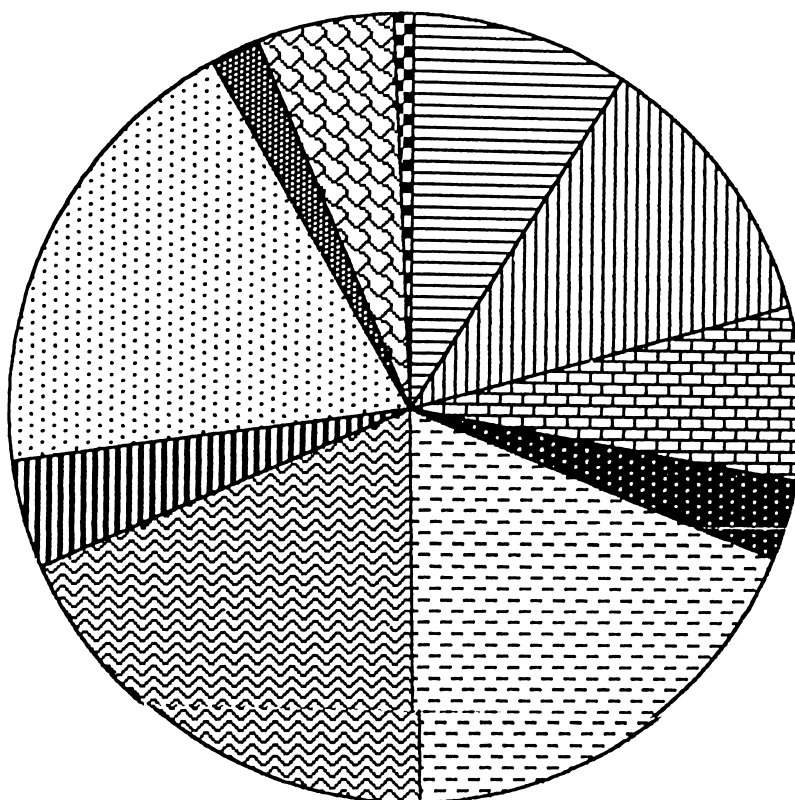
Barriers	Career seekers	
	No.	%
Do not Know what is Actually Needed	91	8.76
Do not Know where the Information is Available	123	11.84
Lack of Awareness of the Existence of the Resources/Services	75	7.22
Non-availability of the Resources/Services	33	3.18
Inaccurate and Outdated Information	194	18.67
Scatter of Resources	194	18.67
Lack of Co-operation of the Library Staff	45	4.33
Poor Physical Maintenance of Library Materials	198	19.06
Inconvenient Library Location	21	2.02
Inconvenient Working Hours of the Library	57	5.48
Others	8	0.77
Total	1039	100

Table 130 shows that for 8.76 percent of the career seekers the important barrier is that they do not know what is actually needed. The important barrier according to 11.84 percent of the career seekers is that they do not know where the information is available. Lack of awareness of the existence of the resources/services is the most important barrier to 7.22 percent. Non-availability of the resources/services is the most important barrier to 18.67 percent. For 18.67 percent it is inaccurate and outdated information. For another 18.67 percent it is scatter of resources. Lack of co-operation of library staff is the most important barrier to 4.33 percent. Poor physical maintenance of library materials is the most important barrier to 19.06 percent. For 2.02 percent it is inconvenient library location. For 5.48 percent it is inconvenient working hours of the library. For 0.77 percent of the career seekers, other barriers are the most important. Other barriers according to career seekers are poor physical facilities of the library, noise and dust.

This indicates that poor physical maintenance of library materials, inaccurate and out dated information and scatter of resources are the most important barriers of information access of career seekers.

The intensity of the barriers is shown in Figure 13.

Figure 13. Barriers to Information Access



- ▣ Do not Know what is Actually Needed
- ▣ Do not Know where the Information is Available
- ▣ Lack of Awareness of the Existence of the Resources/Services
- Non-availability of the Resources/Services
- ▣ Inaccurate and Outdated Information
- ▣ Scatter of Resources
- Lack of Co-operation of the Library Staff
- ▣ Poor Physical Maintenance of Library Materials
- Inconvenient Library Location
- ▣ Inconvenient Working Hours of the Library
- ▣ Others

## 10. SATISFACTION OF CAREER SEEKERS IN THE RESOURCES AND SERVICES OF LIBRARIES

One of the major objectives of the study is to find out the level of satisfaction of the career seekers in the resources and services of libraries. For this, the scores obtained using the User Satisfaction Scale for Career Seekers were subjected to statistical treatment.

Since the User Satisfaction Scale for Career Seekers contains 48 items, with the score of an item ranging between 1 and 3, the total score of the scale can range from 48 to 144, with a neutral point of 96 ( $48 \times 2 = 96$ ).

Shaw and Wright (1967)<sup>2</sup> suggest that the neutral point represents the point of balance in the positive-negative evaluative conflict. Thus a mean score above the neutral point indicates satisfaction. However, a mean score just above the neutral point does not indicate definite satisfaction. Hence, a significance of the difference between the neutral point and the mean score is tested by applying t-test.

### 10.1. Overall Satisfaction

The overall satisfaction is measured by finding out the difference between the neutral value and the mean score. Table 131 shows this.

**Table 131**  
**Level of Satisfaction of the Career Seekers**

Neutral value	Mean	SD	N	t-value
96	102.4	16.14	1039	12.79

Table 131 shows that the mean score (102.4) is above the neutral value (96). Hence, it can be assumed that the career seekers are satisfied in the resources and services of libraries. The t-value for the difference between the mean score and the neutral value is 12.79. This is higher than the required value of 1.96 at 0.05 level and 2.58 at 0.01 level of significance. This shows that the level of satisfaction of the career seekers in the resources and services of the libraries is significantly high.

### 10.2. Satisfaction in the Resources and Services of Different Types of Libraries

The levels of satisfaction of the career seekers in the resources and services of different types of libraries are found out by comparing the respective mean scores and the neutral value.

**Table 132**  
**Type of Library Using and Levels of Satisfaction**

Type of Library	Neutral value	Mean	SD	N	t-value
University	96	105.08	14.91	376	11.81
College	96	102.22	14.39	361	8.22
Public	96	99.29	18.85	302	3.03

It can be seen from Table 132 that the mean scores of the career seekers using university libraries (105.08), college libraries (102.22) and public libraries (99.29) are above the neutral value (96). This shows that the career seekers using these types of libraries are satisfied in their resources and services.

The t-values for the difference between the mean score and the neutral value of university, college and public libraries are significant. Thus, it can be observed that the levels of satisfaction of the career seekers using university, college and public libraries are significantly high.

### 10.3. Comparison of the Levels of Satisfaction of the Career Seekers Using Different Types of Libraries.

The mean score of the career seekers using different types of libraries are compared to find out whether there exists any difference in their levels of satisfaction. The significance of the difference is also obtained by finding out the t-value. Tables 133, 134 and 135 show this.

**Table 133**  
**Comparison of the Levels of Satisfaction of the Career Seekers Using University and College Libraries**

Type of Library	N	Mean	SD	t-value
University	376	105.08	14.91	2.65
College	361	102.22	14.39	

Table 133 shows that the mean score of the career seekers using university libraries (105.08) is higher than that of the career seekers using college libraries (102.22). The t-value for the difference between the mean scores of these two groups (2.65) is significant which indicates that significant difference exists between the level of satisfaction of the career seekers using university libraries and that of their counterparts using college libraries. The mean scores show that the career seekers using university libraries are more satisfied than the career seekers using college libraries.

**Table 134**  
**Comparison of the Levels of Satisfaction of the Career Seekers Using**  
**University and Public Libraries**

Type of Library	N	Mean	SD	t-value
University	376	105.08	14.91	4.46
Public	302	99.29	18.85	

Table 134 shows that the mean score of the career seekers using university libraries (105.08) is higher than the mean score of the career seekers using public libraries (99.29). The t-value for the difference between the mean scores of these groups (4.46) is significant both at 0.01 and 0.05 levels. This indicates that significant difference exists between the levels of satisfaction of the career seekers using university and public libraries. The mean scores show that the career seekers using university libraries are more satisfied than the career seekers using public libraries.

**Table 135**  
**Comparison of the Levels of Satisfaction of the Career Seekers Using**  
**College and Public Libraries**

Type of Library	N	Mean	SD	t-value
College	361	102.22	14.39	2.27
Public	302	99.29	18.585	

It can be seen from Table 135 that the mean score of the career seekers using college libraries (102.22) is higher than that of the career seekers using public libraries (99.29). The t-value (2.27) which is not significant at 0.01

level but significant at 0.05 level indicates that there is significant difference in the levels of satisfaction of both these groups of career seekers at five percent level of significance.

The comparison of mean scores indicates that the career seekers using college libraries are more satisfied than the career seekers using public libraries.

The overall comparison shows that the career seekers using university libraries are the most satisfied among all groups. The second highest level of satisfaction is among the career seekers using college libraries. The career seekers using public libraries are the least satisfied.

#### 10.4. Gender Difference and Levels of Satisfaction

The gender wise levels of satisfaction of the career seekers are obtained to find out whether there exists any difference in their levels of satisfaction. The t-values are also obtained to know whether the levels of satisfaction are significant and to understand whether significant difference exists between the levels of satisfaction of the male and the female career seekers. Tables 136 and 137 show this.

**Table 136**

#### **Gender Wise Level of Satisfaction**

Category	Neutral value	Mean	SD	N	t-value
Male	96	100.21	15.77	558	6.30
Female	96	104.95	16.22	481	12.11

It can be seen from Table 136 that the mean scores of the male (100.21) and the female (104.95) career seekers are higher than the neutral value (96). This shows that both the male and the female career seekers are satisfied in the resources and services of libraries.

The t-values for the difference between the mean scores and the neutral value of both the male and the female career seekers are significant. This shows that the levels of satisfaction of both the male and the female career seekers are significantly high.

**Table 137**

**Comparison of the Levels of Satisfaction of Male and Female Career Seekers**

Category	N	Mean	SD	t-value
Male	558	100.21	15.77	4.78
Female	481	104.95	16.22	

Table 137 shows that the mean score of the female career seekers (104.95) is higher than that of the male career seekers (100.21). The t-value for the difference between the mean score of the male and the female career seekers (4.78) shows that there is significant difference between the levels of satisfaction of the male and the female career seekers in the resources and services of libraries. The comparison of mean scores reveals that the level of satisfaction of the female career seekers is significantly higher than that of the male career seekers.

### 10.5. Educational Qualification and Levels of Satisfaction

The levels of satisfaction of the career seekers with different qualifications are obtained by comparing the respective mean scores with the neutral value and by calculating the t-values. A comparison also is made between the mean scores of the career seekers with different qualifications and the t-value is obtained to find out whether there exists any significant difference between the levels of satisfaction of the career seekers having different qualifications. Tables 138 and 139 show this.

**Table 138**

#### Levels of Satisfaction Based on Educational Qualification

Category	Neutral value	Mean	SD	N	t-value
Graduates	96	101.83	16.82	705	9.20
Postgraduates	96	103.62	14.55	334	9.57

Table 138 reveals that the mean scores of the graduate career seekers (101.83) and that of the postgraduate career seekers (103.62) are higher than the neutral value (96). The t-values for the difference between the mean scores and the neutral value of both the graduate and the postgraduate career seekers are significant at 0.01 and 0.05 levels. This shows that the levels of satisfaction of the graduate and the postgraduate career seekers are significantly high.

**Table 139**

#### Comparison of the Levels of Satisfaction Based on Qualification

Category	N	Mean	SD	t-value
Graduates	705	101.83	16.82	1.68
Postgraduates	334	103.62	14.55	

Table 139 shows that the mean score of the graduate career seekers is 101.83 with a standard deviation of 16.82 and the mean score of the postgraduate career seekers is 103.62 with a standard deviation of 14.55.

The t-value for the difference between the mean scores of the graduate and the postgraduate career seekers (1.68) is not significant at 0.05 level. This indicates that there is no significant difference between the levels of satisfaction of the graduate career seekers and that of the postgraduate career seekers.

### 10.6. Place of Residence and Levels of Satisfaction

The levels of satisfaction of the career seekers from rural and urban areas are obtained by finding out the difference between the respective mean scores and the neutral value. The significance also is found out by obtaining the t-values. A comparison of the levels of satisfaction of these groups is also made. Tables 140 and 141 show this.

**Table 140**  
**Levels of Satisfaction Based on Place of Residence**

Category	Neutral value	Mean	SD	N	t-value
Rural	96	102.34	16.81	522	8.62
Urban	96	102.47	15.46	517	9.52

It can be observed from Table 140 that the mean scores of both the rural (102.34) and the urban (102.47) career seekers are higher than the neutral value (96). The t-values of both these categories are significant both at 0.01 and 0.05 levels. This shows that the levels of satisfaction in the resources and services of libraries of both the rural and the urban career seekers are significantly high.

Table 139 shows that the mean score of the graduate career seekers is 101.83 with a standard deviation of 16.82 and the mean score of the postgraduate career seekers is 103.62 with a standard deviation of 14.55.

The t-value for the difference between the mean scores of the graduate and the postgraduate career seekers (1.68) is not significant at 0.05 level. This indicates that there is no significant difference between the levels of satisfaction of the graduate career seekers and that of the postgraduate career seekers.

### 10.6. Place of Residence and Levels of Satisfaction

The levels of satisfaction of the career seekers from rural and urban areas are obtained by finding out the difference between the respective mean scores and the neutral value. The significance also is found out by obtaining the t-values. A comparison of the levels of satisfaction of these groups is also made. Tables 140 and 141 show this.

**Table 140**  
**Levels of Satisfaction Based on Place of Residence**

Category	Neutral value	Mean	SD	N	t-value
Rural	96	102.34	16.81	522	8.62
Urban	96	102.47	15.46	517	9.52

It can be observed from Table 140 that the mean scores of both the rural (102.34) and the urban (102.47) career seekers are higher than the neutral value (96). The t-values of both these categories are significant both at 0.01 and 0.05 levels. This shows that the levels of satisfaction in the resources and services of libraries of both the rural and the urban career seekers are significantly high.

Table 139 shows that the mean score of the graduate career seekers is 101.83 with a standard deviation of 16.82 and the mean score of the postgraduate career seekers is 103.62 with a standard deviation of 14.55.

The t-value for the difference between the mean scores of the graduate and the postgraduate career seekers (1.68) is not significant at 0.05 level. This indicates that there is no significant difference between the levels of satisfaction of the graduate career seekers and that of the postgraduate career seekers.

### 10.6. Place of Residence and Levels of Satisfaction

The levels of satisfaction of the career seekers from rural and urban areas are obtained by finding out the difference between the respective mean scores and the neutral value. The significance also is found out by obtaining the t-values. A comparison of the levels of satisfaction of these groups is also made. Tables 140 and 141 show this.

**Table 140**  
**Levels of Satisfaction Based on Place of Residence**

Category	Neutral value	Mean	SD	N	t-value
Rural	96	102.34	16.81	522	8.62
Urban	96	102.47	15.46	517	9.52

It can be observed from Table 140 that the mean scores of both the rural (102.34) and the urban (102.47) career seekers are higher than the neutral value (96). The t-values of both these categories are significant both at 0.01 and 0.05 levels. This shows that the levels of satisfaction in the resources and services of libraries of both the rural and the urban career seekers are significantly high.

**Table 141**  
**Comparison of the Levels of Satisfaction of Rural and Urban Career Seekers**

Category	N	Mean	SD	t-value
Rural	522	102.34	16.81	0.13
Urban	517	102.47	15.46	

Table 141 shows that the t-value (0.13) for the difference between the mean scores of the rural (102.34) and the urban (102.47) career seekers is not significant at 0.05 level. This indicates that there is no significant difference between the levels of satisfaction of the rural and the urban career seekers in the resources and services of libraries.

## 11. SUMMARY OF THE FINDINGS

The statistical analysis of data reveals the following:

- 11.1. The levels of requirement for various resources and services are significantly high among the career seekers.
- 11.2. There is no significant difference in the levels of requirement for documents for career selection among the career seekers using different types of libraries, between the male and the female career seekers and between the career seekers from rural and urban areas. However significant difference exists between the graduate and the postgraduate career seekers in the levels of requirement for such documents. The requirement level is higher among the postgraduate career seekers in this case.

- 11.3. No significant difference exists among the career seekers using different types of libraries, between the male and the female career seekers, the graduate and the postgraduate career seekers and between career seekers from rural and urban areas in the case of the level of requirement for materials providing information about training and education opportunities.
- 11.4. In the case of the levels of requirement for resources giving information about employment opportunities, no significant difference exists among the career seekers using different types of libraries, between the graduate and the postgraduate career seekers and between the career seekers from rural and urban areas. However, significant difference exists in the levels of requirement for such resources of the male and the female career seekers. The requirement level is higher among the female career seekers as compared to that of the male career seekers.
- 11.5. No significant difference exists between the career seekers from rural and urban areas in the case of the level of requirement for documents publishing formats of application forms. However, significant difference exists in the levels of requirement for such documents among the career seekers using different types of libraries, between the male and the female career seekers and between the graduate and the postgraduate career seekers. Among the career seekers using different types of libraries, the level of requirement is the highest among those who use public libraries. The second highest level is among those who use university libraries and it is the lowest among those who use college libraries. The requirement level of such documents is higher

among the female career seekers as compared to their male counterparts and as compared to the graduate career seekers, the requirement level is higher among the postgraduate career seekers.

- 11.6. No significant difference exists among the career seekers using different types of libraries, between the male and the female career seekers and between the career seekers from rural and urban areas in the level of requirement for materials which help to prepare application/resume. However significant difference exists in the levels of requirement for such materials of the graduate and the postgraduate career seekers. The level of requirement of the postgraduate career seekers is higher than that of the graduate career seekers.
- 11.7. Significant difference exists in the levels of requirement for materials for preparing for competitive examinations of the career seekers using different type of libraries, the male and the female career seekers, the graduate and the postgraduate career seekers and the career seekers from rural and urban areas. Among the career seekers who use different types of libraries, the level of requirement for such materials is the highest among those who use university libraries. The second highest level is among those who use public libraries and the level is the lowest among those who use college libraries. The level is higher among the female career seekers as compared to that of the male career seekers. The requirement level for such materials is higher among the postgraduate career seekers as compared to that of the graduate career seekers. The requirement level is higher among the urban career seekers as compared to that of the rural career seekers in this case.

- 11.8. No significant difference exists in the levels of requirement for resources for preparing for interviews/group discussions of the career seekers using different types of libraries, of the male and the female career seekers and of the graduate and the postgraduate career seekers. However significant difference exists between the rural and the urban career seekers in the levels of requirement for such resources. The requirement level is higher among the urban career seekers in this case.
- 11.9. No significant difference is observed between the levels of requirement of the male and the female career seekers and between the graduate and the postgraduate career seekers in the case of alerting service. However, significant difference is observed in the levels of requirement for alerting service of the career seekers using different types of libraries and of the rural and the urban career seekers. Among the career seekers using different types of libraries, the requirement level is the highest among those who use university libraries. The second highest level is among those who use public libraries and the level is the lowest among those who use college libraries. The level of requirement is higher among the urban career seekers as compared to that of the rural career seekers.
- 11.10. No significant difference exists among the career seekers using different types of libraries, between the male and the female career seekers, between the graduate and the postgraduate career seekers and between the rural and the urban career seekers in the case of level of requirement for career guidance.

- 11.11. With regard to the level of requirement for career related information resources at one place in the library, no significant difference is observed among the career seekers using different types of libraries, between the male and the female career seekers and between the graduate and the postgraduate career seekers. However, significant difference exists between the levels of requirement of the rural and the urban career seekers for such facility. The requirement level is higher among the urban career seekers in this case.
- 11.12. Significant difference exists in the levels of requirement of the career seekers using different types of libraries, of the male and the female career seekers, of the graduate and the postgraduate career seekers and of the rural and the urban career seekers for photocopying service. Among the career seekers using different types of libraries, the requirement level is the highest among those who use university libraries. The second highest level is among those who use public libraries and the level is the lowest among those who use college libraries. The level of requirement for such service is higher among the female career seekers as compared to that of the male career seekers. Higher level of requirement for this service is observed among the postgraduate career seekers when compared to the graduate career seekers. The requirement level is higher among the urban career seekers than that of the rural career seekers.
- 11.13. No significant difference exists between the levels of requirement of the male and the female career seekers for internet/electronic resources.

However, significant difference exists among the career seekers using different types of libraries, between the graduate and the postgraduate career seekers and between the rural and the urban career seekers in this case. The level of requirement for internet/electronic resources is the highest among the career seekers using university libraries when compared to the levels of requirement of the career seekers using college and public libraries. The second highest level is among those who use public libraries and the level is the lowest among those who use college libraries. When the levels of requirement of the graduate and the postgraduate career seekers are compared, higher level of requirement is observed among the postgraduate career seekers. The level of requirement of the urban career seekers is higher compared to that of the rural career seekers.

- 11.14. The levels of availability of documents which are helpful for career selection, materials which give information about training and education opportunities, resources which give information about employment opportunities, materials for preparing for competitive examinations, photocopying service and internet/electronic resources in libraries are significantly high. The levels of availability of documents publishing formats of application forms, materials which help to prepare application/resume, resources for preparing for interviews/group discussion, alerting service, career guidance and organisation of career related information resources at one place in the library are not significantly high.

- 11.15. Significant difference exists among libraries in the case of the level of availability of documents which are helpful for career selection. The level of availability is the highest in public libraries. University libraries come second and college libraries are the last in providing such documents.
- 11.16. Significant difference is observed in the levels of availability of materials which give information about training and education opportunities in different types of libraries. The level of availability of such materials is the highest in university libraries. The second highest level is in public libraries and the level is the lowest in college libraries.
- 11.17. Significant difference exists among libraries in the case of the level of availability of resources which give information about employment opportunities. The level of availability of such resources is the highest in university libraries. Public libraries come second and college libraries are the last in this case.
- 11.18. In the case of the levels of availability of documents which publish formats of application forms for employment, there exists significant difference among libraries. The level of availability is the highest in university libraries. Public libraries come next and college libraries are the last in this case.
- 11.19. Significant difference exists among libraries in the case of the levels of availability of materials which help to prepare application/resume. University libraries stand first and public libraries stand second in this case. College libraries are the least providers of such materials.

- 11.20. Significant difference among libraries is observed in the case of availability of materials for preparing for competitive examinations. The level of availability of such materials is the highest in university libraries. Public libraries stand second and college libraries stand last in the level of availability of such materials.
- 11.21. In the case of the level of availability of resources for preparing for interviews/group discussions, significant difference is observed among libraries. University libraries stand first, public libraries stand second and college libraries stand last in the levels of availability of such resources.
- 11.22. No significant difference exists among libraries in the case of the level of availability of alerting service and career guidance.
- 11.23. Significant difference exists among libraries in the case of the level of availability of career related information resources at one place. The level of availability of such facility is the highest in public libraries. College libraries come second in this case. The lowest level of availability of such facility is observed in university libraries.
- 11.24. The levels of availability of photocopying service differ significantly among libraries. The highest level of availability is observed in university libraries. Public libraries come second in this case. College libraries stand last in providing this service.
- 11.25. Significant difference exists among libraries in the case of the level of availability of internet/ electronic, resources. University libraries stand

first, public libraries stand second and college libraries stand third in this case.

- 11.26. The majority of the career seekers spend more than two hours per day on an average for career search and preparation.
- 11.27. The levels of use of newspapers, general magazines, career magazines, subject journals, encyclopaedias, yearbooks, dictionaries, handbooks, career planning guides, specific guides for each competitive examination, general knowledge books, question banks, books on general English, books on English grammar, books on reasoning, books on general intelligence, textbooks, question papers of the previous competitive examinations, personal assistance from the library staff and photocopying service are significantly high among the career seekers.
- 11.28. The levels of use of gazettes, electronic journals, maps/atlas, directories, who's who, books on numerical ability, books on clerical aptitude, internet facility, audio-visual materials, alerting service and career guidance are not significantly high.
- 11.29. Significant difference exists among the career seekers using different types of libraries in the levels of use of newspapers, general magazines, career magazines, gazettes, subject journals, electronic journals, encyclopaedias, yearbooks, dictionaries, maps/atlas, directories, career planning guides, who's who, specific guides for each competitive examination, general knowledge books, question banks, books on English grammar, books on reasoning, books on numerical

ability, books on clerical aptitude, books on general intelligence, textbooks, question papers of the previous competitive examinations, internet facility, personal assistance from the library staff and photocopying service.

- 11.30. Among the career seekers using different types of libraries, the levels of use of career magazines, subject journals, electronic journals, encyclopaedias, career planning guides, specific guides for each competitive examination, general knowledge books, question banks, books on reasoning, internet facility and photocopying service are the highest among those who use university libraries. The levels of use of newspapers, textbooks, question papers of the previous competitive examinations and personal assistance from the library staff are the highest among the career seekers using college libraries. The levels of use of general magazines, gazettes, yearbooks, dictionaries, maps/atlasses, directories, who's who, books on English grammar, books on numerical ability, books on clerical aptitude and books on general intelligence are the highest among the career seekers using public libraries.
- 11.31. No significant difference is observed among the career seekers using different types of libraries in the levels of use of handbooks, books on general English, audio-visual materials, alerting service and career guidance.
- 11.32. Significant difference is observed between the levels of use of the male and the female career seekers in the case of newspapers, general

magazines, electronic journals, encyclopaedias, maps/atlasses, handbooks, career planning guides, question banks, books on general English, books on numerical ability, books on general intelligence, question papers of the previous competitive examinations, audio-visual materials, personal assistance from the library staff, alerting service and career guidance.

- 11.33. The levels of use of newspapers, general magazines, electronic journals, encyclopaedias, maps/atlasses, books on numerical ability and audio-visual materials are higher among the male career seekers while the levels of use of handbooks, career planning guides, question banks, books on general English, books on general intelligence, question papers of the previous competitive examinations, personal assistance from the library staff, alerting service and career guidance are higher among the female career seekers.
- 11.34. No significant difference is observed between the levels of use of the male and the female career seekers in the case of career magazines, gazettes, subject journals, yearbooks, dictionaries, directories, who's who, specific guides for each competitive examination, general knowledge books, books on English grammar, books on reasoning, books on clerical aptitude, textbooks, internet facility and photocopying service.
- 11.35. Significant difference exists between the graduate and the postgraduate career seekers in the levels of use of general magazines, career magazines, gazettes, subject journals, encyclopaedias, yearbooks,

maps/atlasses, handbooks, specific guides for each competitive examination, general knowledge books, question banks, books on clerical aptitude, books on general intelligence, textbooks, internet facility, audio-visual materials, alerting service, career guidance and photocopying service.

- 11.36. The levels of use of maps/atlasses, audio-visual materials, alerting service and career guidance are higher among the graduate career seekers as compared to that of the postgraduate career seekers.
- 11.37. The levels of use of general magazines, career magazines, gazettes, subject journals, encyclopaedias, yearbooks, handbooks, specific guides for each competitive examination, general knowledge books, question banks, books on clerical aptitude, books on general intelligence, textbooks, internet facility and photocopying service are higher among the postgraduate career seekers.
- 11.38. No significant difference is observed between the graduate and the postgraduate career seekers in the levels of use of newspapers, electronic journals, dictionaries, directories, career planning guides, who's who, books on general English, books on English grammar, books on reasoning, books on numerical ability, question papers of the previous competitive examination and personal assistance from the library staff.
- 11.39. Significant difference exists between the rural and the urban career seekers in the levels of use of newspapers, gazettes, dictionaries, directories, specific guides for each competitive examination, question banks, books on clerical aptitude and career guidance.

- 11.40. The levels of use of newspapers, gazettes, dictionaries, directories, question banks, books on clerical aptitude and career guidance are higher among the rural career seekers as compared to that of the urban career seekers.
- 11.41. The level of use of specific guides for each competitive examination is higher among the urban career seekers.
- 11.42. No significant difference is observed between the rural and the urban career seekers in the levels of use of general magazines, career magazines, subject journals, electronic journals, encyclopaedias, yearbooks, maps/atlasses, handbooks, career planning guides, who's who, general knowledge books, books on general English, books on English grammar, books on reasoning, books on numerical ability, books on general intelligence, textbooks, question papers of the previous competitive examinations, internet facility, audio-visual materials, personal assistance from the library staff, alerting service and photocopying service.
- 11.43. The levels of adequacy of reading room facility, number of books issued at a time, library working hours, physical facilities, newspapers, general magazines, career magazines, encyclopaedias, yearbooks, dictionaries, maps/atlasses, handbooks, who's who, general knowledge books, question banks, books on general English, books on English grammar, textbooks, arrangement of documents and access to documents in libraries are significantly high among the career seekers.

- 11.44. The levels of adequacy of alerting service, career guidance, photocopying service, gazettes, subject journals, electronic journals, directories, career planning guides, specific guides for each competitive examination, books on reasoning, books on numerical ability, books on clerical aptitude, books on general intelligence, question papers of the previous competitive examinations, internet facility, audio-visual materials, personal assistance, search and retrieval possibilities and physical maintenance of reading materials are not significantly high.
- 11.45. Significant difference exists among the career seekers using different types of libraries in the levels of adequacy of reading room facility, number of books issued at a time, physical facilities, photocopying service, newspapers, general magazines, career magazines, gazettes, subject journals, electronic journals, encyclopaedias, yearbooks, dictionaries, maps/atlasses, directories, handbooks, career planning guides, who's who, specific guides for each competitive examination, question banks, books on general English, books on English grammar, books on reasoning, books on numerical ability, books on clerical aptitude, textbooks, question papers of the previous competitive examinations, internet facility, audio-visual materials, personal assistance, arrangement of documents, search and retrieval possibilities, access to documents and physical maintenance of reading materials in libraries. This shows that significant difference exists among different types of libraries in the case of adequacy of these facilities/resources and services.

- 11.46. The levels of adequacy of physical facilities, photocopying service, newspapers, career magazines, subject journals, electronic journals, yearbooks, directories, books on numerical ability, internet facility, audio-visual materials, personal assistance, search and retrieval possibilities, access to documents and physical maintenance of reading materials in libraries are the highest among the career seekers using university libraries. This shows that these facilities/resources and service are more adequate in university libraries according to the career seekers.
- 11.47. The levels of adequacy of reading room facility, encyclopaedias, dictionaries, handbooks, career planning guides, question banks, books on general English, books on English grammar, textbooks and question papers of the previous competitive examinations in libraries are the highest among the career seekers using college libraries. This shows that the levels of adequacy of these facilities/resources and services are the highest in college libraries according to the career seekers.
- 11.48. The levels of adequacy of number of books issued at a time, general magazines, gazettes, maps/atlasses, who's who, specific guides for each competitive examination, books on reasoning, books on clerical aptitude and arrangement of documents in libraries are the highest among the career seekers using public libraries. This shows that these facilities/resources and service are more adequate in public libraries according to the career seekers.

- 11.49. No significant difference among the career seekers using different types of libraries is observed in the levels of adequacy of the working hours of the library, alerting service, career guidance, general knowledge books and books on general intelligence in libraries. This shows that there is no significant difference in the levels of adequacy of these facilities/resources and services among different types of libraries according to the career seekers.
- 11.50. The most important barriers to information access of career seekers are poor physical maintenance of library materials, inaccurate and out dated information and scatter of resources.
- 11.51. The levels of satisfaction of the career seekers in all groups are significantly high.
- 11.52. Significant difference exists among the career seekers using different types of libraries in the levels of satisfaction with regard to the resources and services of the concerned type of libraries. The career seekers using university libraries are the most satisfied among all groups. The second highest level of satisfaction is among the career seekers using college libraries. The career seekers using public libraries are the least satisfied.
- 11.53. Significant difference exists between the levels of satisfaction of the male and the female career seekers in the resources and services of libraries. The level of satisfaction of the female career seekers is significantly higher than that of the male career seekers.

- 11.54. No significant difference exists between the levels of satisfaction of the graduate and the postgraduate career seekers.
- 11.55. No significant difference is observed between the levels of satisfaction of the rural and the urban career seekers.

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## CHAPTER V

# SUMMARY, CONCLUSION AND SUGGESTIONS

Methodology in Retrospect

Major Findings

Conclusion

Tenability of Hypotheses

Implications and Suggestions

Suggestions for Further Research

This chapter presents the methodology in retrospect, major findings, conclusion, tenability of hypotheses, suggestions and suggestions for further research.

## **1. METHODOLOGY IN RETROSPECT**

### **1.1. The Problem of the study**

The problem of the study is stated as “INFORMATION REQUIREMENTS OF CAREER SEEKERS IN KERALA IN RELATION TO INFORMATION RESOURCES AND SERVICES IN LIBRARIES”.

### **1.2. Variables**

The variables of the study are:

- 1.2.1. Requirements of career seekers,
- 1.2.2. Availability of information resources and services in libraries,
- 1.2.3. Use of library resources and services,
- 1.2.4. Adequacy of information resources and services,
- 1.2.5. Barriers to information access and
- 1.2.6. Satisfaction with regard to the resources and services of libraries.

The following are the classificatory variables.

- a) Type of library,
- b) Gender of career seekers,
- c) Qualification of career seekers and
- d) Place of residence of career seekers.

### **1.3. Objectives**

The following are the objectives of the study.

- 1.3.1. To find out the level of requirement of career seekers for information resources and services.
- 1.3.2. To find out whether there exists any significant difference in the levels of requirements for information resources and services of different categories of career seekers on the basis of type of library using, gender, qualification and place of residence.
- 1.3.3. To find out the level of availability of information resources and services in libraries.
- 1.3.4. To find out whether there exists any significant difference in the levels of availability of information resources and services in different types of libraries.
- 1.3.5. To find out the level of use of library resources and services by career seekers.
- 1.3.6. To know whether there exists any significant difference in the levels of use of resources and services of different categories of career seekers.
- 1.3.7. To understand the level of adequacy of resources and services of libraries.
- 1.3.8. To find out whether there exists any significant difference in the levels of adequacy of resources and services among the career seekers using different types of libraries.

- 1.3.9. To know the major barriers to information access.
- 1.3.10 To know the level of satisfaction of career seekers with regard to the resources and services of libraries.
- 1.3.11. To find out whether there exists any significant difference in the levels of satisfaction of different categories of career seekers.

#### **1.4. Hypotheses**

The following are the hypotheses of the study.

- 1.4.1. The level of requirements of career seekers for information resources and services is significantly high.
- 1.4.2. There exists significant difference in the levels of requirements of career seekers in different categories.
- 1.4.3. The level of availability of information resources and services is significantly high.
- 1.4.4. There exists significant difference in the levels of availability of information resources and services in different types of libraries.
- 1.4.5. The level of use of library resources and services by the career seekers is significantly high.
- 1.4.6. There exists significant difference in the levels of use of resources and services of different categories of career seekers.
- 1.4.7. The level of adequacy of information resources and services is significantly high.
- 1.4.8. There exists significant difference in the levels of adequacy of resources and services of different types of libraries.

1.4.9. The level of satisfaction of career seekers in the resources and services of libraries is significantly high.

1.4.10. There exists significant difference in the levels of satisfaction of different categories of career seekers.

## **1.5. Sample**

The sample consists of 1039 career seekers taken from those who use five university libraries, twelve college libraries (three each from four affiliating university areas out of which one is a professional college) and six public libraries (two each from North Kerala, Central Kerala and South Kerala).

## **1.6. Tools Used**

The required data were collected using the following tools constructed by the investigator.

1.6.1. Questionnaire on the Career Seekers' Sources of Information.

1.6.2. User Satisfaction Scale For Career Seekers.

## **1.7. Statistical Techniques Used**

The following statistical techniques were used to analyse the data to arrive at conclusions and to test the hypotheses.

1.7.1. The percentage analysis

1.7.2. The z-test for significance

1.7.3. Chi-square test (The level of significance was obtained by finding out the p-value).

1.7.4. The t-test for the difference between the mean score and the neutral value.

1.7.5. The t-test for the difference between mean scores.

## 2. MAJOR FINDINGS

- 2.1. The level of requirement of career seekers for information resources and services is significantly high.
- 2.2. No significant difference exists among the career seekers using different types of libraries and between the male and the female career seekers in the levels of requirement for the majority of the information resources/services taken for the study.
- 2.3. Between the graduate and the postgraduate career seekers and between the rural and the urban career seekers no significant difference in the levels of requirement for half of the resources/services taken for the study can be observed.
- 2.4. Higher levels of availability are observed in half of the resources/services taken for the study. The levels of availability of the other half are not significantly high.
- 2.5. The analysis of the response of the career seekers using different types of libraries shows that significant difference exists among different types of libraries in the case of availability of the majority of the resources/services taken for the study. The levels of availability of the majority of such resources/services are the highest in university libraries.
- 2.6. The levels of use of the majority of information resources/services of the career seekers are significantly high.

- 2.7. Significant difference exists among the career seekers using different types of libraries in the levels of use of the majority of the information resources/services in libraries.
- 2.8. There is significant difference between the levels of use of the male and the female career seekers in the case of the majority of the resources/services. The levels of use of the majority of such resources are higher among the female career seekers.
- 2.9. Significant difference exists between the graduate and the postgraduate career seekers in the levels of use of the majority of the resources/services. The levels of use in the majority of these cases are higher among the postgraduate career seekers.
- 2.10. No significant difference exists between the rural and the urban career seekers in the levels of use of the majority of the resources/services.
- 2.11. The levels of adequacy of a slight majority of the resources/services taken for the study are significantly high.
- 2.12. Significant difference exists among libraries in the case of level of adequacy of most of the resources/services. In the levels of adequacy of *comparatively larger number of* these resources/services, university libraries stand first.
- 2.13. The most important barriers to information access according to the career seekers are poor physical maintenance of library materials, inaccurate and outdated information and scatter of resources.
- 2.14. The level of satisfaction in the resources and services of libraries is significantly high among the career seekers.

- 2.15. Significant difference exists among the career seekers using different types of libraries in the level of satisfaction. Those who use university libraries are the most satisfied.
- 2.16. Significant difference exists between the level of satisfaction of the male and the female career seekers. The level of satisfaction is higher among the female career seekers.
- 2.17. No significant difference exists between the graduate and the postgraduate career seekers and between the rural and the urban career seekers in the levels of satisfaction of the resources and services in libraries.

### **3. CONCLUSION**

It is evident from the analysis that the requirement level of information resources/services is high among the career seekers.

The levels of requirement of the career seekers using different types of libraries and of the male and the female career seekers are not much different. The requirement levels of the graduate and the postgraduate career seekers and of the rural and the urban career seekers are not different in half of the cases taken for the study.

The availability levels of half of the resources/services taken for the study are high. At the same time the levels of availability of the other half are not high.

The availability levels of the majority of the resources/services are different in university, college and public libraries. University libraries come first in the availability of the majority of the resources/services taken for the study.

There is high level of use in the case of the resources and services of libraries. The levels of use are different among the career seekers using different types of libraries.

In the level of use of the majority of the resources/services, the female career seekers come first.

The level of use of the majority of the resources/services is high among the postgraduate career seekers as compared to the graduate career seekers.

The rural career seekers are not much different in using the information resources/services than the urban career seekers.

The adequacy rate is higher in the case of the majority of the resources/services. The responses of the career seekers show that university libraries stand first in the level of adequacy of comparatively larger number of resources/services.

Poor physical maintenance of library materials, inaccurate and out dated information and scatter of resources are the major barriers of the career seekers in accessing information.

It can be seen that the career seekers are satisfied in the resources and services of libraries. Among the career seekers using different types of libraries, those who use university libraries are the most satisfied.

Compared to the male career seekers the female career seekers are more satisfied in the resources and services of libraries.

#### 4. TENABILITY OF HYPOTHESES

The tenability of hypotheses based on the results of statistical analysis is discussed below.

The first hypothesis states that 'the level of requirement of career seekers for information resources and services is significantly high'. The z-values indicate that the levels of requirement of the career seekers for the information resources and services taken for the study are significantly high. Thus the hypothesis is fully substantiated.

The second hypothesis states that 'there exists significant difference in the levels of requirements of career seekers in different categories'. The p-values indicate that no significant difference exists among the career seekers using different types of libraries and between the male and the female career seekers in the levels of requirement for the majority of the information resources/services. It can also be seen that between the graduate and the postgraduate career seekers and between the rural and the urban career seekers, no significant difference exists in the levels of requirement for half of the resources/services taken for the study. Hence, this hypothesis is not substantiated.

The third hypothesis states that 'The level of availability of information resources and services is significantly high'. The z-values show that the levels of availability of half of the resources/services taken for the study are significantly high. Thus the hypothesis is partially substantiated.

The fourth hypothesis states that 'there exists significant difference in the levels of availability of information resources and services in different types of libraries'. The p-values indicate that there is significant difference among libraries in the case of availability of the majority of the resources/services taken for the study. Hence, this hypothesis is fully substantiated.

The fifth hypothesis states that 'the level of use of library resources and services by the career seekers is significantly high'. The z- values show that the levels of use of the majority of the information resources/services of the career seekers are significantly high. Hence, this hypothesis is fully substantiated.

The sixth hypothesis states that 'there exists significant difference in the levels of use of resources and services of different categories of career seekers'. The p-values indicate that significant difference exists among the career seekers using different types of libraries, between the male and the female career seekers and between the graduate and the postgraduate career seekers in the levels of use of the majority of the resources/services. However, no significant difference exists between the rural and the urban career seekers in this case. Hence, this hypothesis is partially substantiated.

The seventh hypothesis states that 'the level of adequacy of information resources and services is significantly high'. The z- values show that the levels of adequacy of the majority of the resources/services are significantly high. Hence this hypothesis is fully substantiated.

The eighth hypothesis states 'there exists significant difference in the levels of adequacy of resources and services of different types of libraries'. The p-values show that significant difference exists among libraries in the case of the level of adequacy of most of the resources/services. Thus, this hypothesis is fully substantiated.

The ninth hypothesis states that 'the level of satisfaction of career seekers in the resources and services of libraries is significantly high'. The t-values show that the level of satisfaction of the career seekers in the resources and services of libraries is significantly high. Thus, this hypothesis is fully substantiated.

The tenth hypothesis states that 'there exists significant difference in the levels of satisfaction of different categories of career seekers'. The t-values indicate that significant difference exists among the career seekers using different types of libraries and between the male and the female career seekers in the levels of satisfaction. At the same time no significant difference exists between the graduate and the postgraduate career seekers and between the rural and the urban career seekers in the levels of satisfaction. Hence, this hypothesis is not fully substantiated.

## **5. IMPLICATIONS AND SUGGESTIONS**

The analysis reveals that the level of requirement for information resources and services is high among the career seekers. This shows that the career seekers are eager to get various resources and services for their career seeking. The levels of requirement for the majority of the resources and

services are not much different among the career seekers using different types of libraries. Between the male and the female career seekers also no much difference exists in the levels of requirement for most of the resources/services. Between the graduate and the postgraduate career seekers and between the rural and the urban career seekers no significant difference exists in the levels of requirement for half of the resources/services taken for the study. This reveals that all categories of the career seekers highly require various resources and services which are helpful for their search for a career. This calls for the attention of the library administrators in the provision of career related information resources and services in libraries.

The availability level is high only in the case of half of the resources/services taken for the study. Hence, steps have to be taken to raise the level of availability of the resources/services which are not available to the required level by strengthening the collection and providing more services to meet the requirements of the career seekers.

On the availability side, university libraries are ahead of college and public libraries in majority of the resources and services taken for the study. This can be attributed to the strength of collection and services in university libraries. This points out that college and public libraries have to strengthen their resources and services targeted towards career seekers.

The level of use of information resources and services is high among the career seekers. This shows that career seekers are active library users.

When the levels of use of resources/services of the male and the female career seekers are compared, it can be observed that the levels of use of the

majority of the cases are high among the female career seekers. The reason may be that the female career seekers are more keen in Kerala in getting a placement. The levels of use of the postgraduate career seekers are higher in majority of the cases as compared to the graduate career seekers. The reason may be that the postgraduate career seekers are more serious in the hunt for a career.

The adequacy rate of the majority of the resources/services is high. However, some of the important resources/services, career seekers require, are not adequate in libraries. Hence, steps have to be taken to ensure adequate provision of such resources/services especially career guidance, career planning guides, specific guides for each competitive examination, internet facility and personal assistance.

Poor physical maintenance of library materials, inaccurate and outdated information and scatter of resources are the major barriers of the career seekers in accessing information. Hence, steps have to be taken to reduce these barriers.

The analysis shows that the career seekers are satisfied in the resources and services of libraries. This shows that the libraries in Kerala are knowingly or unknowingly providing resources and services required by the career seekers. The high level of satisfaction of the career seekers using university libraries reveal that university libraries are providing more resources and services to career seekers.

The higher level of satisfaction of the female career seekers over the male career seekers may be due to their high level of use.

## 6. SUGGESTIONS FOR FURTHER RESEARCH

The investigator wishes to suggest the following areas for further research to add to the quantum of knowledge in this area.

- 6.1. Study of the information seeking behaviour of the career seekers taking the sample of career seekers from those who attend coaching classes at different career guidance centres.
- 6.2. Evaluative study of libraries to understand the strength of collection and services needed for the career seekers.
- 6.3. Study on the impact of information on career choice.
- 6.4. Study on the marketing possibilities of career related information products/services.
- 6.5. Study among the employed persons on the role of libraries in providing information for acquiring a job.

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## **APPENDICES**

## APPENDIX I

### UNIVERSITY OF CALICUT DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

#### QUESTIONNAIRE ON THE CAREER SEEKERS' SOURCES OF INFORMATION

Dear Friend,

This questionnaire is related to my research work on the topic INFORMATION REQUIREMENTS OF CAREER SEEKERS IN KERALA IN RELATION TO INFORMATION RESOURCES AND SERVICES IN LIBRARIES. I solicit your co-operation for obtaining valuable information from you as a user of ..... library. Kindly read the questions carefully and mark your responses in the appropriate boxes.

Thanking you,  
Sincerely,

Dineshan Koovakkai  
Research Scholar  
Department of Library and Information Science  
University of Calicut.

#### Kindly furnish the following details

Type of Library Using

University/College/Public

Gender

Male/Female

Educational Qualification

Graduation/ Post Graduation

Place of Residence

Rural / Urban

## 1. REQUIRED RESOURCES/SERVICES

### 1.1 Do you require the following resources/services as a career seeker?

		Required	Not required
i	Documents which are helpful for career selection	<input type="checkbox"/>	<input type="checkbox"/>
ii	Materials which give information about training and education opportunities	<input type="checkbox"/>	<input type="checkbox"/>
iii	Resources giving information about employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>
iv	Documents which publish formats of application forms	<input type="checkbox"/>	<input type="checkbox"/>
v	Materials which help to prepare application/resume	<input type="checkbox"/>	<input type="checkbox"/>
vi	Materials for preparing for competitive examinations	<input type="checkbox"/>	<input type="checkbox"/>
vii	Resources for preparing for interviews/group discussions	<input type="checkbox"/>	<input type="checkbox"/>
viii	Alerting service (about job opportunities)	<input type="checkbox"/>	<input type="checkbox"/>
ix	Career guidance	<input type="checkbox"/>	<input type="checkbox"/>
x	Organisation of career related information resources at one place in the library	<input type="checkbox"/>	<input type="checkbox"/>
xi	Photocopying service	<input type="checkbox"/>	<input type="checkbox"/>
xii	Internet service/ Electronic resources	<input type="checkbox"/>	<input type="checkbox"/>

## 2. AVAILABILITY OF RESOURCES/SERVICES IN THE LIBRARY

- 2.1 Do you get the documents which are helpful for career selection from the library? Yes  No
- 2.2 Does the library provide materials which give information about training and education opportunities? Yes  No

- 2.3 Are the resources which give information about employment opportunities available in the library? Yes  No
- 2.4 Does the library make available the documents which publish formats of application forms for employment? Yes  No
- 2.5 Do you get the materials which help to prepare application/resume for employment from the library? Yes  No
- 2.6 Are the materials for preparing for competitive examinations available in the library? Yes  No
- 2.7 Do you get the resources for preparing for interviews/group discussion from the library? Yes  No
- 2.8 Does the library provide alerting service (about job opportunities)? Yes  No
- 2.9 Do you get career guidance from the library? Yes  No
- 2.10 Are the career related information resources in the library organized at one place? Yes  No
- 2.11 Is the photocopying service available in the library? Yes  No
- 2.12 Does the library provide internet serv ce/electronic resources to you? Yes  No

### 3. USE OF RESOURCES/SERVICES FROM THE LIBRARY

#### 3.1 Time spent in the library per day on an average for career search and preparation for competitive examinations and interviews/group discussions.

- i Less than one hour
- ii One to two hours
- iii Two to three hours
- iv Three to four hours
- v Four to five hours
- vi More than five hours

**3.2 Do you use the following from the library?**

- |     |                     |     |                          |    |                          |
|-----|---------------------|-----|--------------------------|----|--------------------------|
| i   | Newspapers          | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii  | General magazines   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii | Career magazines    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv  | Gazettes            | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v   | Subject journals    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi  | Electronic journals | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**3.3 Do you use the following types of reference books from the library?**

- |      |                                  |     |                          |    |                          |
|------|----------------------------------|-----|--------------------------|----|--------------------------|
| i    | Encyclopaedias                   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii   | Yearbooks                        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii  | Dictionaries                     | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv   | Maps/Atlases                     | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v    | Directories                      | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi   | Handbooks                        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vii  | Career planning guides           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| viii | Who's who (biographical sources) | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**3.4 Do you depend on the following types of competition books/guides in the library?**

- |      |  |     |                          |    |                          |
|------|--|-----|--------------------------|----|--------------------------|
| i    | Specific guides for each competitive examination | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii   | General knowledge books                          | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii  | Question banks                                   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv   | Books on general English                         | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v    | Books on English grammar                         | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi   | Books on reasoning                               | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vii  | Books on numerical ability                       | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| viii | Books on clerical aptitude                       | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ix   | Books on general intelligence                    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**3.5 Are you in the habit of making use of the following resources/services from the library?**

- |      |  |     |                          |    |                          |
|------|--|-----|--------------------------|----|--------------------------|
| i    | Textbooks  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii   | Question papers of the previous competitive examinations | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii  | Internet facility  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv   | Audio visual materials                                   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v    | Personal assistance from the library staff               | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi   | Alerting service   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vii  | Career guidance  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| viii | Photocopying service                                     | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**4. ADEQUACY OF RESOURCES AND SERVICES IN THE LIBRARY**

**4.1. Please indicate whether the following resources/services are adequate in the library to meet your information requirements as a career seeker.**

**4.1.1 Library Facilities/Services**

- |     | Adequate   | Moderately adequate      | Inadequate               |                          |
|-----|--|--------------------------|--------------------------|--------------------------|
| i   | Reading room   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii  | Number of books issued at a time   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii | Library working hours  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv  | Physical facilities in the library (such as light seating facility etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v   | Alerting service   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi  | Career guidance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii | Photocopying service   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 4.1.2 Periodicals/Serials

	Adequate	Moderately adequate	Inadequate
i Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii General magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Career magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Gazettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Subject journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi Electronic Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.1.3 Reference Books

i Encyclopaedias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Yearbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Maps/Atlases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Directories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi Handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii Career planning guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii Who's who (Biographical Sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.1.4 Competition Books/Guides

i Specific guides for each competitive examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii General knowledge books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Question banks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Adequate	Moderately adequate	Inadequate
iv	Books on general English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Books on English grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi	Books on reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii	Books on numerical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii	Books on clerical aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix	Books on general intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.1.5 Other Resources/Services

i	Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Question papers of the previous competitive examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Internet facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Audio-visual materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Personal assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.1.6 Organisation of Career Information Resources

i	Arrangement of documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Search and retrieval possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Access to documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Physical maintenance of reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. BARRIERS TO INFORMATION ACCESS

### 5.1 What is the most important barrier you face in getting the required information?

- i Do not know what is actually needed
- ii Do not know where the information is available
- iii Lack of awareness of the existence of the resources/services
- iv Non-availability of resources/services
- v Inaccurate and outdated information
- vi Scatter of resources
- vii Lack of co-operation of the library staff
- viii Poor physical maintenance of library materials
- ix Inconvenient library location
- x Inconvenient working hours of the library
- xi Any other (please specify) .....  
.....

**THANK YOU FOR YOUR CO-OPERATION**

## APPENDIX II

### UNIVERSITY OF CALICUT DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

#### USER SATISFACTION SCALE FOR CAREER SEEKERS (Draft Scale)

Dr. JALAJA. V.  
Reader  
Department of Library  
and Information Science  
University of Calicut.

DINESHAN KOOVAKKAI  
Research Scholar  
Department of Library  
and Information Science  
University of Calicut.

#### Kindly furnish the following details

Type of Library Using	University / College / Public
Gender	Male / Female
Educational Qualification	Graduation / Post graduation
Place of Residence	Rural / Urban

#### INSTRUCTIONS

Some statements relating to the user satisfaction of .....library are given on the following pages. Please read the statements carefully and mark your response in any of the three alternatives (A, UD, D). Please put tick mark (✓) on A if you agree with the statement, UD if you are uncertain about it and D if you disagree.

	A: Agree	UD: Undecided	D: Disagree
1.	Career Seekers' needs are not considered by the library while purchasing reading materials.	A	UD D
2.	The materials in the library for career selection are good.	A	UD D
3.	The library materials providing information about training and education opportunities are not useful.	A	UD D
4.	The resources in the library are inadequate to provide information about employment opportunities.	A	UD D
5.	The formats of application forms can be had from the library materials.	A	UD D
6.	The library documents are helpful to prepare application / resume.	A	UD D
7.	One can depend on the materials in this library for preparing for competitive examinations.	A	UD D
8.	The materials in the library are helpful in preparing for interviews/group discussions.	A	UD D
9.	The resources in the library do not provide up to date information.	A	UD D
10.	Audio-visual materials for career seekers are not adequate in the library.	A	UD D
11.	Careers seekers get ample opportunities for career search through internet from the library.	A	UD D
12.	Different class numbers given to career information materials cause scattering of the materials in the library.	A	UD D
13.	Career information materials in the library are not well catalogued.	A	UD D
14.	The catalogue in the library is difficult to use.	A	UD D
15.	The arrangement of reference books is in helpful order.	A	UD D
16.	Display of current periodicals helps to locate them easily.	A	UD D

	<b>A: Agree</b>	<b>UD: Undecided</b>	<b>D: Disagree</b>
17. The materials in the library are accessible to all.	: A	UD	D
18. The working time of the library is convenient.	A	UD	D
19. The back issues of the career (competition) magazines in the library are not kept in proper order.	: A	UD	D
20. The textbooks needed for the preparation for competitive examinations are scattered over different shelves in the library.	: A	UD	D
21. The periodicals in the library are not properly indexed.	: A	UD	D
22. The physical maintenance of reading materials is poor in the library.	: A	UD	D
23. The number of documents issued by the library at a time is not adequate.	: A	UD	D
24. There are several formalities in taking books from this library.	: A	UD	D
25. The fine collected for overdue books is reasonable.	A	UD	D
26. The loan period (time allowed for the return of books) is sufficient.	: A	UD	D
27. The book issue and return procedures are complex.	A	UD	D
28. The photocopying facility is not always provided by the library.	: A	UD	D
29. The formalities for photocopying are complex.	A	UD	D
30. The location of the library is convenient	A	UD	D
31. The seats provided in the library are comfortable.	A	UD	D
32. The lighting facility is adequate in the library.	A	UD	D
33. Serious reading is impossible in the reference section as it is over crowded always.	: A	UD	D
34. The heat inside the library makes serious reading impossible.	: A	UD	D
35. The sound (noise) in the library is an obstacle for serious reading.	: A	UD	D

	A: Agree	UD: Undecided	D: Disagree
36.	The pages of most of the necessary reading materials in the library are mutilated/missing.	A	UD D
37.	The dust on the documents makes their use almost impossible.	A	UD D
38.	The information given by the library about career opportunities helps a lot in submitting application for jobs in time.	A	UD D
39.	Career guidance facility in the library is adequate.	A	UD D
40.	There is good career counselling facility in the library.	A	UD D
41.	Old question papers of various competitive examinations are not properly organized and made available to users.	A	UD D
42.	Display of important career notifications on the notice board of the library helps the career seekers to a great extent.	A	UD D
43.	No specialised service is given to career seekers in the library.	A	UD D
44.	The involvement of the library staff is not up to the mark.	A	UD D
45.	The library staff members have no adequate knowledge about the existence of career information materials.	A	UD D
46.	The library staff members are helpful.	A	UD D
47.	The staff members of the library are co-operative.	A	UD D
48.	The staff will not be available in the sections always.	A	UD D
49.	The total performance of the library staff is poor.	A	UD D
50.	The quality of the library staff is to be improved.	A	UD D
51.	There is a good relationship between the library staff and the users.	A	UD D
52.	The behaviour of the library staff is good.	A	UD D

THANK YOU FOR YOUR CO-OPERATION

APPENDIX III

UNIVERSITY OF CALICUT  
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

USER SATISFACTION SCALE  
FOR CAREER SEEKERS  
(Final Scale)

Dr. JALAJA. V.  
Reader  
Department of Library  
and Information Science  
University of Calicut.

DINESHAN KOOVAKKAI  
Research Scholar  
Department of Library  
and Information Science  
University of Calicut.

**Kindly furnish the following details**

Type of Library Using	University / College / Public
Gender	Male / Female
Educational Qualification	Graduation / Post graduation
Place of Residence	Rural / Urban

**INSTRUCTIONS**

Some statements relating to the user satisfaction of  
.....library are given on the following  
pages. Please read the statements carefully and mark your response in any of  
the three alternatives (A, UD, D). Please put tick mark (✓) on A if you agree  
with the statement, UD if you are uncertain about it and D if you disagree.

A: Agree	UD: Undecided	D: Disagree
1. The back issues of the career (competition) magazines in the library are not kept in proper order.	A	UD D
2. The heat inside the library makes serious reading impossible.	A	UD D
3. The periodicals in the library are not properly indexed.	A	UD D
4. The arrangement of reference books is in helpful order.	A	UD D
5. The physical maintenance of reading materials is poor in the library.	A	UD D
6. The materials in the library for career selection are good.	A	UD D
7. The materials in the library are accessible to all.	A	UD D
8. Career guidance facility in the library is adequate.	A	UD D
9. Career Seekers' needs are not considered by the library while purchasing reading materials.	A	UD D
10. The seats provided in the library are comfortable.	A	UD D
11. The dust on the documents makes their use almost impossible.	A	UD D
12. The staff will not be available in the sections always.	A	UD D
13. The lighting facility is adequate in the library.	A	UD D
14. The library staff members have no adequate knowledge about the existence of career information materials.	A	UD D
15. The sound (noise) in the library is an obstacle for serious reading.	A	UD D
16. Career information materials in the library are not well catalogued.	A	UD D
17. The resources in the library are inadequate to provide information about employment opportunities.	A	UD D

	A: Agree	UD: Undecided	D: Disagree
18.	The involvement of the library staff is not up to the mark.	A	UD D
19.	The catalogue in the library is difficult to use.	A	UD D
20.	There is good career counselling facility in the library.	A	UD D
21.	The total performance of the library staff is poor.	A	UD D
22.	The resources in the library do not provide up to date information.	A	UD D
23.	There is a good relationship between the library staff and the users.	A	UD D
24.	Old question papers of various competitive examinations are not properly organized and made available to users.	A	UD D
25.	The materials in the library are helpful in preparing for interviews/group discussions.	A	UD D
26.	The textbooks needed for the preparation for competitive examinations are scattered over different shelves in the library.	A	UD D
27.	One can depend on the materials in this library for preparing for competitive examinations.	A	UD D
28.	The library documents are helpful to prepare application / resume.	A	UD D
29.	Audio-visual materials for career seekers are not adequate in the library.	A	UD D
30.	The photocopying facility is not always provided by the library.	A	UD D
31.	The library staff members are helpful.	A	UD D
32.	The staff members of the library are co-operative.	A	UD D
33.	The behaviour of the library staff is good.	A	UD D
34.	Serious reading is impossible in the reference section as it is over crowded always.	A	UD D
35.	The pages of most of the necessary reading materials in the library are mutilated/missing.	A	UD D