

## The Role of Libraries in Supporting Competitive Examination Preparation in Pakistan

Muqaddas Samra

Independent Researcher, Research Paper Pakistan.

Email: [muqadssamra@gmail.com](mailto:muqadssamra@gmail.com)

Received on: 04-10-2025

Accepted on: 06-11-2025

### Abstract

Libraries help students who are studying for big exams by giving them access to learning materials, quiet places to study, and expert help. This research looks at how students in Pakistan use school and university libraries when they are preparing for competitive exams. It checks how often they use the libraries, what resources they use, how satisfied they are with the services, and what problems they face. The study used a survey with 25 students who are preparing for exams like CSS, PMS, SPSC, and others. The data was collected online and then analyzed using basic statistical methods like counting how often things happen and turning them into percentages. The results show that most students go to the library often and spend a lot of time studying there. They mostly use online databases, books with references, and past exam papers. Overall, students are pretty happy with the library's resources and facilities. But many feel that the materials available aren't always useful or relevant for their exams. The main problems they face are loud noises in the library, not enough help from librarians, and trouble getting online resources. The study says libraries are still important for exam prep, but they need to improve the study environment, offer more expert help, and create better resources that are focused on exams to be more helpful.

**Keywords:** Competitive examinations; Library use; Academic libraries; Exam preparation; Information resources; Pakistan

### Introduction:

Libraries are important places where people can find information. They help students and others learn and grow by giving them access to knowledge in a clear and timely way, which helps them do well in school (Dei & Asante, 2022). In Pakistan, especially in universities and colleges, libraries are very important for students who are preparing for competitive exams. They give students the materials and a good place to study (Ahmed & Khan, 2021). Competitive exams are tests that check how much someone knows about certain subjects. These exams decide whether a person is eligible for different education programs or job opportunities. In Pakistan, students take many types of these exams, such as the Central Superior Services (CSS), Provincial Management Service (PMS), medical and engineering entrance tests, and other exams for college and professional courses (Malik, 2020). These exams are challenging and cover subjects like math, science, languages, and history. Students

need to prepare a lot to do well in them (Hussain, 2019).

School and university libraries help students who are taking these exams by providing books, reference materials, research articles, online databases, and study guides that match the exam requirements (Dei & Asante, 2022; Ahmed & Khan, 2021). Many libraries also have special collections that help students with specific subjects. In addition to books, libraries offer online tools, practice tests, and quiet areas for studying alone or with others. Librarians also help students find the best materials and plan their study time effectively (Hussain, 2019).

Besides giving access to resources, libraries also help students who can't afford to buy these materials themselves. This ensures that all students have a fair chance to prepare for exams. By offering guidance and a good place to study, libraries are key places where students can get the support they need to succeed in competitive exams across Pakistan (Malik, 2020).

### **Literature Review:**

Libraries have long been seen as important places for learning, sharing information, and helping with education. In both rich and poorer countries, libraries offer organized spaces where people can study on their own, get reliable information, and grow intellectually. Research shows that students who make use of library services tend to do better in school because they have better access to learning tools and a good environment to study (Tella, Ayeni, & Omoba, 2007).

Around the world, studies point out that academic and public libraries play a big role in helping students prepare for important exams, especially tough and competitive ones. Choudhury and Paul (2013) say libraries are key places where students can find textbooks, reference books, research papers, old exam papers, and practice tests. These materials help students learn more outside of class and come up with better ways to study for exams. Also, having quiet areas in libraries helps students focus better and develop good study habits.

As technology develops quickly, libraries are moving beyond just books to include digital resources. Ahmad and Qureshi (2018) found that having access to online databases, e-books, and electronic journals makes it easier for students to get up-to-date and varied information. These digital tools are especially useful for students taking competitive exams, where knowing the latest news, research, and syllabus changes is important. Many students now use a mix of printed and digital materials to get the most out of their learning.

In Pakistan, academic libraries are slowly changing to meet the needs of students. Ahmed and Khan (2021) say that university libraries in Pakistan help students succeed by offering both physical and digital books, as well as basic research help. However, the quality of these libraries can vary between schools because of differences in money, building, and the number of trained staff. Hussain (2019) mentions that while many libraries have enough resources, problems like noise, not enough seats, and poor study conditions can make it hard for students to learn well.

The role of librarians is also important in the research. Ali (2020) says that when students get help from librarians, they are better at finding the right information and using resources wisely. Things like one-on-one help, training on how to use information, and sessions to show how to use library services save time and help students prepare better for exams. Even so, many studies show that students don't use librarian help much because they don't know

---

---

about it or don't get the chance to interact with them.

Although many studies talk about how libraries help with academic learning, not much research looks at how libraries help students in Pakistan prepare for tough exams like CSS, PMS, and provincial service exams. Also, there isn't much work that looks at things like the study environment, how happy students are with library services, and the problems they face from the viewpoint of students taking these exams. This shows there is a need for real research on how libraries support exam preparation and where they can improve. This study aims to fill that gap by looking at how students use libraries, what resources they use, how satisfied they are, and the challenges they face while preparing for these exams.

**Objectives:**

The main objective of this study is to examine the role of libraries in supporting students preparing for competitive examinations in Pakistan.

**The specific objectives of the study are:**

1. To examine the frequency and duration of library visits by students preparing for competitive examinations in Pakistan.
2. To identify the types of library resources, including print and digital materials, used by students for competitive exam preparation.
3. To assess students' perceptions regarding the usefulness of library resources for competitive examinations.
4. To evaluate students' level of satisfaction with library facilities and services during competitive exam preparation.
5. To explore the challenges faced by students while using library resources for competitive exam preparation.

**Research Questions:**

1. How frequently and for how long do students visit libraries while preparing for competitive examinations in Pakistan?
2. What types of library resources (print and digital) do students use for competitive exam preparation?
3. How do students perceive the usefulness of library resources for competitive examinations?
4. What is the level of students' satisfaction with library facilities and services during competitive exam preparation?
5. What challenges do students face while using library resources for competitive exam preparation?

**Methodology:**

This study adopted a quantitative, descriptive survey research design to examine the role of libraries in supporting students preparing for competitive examinations in Pakistan. A survey-based approach was considered appropriate as it allows the collection of standardized data from a group of respondents to analyze patterns, perceptions, and challenges related to library usage.

---

### **Population of the Study**

The population of the study comprised students preparing for various competitive examinations in Pakistan, including CSS, PMS, SPSC, and other professional and academic competitive tests. These students were selected because libraries constitute an important part of their exam preparation process.

### **Sampling Technique**

A convenience sampling technique was employed due to time constraints and ease of access to respondents. Participants were selected based on their availability and willingness to participate in the study. Although this sampling method limits generalizability, it is suitable for exploratory studies of this nature.

### **Sample Size**

A total of 25 respondents participated in the study. These respondents were actively preparing for competitive examinations at the time of data collection. The sample size was considered adequate for descriptive analysis and exploration of insights.

### **Research Instrument**

Data were collected using a structured questionnaire developed with reference to previous studies related to library usage and academic support. The questionnaire consisted mainly of closed-ended questions, along with a few open-ended questions to capture respondents' views on challenges faced. The instrument covered the following areas:

- demographic information,
- frequency and duration of library visits,
- types of resources used,
- perceived usefulness of library resources,
- satisfaction with library facilities and services, and
- challenges faced during library use.

The questionnaire was reviewed to ensure clarity and relevance to the research objectives.

### **Data Collection Procedure**

The questionnaire was administered online using Google Forms. The survey link was shared with students through social media platforms and personal contacts. Participation was voluntary, and respondents were informed about the purpose of the study before completing the questionnaire.

### **Data Analysis Technique**

The collected data were analyzed using descriptive statistical techniques, including frequencies and percentages. The results were presented in the form of tables, bar charts, and pie charts to facilitate easy interpretation and clear representation of findings. Data analysis was conducted using Microsoft Excel.

### **Ethical Considerations**

Ethical considerations were strictly observed throughout the research process. Respondents

---

---

were informed about the purpose of the study, and informed consent was obtained before participation. No personal identifying information was collected, ensuring anonymity and confidentiality of all participants. The data were used solely for academic purposes.

### Data Analysis and Interpretation

This chapter presents the analysis of data collected from 25 respondents preparing for competitive examinations. The findings are organized thematically, covering demographic profiles, library usage patterns, resource utilization, perceived usefulness, satisfaction levels, and challenges faced.

## 4.1 Demographic Profile of Respondents

### 4.1.1 Age Distribution

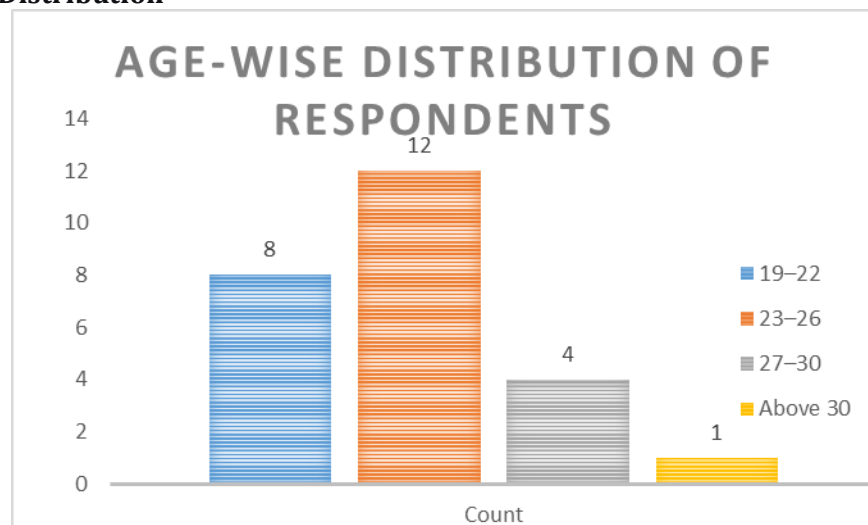


Fig 41.1

The bar chart indicates that the highest number of respondents belongs to the 23–26 age group (12 respondents), followed by the 19–22 age group (8 respondents). Fewer respondents fall in the 27–30 age group (4), while only one respondent is above 30 years. This shows that the sample mainly consists of young adults.

- Majority of respondents (48%) fall in the 23–26 years age group
- 32% respondents are 19–22 years, showing strong youth participation
- Only 16% are between 27 and 30 years
- Very minimal representation (4%) over 30 years
- Overall, the data is highly concentrated in the early 20s, indicating a young demographic sample.

### 41.2 Gender Distribution

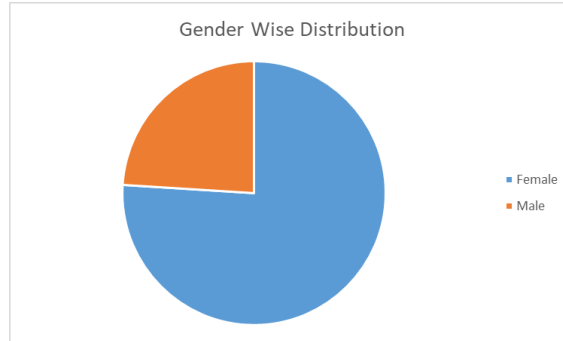


Fig 41.2

This pie chart presents the **gender-wise distribution** of the study participants. It shows that the majority of the respondents are female, while a comparatively smaller proportion are male.

### 41.3 Level of Study

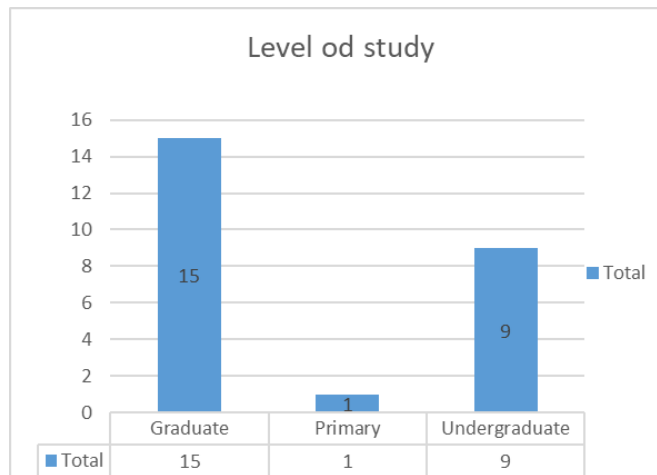


Fig 41.3

The bar chart shows the **level of study** of the respondents, with three categories: graduate, undergraduate, and primary.

The sample was highly educated, with most participants being graduates, followed by undergraduates, and only one respondent having a primary education.

---

#### 41.4 Competitive Exams Respondents Are You Preparing For?

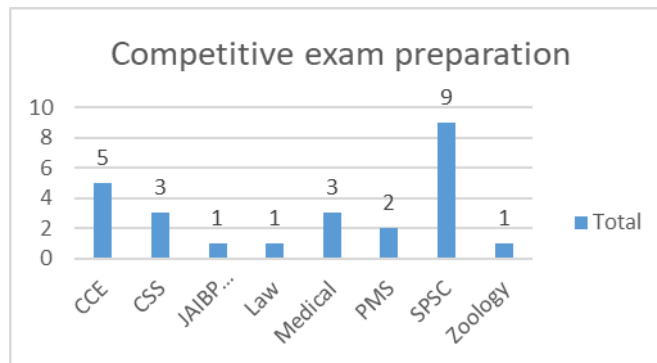


Fig 41.4

The bar chart displays the **types of competitive exams** that respondents are preparing for.

- The highest number of participants (9) are preparing for SPSC, indicating that this is the most common target examination in the sample.
- Five respondents are preparing for CCE and three for CSS, showing a moderate level of interest in these exams.
- Smaller numbers are preparing for Law (3), PMS (2), JAIBP, Medical, and Zoology (1 respondent each), suggesting relatively lower participation in these specialized exams.

#### 4.2 Library Visit Frequency

##### 42.1 VISIT OF LIBRARY WHILE PREPARING FOR COMPETITIVE EXAM

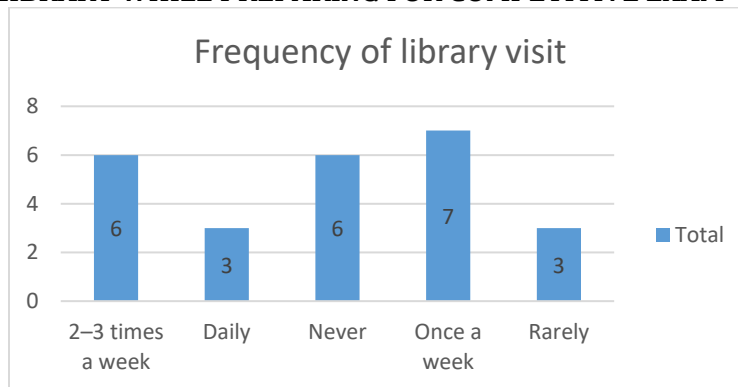


Fig 42.1

The bar chart illustrates the frequency of library visits among respondents preparing for competitive exams. The data reveals a clear preference for regular library usage, indicating its continued importance as a study environment.

The most common frequency reported was "Once a week," with 7 respondents selecting this option. This was closely followed by "Daily" visits and "2-3 times a week," each with 6 respondents. This suggests that a significant majority of examinees (19 out of 25 total respondents) visit the library at least once a week, underscoring its role as a consistent and integral part of their study routine.

In contrast, "Rarely" and "Never" were the least selected options, with 3 respondents and 3 respondents respectively. The low frequency of these categories indicates that very few candidates completely forgo the library, reinforcing its perceived value for focused preparation.

The data strongly suggests that physical libraries remain a central hub for students preparing for competitive exams. The high frequency of weekly and daily visits highlights the library's function as a dedicated space for concentrated study, free from domestic distractions. This trend can be attributed to the structured environment, access to physical resources, and the psychological association of the space with academic work. The minimal number of respondents who never visit further supports the argument that, despite the availability of digital resources, traditional libraries continue to play a critical role in academic success for competitive exam aspirants.

#### 42.2 Time Spend in Library

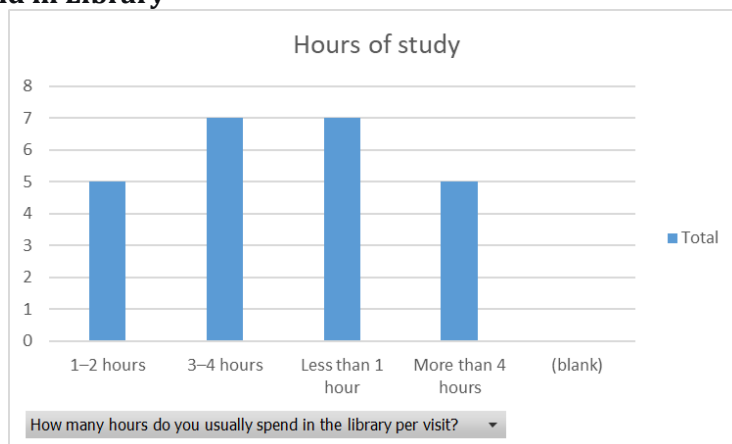


Fig 42.2

The bar chart details the typical duration respondents spend in the library per visit during their competitive exam preparation. The data highlights a pattern of substantial, sustained study sessions, indicating that the library is used for intensive, focused work rather than brief visits.

The most common duration is "3-4 hours," selected by 8 respondents, making it the dominant study block. This is followed by "1-2 hours," chosen by 7 respondents. Combined, these two categories account for 15 out of the 25 total respondents, showing that the majority utilize the library for extended periods of one to four hours per session.

Notably, "More than 4 hours" is also a significant category, with 6 respondents. This indicates that a considerable portion of aspirants (24%) engage in marathon study sessions at the library, treating it as a primary study base for deep, uninterrupted learning.

In contrast, the category "Less than 1 hour" received the lowest response, with only 4 respondents. The low frequency here suggests that brief, casual visits are uncommon; the library is primarily sought out for dedicated, lengthy study periods.

This pattern supports the argument that physical libraries are utilized as deep work environments, essential for rigorous competitive exam preparation, where long,

---



**Key Findings:**

1. **Strong Positive Perception:** A combined 48% of respondents (12 out of 25) rated library resources as either "Useful" (10 respondents, 40%) or "Very useful" (2 respondents, 8%). This indicates that nearly half of the aspirants find library materials effectively supportive of their preparation.
2. **Significant Neutral Segment:** The largest single category is "Neutral" with 11 respondents (44%). This substantial middle-ground response suggests ambivalence rather than dissatisfaction. These respondents may acknowledge the availability of resources but remain unconvinced about their optimal utility or relevance to specific exam requirements.
3. **Limited Negative Perception:** Only 2 respondents (8%) expressed negative views, with one each selecting "Not very useful" and "Not useful at all." This minimal negative feedback indicates that while libraries may not fully meet everyone's needs, they are rarely perceived as completely inadequate.

**Interpretative Insights:**

The distribution pattern—where positive and neutral responses dominate—suggests that library resources are generally accepted as part of the exam preparation ecosystem but may not be perceived as transformative or indispensable. The high neutral response (44%) is particularly noteworthy, as it may reflect:

- Insufficient awareness of available resources.
- Inadequate alignment between library collections and exam syllabi.
- Preference for digital or alternative study materials.

Varied individual study strategies that don't heavily rely on institutional resources.

**43.3 Finding Required Material**

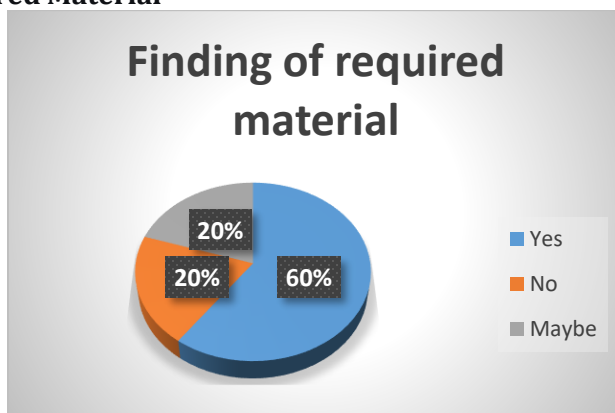


Fig 43.3

The pie chart illustrates respondents' ability to find the required exam preparation materials in the library. The data reveals a mixed but generally positive outcome, with a clear majority of access but notable gaps in satisfaction.

**Key Findings:**

1. **Majority Success Rate:** A significant 60% of respondents (15 out of 25) answered "Yes," indicating that they can generally locate the study materials they need. This suggests
-

that for most aspirants, library collections are adequately aligned with exam preparation requirements.

2. Substantial Uncertainty and Dissatisfaction:

- 20% (5 respondents) selected "Maybe," reflecting conditional or inconsistent success in finding materials.
- Another 20% (5 respondents) answered "No," indicating a complete inability to access the resources needed.

Combined, 40% of respondents experience difficulty or uncertainty, highlighting a notable accessibility gap.

**Interpretative Insights:**

The high "Yes" response (60%) aligns with earlier findings regarding frequent library use, suggesting that those who regularly visit often find what they need.

- The "Maybe" and "No" responses (40%) may relate to:
- Specialized or updated content is not met by current collections.
- Lack of awareness of available resources or search skills.
- Digital vs. physical resource gaps, especially for recent exam patterns.
- Subject-specific shortages in certain competitive exam areas.

**4.4 Satisfaction With Library Services**

**4.41 Satisfaction With Library Facilities**



Fig 4.41

The chart clearly illustrates a strong positive trend in user satisfaction. The majority of respondents (64%) fall into the Satisfied or Very Satisfied categories, indicating that the library effectively meets user needs for exam preparation. The significant neutral segment (28%) suggests a group of users who are content but not fully engaged, while the minimal dissatisfaction (8%) reflects minor gaps in service or resource provision. This positive perception aligns with observed high library usage and supports the library's role as a key academic support space.

---

#### 4.42 Satisfaction With Availability Of Resources

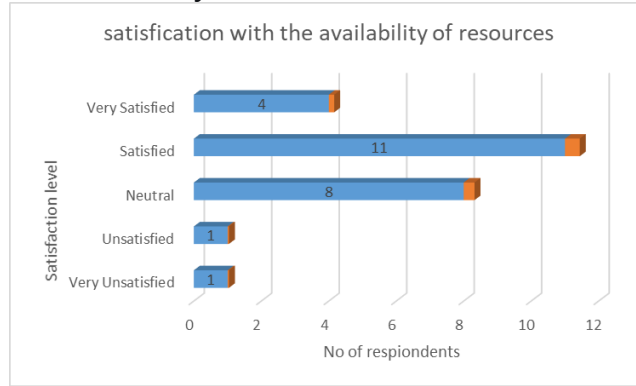


Fig 4.42

The bar chart illustrates a generally positive perception of resource availability among competitive exam aspirants, with a clear majority expressing satisfaction. 60% of respondents (15 out of 25) reported being either "Satisfied" (44%) or "Very Satisfied" (16%) with the availability of library resources. However, a substantial neutral segment of 32% (8 respondents) indicates ambivalence or conditional satisfaction, suggesting that while resources are available, they may not fully meet specific needs or expectations. Only 8% (2 respondents) expressed dissatisfaction.

#### 4.5 Challenges Faced

##### 4.51 Challenges Faced While Using the Library

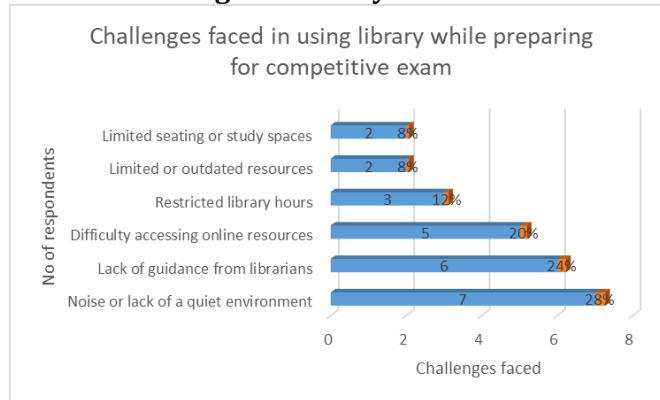


Fig 45.1

The chart clearly ranks challenges from most to least frequent:

1. Noise/lack of quiet environment → 7 respondents (28%)
2. Lack of guidance from librarians → 6 respondents (24%)
3. Difficulty accessing online resources → 5 respondents (20%)
4. Restricted library hours → 3 respondents (12%)
5. Limited/outdated resources → 2 respondents (8%)
6. Limited seating/study spaces → 2 respondents (8%)

The data highlights that environmental and support-related issues are the most significant

barriers to effective library use for competitive exam aspirants. The top two challenges—noisy environment and insufficient librarian guidance—together affect more than half of the respondents (52%). This suggests that while physical and digital resources are generally available, the study atmosphere and user support systems need improvement. Interestingly, traditional concerns like limited seating and outdated resources are less frequent, indicating that modern library challenges are more about the quality of experience rather than the quantity of resources.

### **Results**

The results of this study are based on data collected through a survey of students preparing for competitive examinations. The findings are presented under key thematic areas to provide a clear and structured understanding of library usage, resource availability, satisfaction levels, and challenges faced by respondents.

### **Demographic Profile**

The demographic analysis indicates that the majority of respondents fall within the 23–26 years age group, followed by those aged 19–22 years. Most participants are graduates and undergraduates, reflecting a relatively high educational background among the respondents. Female participants constitute a larger proportion of the sample. In terms of examination type, a significant number of respondents are preparing for SPSC, followed by CCE and CSS, while fewer participants are preparing for PMS and other specialized competitive examinations.

### **Library Usage Patterns**

The findings reveal that libraries continue to play a central role in competitive exam preparation. Most respondents reported visiting the library at least once a week, with a considerable number indicating daily or two to three visits per week. This demonstrates consistent and regular library usage among exam aspirants. Regarding time spent, the majority of students reported spending between one and four hours per visit, while a notable proportion spent more than four hours, indicating intensive and focused study sessions within library environments.

### **Types of Resources Used**

Analysis of resource utilization shows a strong preference for a combination of digital and print resources. Online databases emerged as the most frequently used resource, followed by reference books and past papers or practice tests. Textbooks, research journals, and study guides were also commonly used. The majority of respondents reported using multiple resource types simultaneously, highlighting a strategic and diversified approach to exam preparation.

### **Perceived Usefulness and Availability of Resources**

The results indicate a generally positive perception of the usefulness of library resources. Nearly half of the respondents rated the resources as useful or very useful, while a substantial proportion expressed a neutral opinion. Only a small number of respondents reported

---

dissatisfaction. In terms of availability, most respondents stated that they are able to find the required study materials in the library, although a notable minority reported difficulty or uncertainty in accessing specific or updated resources.

### **Satisfaction with Library Facilities and Services**

Overall satisfaction levels with library facilities and services were high. A majority of respondents expressed satisfaction or high satisfaction with the physical facilities and the availability of resources. Neutral responses suggest that while services are adequate, there is potential for further improvement to better align resources with the specific needs of competitive exam candidates. Dissatisfaction was minimal, indicating that libraries largely meet user expectations.

### **Challenges Faced by Respondents-**

Despite the generally positive findings, several challenges were identified. The most frequently reported issue was noise or the lack of a quiet study environment, followed by insufficient guidance from librarians and difficulty accessing online resources. Other challenges, such as restricted library hours, limited seating, and outdated materials, were reported by fewer respondents.

### **Overall Summary**

In summary, the results demonstrate that libraries play a significant and supportive role in the preparation for competitive examinations. Students actively and regularly utilize library spaces and resources, and overall satisfaction with library services is high. However, improvements in study environment, professional guidance, and access to updated digital resources could further enhance the effectiveness of libraries as key support centers for competitive exam preparation.

### **Discussion**

This study examined the role of libraries in supporting students preparing for competitive examinations in Pakistan. The findings provide meaningful insights into library usage patterns, resource preferences, satisfaction levels, and challenges faced by exam aspirants, and they align with much of the existing literature.

The results indicate that libraries remain a central and regularly used study space for competitive exam preparation. A majority of respondents reported visiting libraries at least once a week, with many attending daily or multiple times per week. This finding supports earlier studies (Tella et al., 2007; Choudhury & Paul, 2013), which emphasized that a structured and distraction-free environment significantly enhances academic focus and exam readiness. The extended time spent in libraries—often ranging from one to four hours or more per visit—further suggests that libraries are not used casually but serve as primary locations for intensive and sustained study.

In terms of resource utilization, the study found a strong preference for online databases, followed by reference books and past papers. This reflects the evolving nature of exam preparation, where students increasingly rely on a blend of digital and print resources. These findings are consistent with Ahmad and Qureshi (2018), who highlighted the growing

---

---

importance of digital collections in Pakistani libraries. The widespread use of multiple resource types also indicates that students adopt strategic, multimodal learning approaches to meet the diverse demands of competitive examinations.

Regarding perceived usefulness, while a substantial proportion of respondents rated library resources as useful or very useful, a large neutral segment was also observed. This neutrality may indicate that although resources are available, they are not always fully aligned with specific exam syllabi or the latest exam patterns. Similar concerns have been noted by Hussain (2019), who argued that the relevance and currency of materials are as important as availability. The mixed responses related to finding required materials further reinforce this interpretation, suggesting gaps in specialized or updated content for certain exams.-

Overall satisfaction with library facilities and services was relatively high, demonstrating that libraries are largely successful in meeting students' general needs. This positive perception aligns with the high frequency of library visits and extended study durations. However, neutral responses highlight opportunities for improvement, particularly in enhancing user engagement and tailoring services specifically for competitive exam aspirants.

The challenges identified in this study provide important contextual understanding. Noise and lack of a quiet study environment emerged as the most significant issues, followed by insufficient guidance from librarians and difficulties in accessing online resources. These findings suggest that while physical infrastructure and collections are generally adequate, the quality of the study environment and professional support services requires greater attention. This supports Ali's (2020) assertion that librarian guidance plays a crucial role in maximizing effective resource utilization.

In summary, the discussion reveals that libraries continue to play a vital and supportive role in competitive exam preparation. However, to further enhance their effectiveness, libraries should focus on improving the study environment, strengthening professional guidance, and ensuring that both print and digital resources are closely aligned with current competitive exam requirements.

### **Conclusion**

This study concludes that libraries play a significant and supportive role in the preparation of competitive examinations in Pakistan. The findings demonstrate that students preparing for competitive exams actively and regularly use library facilities, viewing them as essential spaces for focused and sustained study. Frequent library visits and extended study hours highlight the continued relevance of physical libraries despite the growing availability of online learning resources.

The study also reveals that students rely on a combination of digital and print resources, with online databases, reference books, and past papers being the most commonly used materials. Overall satisfaction with library facilities and resource availability is relatively high, indicating that libraries are largely successful in meeting the general academic needs of competitive exam aspirants.

However, the findings also point to areas requiring improvement. A considerable number of respondents expressed neutral perceptions regarding the usefulness and availability of resources, suggesting a need for better alignment between library collections and

---

competitive exam syllabi. Additionally, challenges such as noise, limited librarian guidance, and difficulties in accessing online resources reduce the effectiveness of library use for some students.

In conclusion, while libraries serve as vital academic support centers for competitive exam preparation, enhancing the study environment, expanding exam-oriented collections, and strengthening professional guidance services would further improve their impact. Addressing these areas can help libraries better support students in achieving success in competitive examinations and contribute more effectively to academic and professional development in Pakistan.

### **Limitations of the Study**

Despite providing valuable insights into the role of libraries in competitive exam preparation, this study has certain limitations that should be considered when interpreting the findings. First, the sample size was relatively small, which limits the generalizability of the results. Although the responses offer useful trends, a larger sample would provide more representative and statistically robust conclusions.

Second, the study employed a convenience sampling technique, which may have introduced sampling bias. Participants were selected based on accessibility and willingness to respond and therefore may not fully represent the broader population of competitive exam aspirants across Pakistan.

Third, the data were collected through a self-reported questionnaire. As a result, responses may be influenced by personal perceptions, recall bias, or social desirability, which could affect the accuracy of the reported behaviors and satisfaction levels.

Finally, the study focused primarily on general library usage and did not conduct an in-depth comparison between different types of libraries (such as public, university, or specialized libraries) or between specific competitive examinations. Future research could address these limitations by using larger, more diverse samples and mixed research methods to gain a deeper understanding of library support for competitive exam preparation.

### **Recommendations**

Based on the findings of this study, several recommendations are proposed to enhance the role of libraries in supporting students preparing for competitive examinations.

First, libraries should strengthen their collections by ensuring the availability of up-to-date, exam-oriented resources. This includes recent editions of reference books, past papers, practice tests, and digital materials aligned with current competitive exam syllabi and patterns. Regular evaluation of collections based on students' needs would improve resource relevance and usefulness.

Second, improving the study environment should be a priority. Since noise and lack of a quiet atmosphere emerged as major challenges, libraries should implement stricter noise control policies and designate separate silent study zones for competitive exam aspirants. Adequate seating and comfortable study spaces would further support long study sessions.

Third, libraries should enhance professional guidance services. Librarians can play a more active role by providing orientation sessions, research assistance, and personalized guidance to help students efficiently locate relevant materials, particularly digital resources. Training

---

---

programs for librarians on competitive exam requirements and digital tools would strengthen this support.

Fourth, access to online resources should be improved by upgrading digital infrastructure, ensuring reliable internet connectivity, and subscribing to relevant online databases. User training workshops on how to effectively use digital platforms and e-resources would also help students maximize available resources.

Finally, libraries may consider extending operating hours during peak examination periods to accommodate students who require longer study times. Additionally, collaboration with academic institutions and examination bodies could help libraries develop specialized resource sections dedicated to competitive exam preparation.

Implementing these recommendations would enhance the effectiveness of libraries as academic support centers and significantly contribute to the success of students preparing for competitive examinations.

### **References**

1. Ahmad, S., & Qureshi, A. (2018). *Digital resources and their impact on academic performance of university students in Pakistan*. *Pakistan Journal of Information Management*, 9(2), 45–58.
  2. Ahmed, R., & Khan, M. (2021). *Role of academic libraries in supporting competitive examination preparation*. *Journal of Library and Information Science*, 13(1), 22–34.
  3. Ali, M. (2020). *User guidance services in academic libraries: A study of librarian support for students*. *International Journal of Library Science*, 7(3), 66–74.
  4. Choudhury, B. K., & Paul, D. (2013). *Role of libraries in competitive examination preparation*. *Library Philosophy and Practice*, 1–10.
  5. Dei, D., & Asante, E. (2022). *Libraries as information hubs for academic success*. *Journal of Education and Information Studies*, 15(2), 101–112.
  6. Hussain, T. (2019). *Study environments and academic performance: The role of libraries*. *Asian Journal of Education Research*, 5(4), 89–98.
  7. Malik, A. (2020). *Competitive examinations in Pakistan: Trends and challenges*. Islamabad: Higher Education Press.
  8. Tella, A., Ayeni, C. O., & Omoba, R. O. (2007). *Self-efficacy and use of library resources as correlates of academic achievement*. *Electronic Journal of Academic and Special Librarianship*, 8(3), 1–17.
-