

A Study on Understanding the Various Factors that Affect Youth Participation in Government Job Examinations with Reference to Dakshina Kannada and Udupi Districts.

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ABSTRACT

This study investigates the factors influencing youth participation in government job examinations in the Dakshina Kannada and Udupi districts of Karnataka. The research was conducted on a sample of 154 respondents aged between 18 and 30 years, using a structured questionnaire and quantitative analysis through Excel. The objectives were to assess awareness and interest, identify barriers, and suggest strategies for improving participation. Hypotheses were tested across key domains including awareness, education, financial constraints, preparation resources, motivation, family and social influence, psychological factors, accessibility, and policy-related perceptions. The study suggests that interventions should particularly target specific age groups, alongside providing structured support and awareness initiatives. Future research may extend to longitudinal tracking and larger samples to validate these findings across diverse regions.

KEY WORDS: Youth Participation, Government Job Examinations, Competitive Examinations, Public Sector Employment, Employment Aspirations.

1. INTRODUCTION:

Government jobs in India have long been seen as symbols of stability, respect, and social security. Many young people aspire to secure these positions, not only because of the financial benefits but also due to the prestige and long-term security they provide. At the same time, the path to achieving these jobs is not easy. Competitive examinations, rigorous preparation, and increasing competition make the journey challenging for the youth.

In districts like Dakshina Kannada and Udupi, which are known for their strong educational background and high literacy rates, one might expect a large number of young aspirants actively preparing for government job examinations. However, in reality, youth participation is influenced by several factors such as career preferences, family expectations, financial constraints, access to coaching, awareness levels, and even the appeal of private sector opportunities.

This study attempts to look closely at these factors and understand why some young people choose to appear for government job examinations while others do not. By exploring the ground realities in Dakshina Kannada and Udupi, the research aims to highlight both the challenges faced by aspirants and the motivations that

drive them. Ultimately, the goal is to provide insights that can help policymakers, educators, and career counselors guide the youth in making informed career choices.

In addition, the study seeks to understand the aspirations and concerns of today's youth in a changing employment landscape. The findings are expected to support strategies that encourage greater participation in government job examinations and improve career planning among youth.

OBJECTIVE:

- To understand the awareness and interest of youth towards government job examinations.
- To identify the factors affecting youth participation in these exams.
- To suggest ways to improve youth involvement in government job preparation and application.

2. LITERATURE REVIEW

Ahmed Naik, N., et al. (2023). How poverty in rural India affects people's basic needs like food, shelter, health, and education. Though some people have moved to cities, poverty in villages is still a big problem. Around 25% of rural people were below the poverty line in 2011–2012. The study says poverty is not just about

money, but also about lack of opportunities, dignity, and respect. India's progress has helped some, but millions still suffer. It stresses the need to tackle the real causes of rural poverty.

Bajaj, C., et al. (2025). Emotional intelligence and self-efficacy affect stress in students preparing for competitive exams. It found that students who can manage their emotions well and believe in their abilities feel less stressed. A survey showed that higher emotional intelligence and confidence lead to better stress control. The study suggests that building these skills can help students handle exam pressure more effectively.

Balakrishnan, R., et al. (2019). Digital skills of competitive exam aspirants at Anna Centenary Library in Chennai. Most students are under 25, from urban areas, and know basic computer functions like scanning and using MS Word, Excel, and PowerPoint. However, they lack skills in tools like MS Access. They mainly use the internet for online classes and mock tests. The study suggests that training programs should be held to improve their digital literacy further.

Bansal, S., et al. (2023). Long-term preparation for competitive exams can cause stress and reduce confidence levels. However, a moderate amount of nervousness before exams can improve focus. The study also suggested simple methods to manage stress and build self-confidence during preparation.

Chasing Government Jobs: How Aggregate Labour Supply Responds to Public Sector Hiring Policy in India. (2021). In Tamil Nadu, when the government stopped hiring for some time, many students continued preparing for government exams without attempting other job opportunities or learning new skills. This prolonged preparation resulted in lower earnings over time. Many students were unable to accurately predict their chances of success, so they continued preparing even when the probability of selection was low. Government job policies therefore influence the entire job market and the career planning of young people.

Chougule, P. S., et al. (2021). There are many tough entrance exams in India, and the Civil Services Exam is one of the hardest. Parents often push their children to achieve dreams they couldn't. These exams affect students in both good and bad ways. A study using questionnaires found that stress and anxiety are linked. It also showed that many students preparing for these exams come from arts and science backgrounds. About 40% are from the arts stream.

Deepak Kumar, et al. (2020). How reservation policies have helped SC, ST, and OBC individuals get government jobs in India. Using data from 2011–2012, it shows that people from these groups have better chances of getting such jobs compared to upper caste individuals. The research proves that affirmative action is making a positive difference. It also considers personal and family backgrounds while analyzing the results. Overall, the policy is helping improve representation.

Dutta, K. (2023). The National Digital Library of India (NDLI) is a useful website for students and job seekers. It gives free study materials like old question papers and exam syllabus. This helps people prepare for entrance and job exams. NDLI makes learning easy by putting everything in one place. It is good for those who want to study further or get a job. Overall, it's a helpful tool for learning and career growth.

George, A. S. (2023). Entrance examinations are expensive and not easily accessible to all students. Coaching fees are high, and online examinations are challenging for students without smartphones or internet access. The shift to online modes after COVID-19 further complicated matters, reducing interest in appearing for such exams.

Herrera, A. M., et al. (2007). The cost and chances of corruption for businesses depend on how the bribery system works. Firms are more likely to pay bribes when they know the amount in advance and trust they'll get the service. Bribes are less common when firms can report issues or seek help through proper channels. Corruption is worse where services aren't guaranteed and extra payments are often demanded. The study suggests that better infrastructure, legal systems, and government services can help reduce corruption.

Joshi, J. H., et al. (2017). Competition is a natural part of life, present in everything from a child seeking attention to students aiming for limited college seats. It involves many people trying to achieve scarce resources or opportunities. Education and competition have always been closely linked, shaping human growth and development. Over time, their importance has varied, but both remain vital for progress. Academic competitions play a key role in motivating students and helping them succeed. This article explores how competition influences education and student life.

Kantane, I., et al. (2015). The decision of young people to choose or avoid government jobs depends on several job-related factors. Youth are attracted to jobs that are

interesting, have good leaders, offer fair salaries, and provide opportunities for growth. When these factors are absent, interest in such jobs declines. Age and gender also influence how youth view job opportunities, which helps in understanding why many do not attempt government job examinations.

Kishan, E., et al. (n.d.). Judging students solely on the basis of one competitive exam is unfair. Some students have advantages such as better coaching facilities and financial support, while others do not, creating an unequal system. This inequality is also present in government job exams, leading many young people to feel the process is biased, resulting in a loss of confidence and unwillingness to apply.

Manlagaylay, M. P. (2022). Career development and job placement services were available in the institution and worked well. Students received useful information and guidance for job searching and interviews. They also got to explore career options and make thoughtful decisions based on their goals and job market needs. Overall, students found these services very helpful. The study suggests continuing these services in different ways to benefit more students.

Mocetti, S., et al. (2017). Areas with more corruption, public sector hiring suffers. It finds that public employees, especially managers and skilled workers, tend to have lower qualifications than those in the private sector. Corruption also leads to poor use of human resources, with more underqualified people in government jobs. The results are consistent across different measures of corruption. Overall, corruption harms the quality of public sector staff.

Rajesh, E., et al. (2022). How much stress, pressure, and anxiety students in higher education feel during competitive exams. It aims to understand their emotional and mental state while preparing for and writing these exams. The study also compares the stress levels among students from different courses like degree, diploma, and others. It tries to find out if the type of course affects how students handle exam pressure. The goal is to bring out the real challenges faced by students.

Singh, A. (2022). Reservation was introduced to help SC, ST, and OBC communities gain equal opportunities in education and employment. However, in practice, some wealthy individuals within these categories benefit, leaving out those who are genuinely in need. This has created feelings of unfairness among general category students. While reservation should continue, it

should be targeted towards those who truly require assistance to promote equality and unity.

Suresh Prabu, P. (2015). Higher secondary students generally face a moderate level of academic stress. Male students feel more stress than female students. Urban students are more stressed than rural ones. Students in private schools face more stress than those in government schools. Science students have higher stress levels compared to arts students. Also, students with educated parents feel more academic pressure.

Vayre, E., & Vonthron, A. M. (2021). Students who receive support from teachers and friends develop greater self-confidence and interest in learning, making them more likely to attempt and succeed in exams. Supportive environments and self-confidence are therefore key factors in exam participation.

Zou, M. L., & Shah Nawaz, M. G. (2013). How social support, self-efficacy, and resilience affect the motivation of students preparing for competitive exams. It found that all three factors are connected to motivation, but self-efficacy and resilience are the strongest influences. A sample of 106 graduates was used in the research. The findings help students understand what boosts their drive to succeed. Social support plays a role, but personal belief and strength matter more.

3. HYPOTHESES OF THE STUDY

1. Awareness & Information Access

H₀₁: There is no significant relationship between awareness of government job opportunities and youth participation in government job exams.

H_{a1}: There is a significant relationship between awareness of government job opportunities and youth participation in government job exams.

2. Educational Background

H₀₂: Educational qualification and background do not significantly influence participation in government job exams.

H_{a2}: Educational qualification and background significantly influence participation in government job exams.

3. Preparation Resources & Facilities

H₀₃: Access to coaching, study materials, and internet does not affect youth participation in government job exams.

Ha₃: Access to coaching, study materials, and internet significantly affects youth participation in government job exams.

4. Financial Factors

H₀₄: Financial constraints do not have a significant impact on youth participation in government job exams.

Ha₄: Financial constraints significantly impact youth participation in government job exams.

5. Motivation & Attitude

H₀₅: Youth motivation and personal interest do not significantly influence exam participation.

Ha₅: Youth motivation and personal interest significantly influence exam participation.

6. Family and Social Influence

H₀₆: Family and social influence do not significantly affect youth decisions to attempt government job exams.

Ha₆: Family and social influence significantly affect youth decisions to attempt government job exams.

7. Psychological Factors

H₀₇: Psychological barriers such as fear and exam anxiety do not impact participation.

Ha₇: Psychological barriers such as fear and exam anxiety impact youth participation in government job exams.

8. Accessibility and Support

H₀₈: Accessibility issues and lack of support facilities do not influence participation in exams.

Ha₈: Accessibility issues and lack of support facilities significantly influence participation in exams.

9. Policy and System Factors

H₀₉: Perceptions about fairness, reservations, and vacancy announcements do not affect participation.

Ha₉: Perceptions about fairness, reservations, and vacancy announcements significantly affect participation.

10. Demographic Factors

H₀₁₀: There is no significant difference in exam participation based on gender, age, or locality.

Ha₁₀: There is a significant difference in exam participation based on gender, age, or locality.

5. RESEARCH METHODOLOGY

Research Design

The present study adopts a descriptive research design to understand the various factors influencing youth participation in government job examinations. This design is appropriate as it helps describe the characteristics, opinions, and perceptions of respondents regarding government job preparation and participation.

Research Approach

The study follows a quantitative research approach, where numerical data were collected through a structured questionnaire and analyzed using statistical techniques.

Sources of Data

The study is based on both primary and secondary data.

- **Primary Data:** Collected directly from respondents through a structured questionnaire using Google Forms.
- **Secondary Data:** Collected from journals, research articles, books, government reports, websites, and previous studies related to government job examinations and youth employment.

Study Area

The study was conducted among youth residing in Dakshina Kannada and Udupi districts of Karnataka.

Population of the Study

The population of the study consists of youth aged 18 to 30 years residing in Dakshina Kannada and Udupi districts.

Sample Size

A total of 154 respondents participated in the study.

Sampling Technique

The respondents were selected using the Convenience Sampling Method, as participants who were easily accessible and willing to respond were included in the study.

Data Collection Instrument

A structured questionnaire consisting of demographic questions and 20 Likert-scale statements was used for collecting primary data. The questionnaire was distributed through Google Forms.

Statistical Tools Used

The collected data were coded and analyzed using Microsoft Excel.

The following statistical tools were used:

- Percentage Analysis
- Spearman's Rank Correlation
- Mean Score and Ranking Analysis

Level of Significance

The hypotheses were tested at a 5% level of significance ($\alpha = 0.05$).

Limitations of the Study

The study is limited to 154 respondents from Dakshina Kannada and Udupi districts using convenience sampling. Therefore, the findings may not be generalizable to all youth, and the results are based on respondents' self-reported opinions. Time and resource constraints also limited the scope of data collection and analysis.

6. RESULTS AND DISCUSSION

6.1 Percentage analysis

Table 1.1: Age-wise Distribution of Respondents

Age Group	Frequency	Percentage
19–21	60	38.96%
22–24	69	44.81%
25–27	10	6.49%
28–30	15	9.74%
Total	154	100.00%

Interpretation:

The above table shows that the majority of the respondents (44.81%) belong to the 22–24 years age group, followed by 19–21 years (38.96%). Only a small proportion of respondents fall under the 25–27 years (6.49%) and 28–30 years (9.74%) categories. This indicates that the study mainly represents young adults who are at the stage of making career decisions.

Table 1.2: Gender-wise Distribution of Respondents

Gender	Frequency	Percentage
Male	60	38.96%
Female	94	61.04%
Total	154	100.00%

Interpretation:

The table reveals that 61.04% of the respondents are female, while 38.96% are male. This indicates that female respondents constitute the majority of the sample and have contributed more responses to the study. This suggests that female participants showed greater interest in sharing their opinions, providing broader insights into the research topic.

Table 1.3: District-wise Distribution of Respondents

District	Frequency	Percentage
Dakshina Kannada	89	57.79%
Udupi	65	42.21%
Total	154	100.00%

Interpretation:

The table indicates that 57.79% of the respondents are from Dakshina Kannada, while 42.21% belong to Udupi district. This indicates that Dakshina Kannada has slightly higher respondent participation than Udupi.

Table 1.4: Area-wise Distribution of Respondents

Area	Frequency	Percentage
Rural	73	47.40%
Semi-urban	49	31.82%
Urban	32	20.78%
Total	154	100.00%

Interpretation:

The table shows that 47.40% of the respondents belong to rural areas, followed by 31.82% from semi-urban areas and 20.78% from urban areas. This indicates that the study includes a higher representation of rural youth.

Table 1.5: Educational Qualification of Respondents

Qualification	Frequency	Percentage
PUC / 12th	2	1.30%
Undergraduate Degree	65	42.21%
Postgraduate Degree	87	56.49%
Total	154	100.00%

Interpretation:

The table reveals that 56.49% of the respondents are pursuing or have completed a Postgraduate Degree,

while 42.21% possess an Undergraduate Degree. Only 1.30% of the respondents have completed PUC/12th, indicating that the sample mainly consists of highly educated youth.

Table 1.6: Participation in Government Job Examinations

Participation	Frequency	Percentage
Yes	41	26.62%
No	86	55.84%
I planned but didn't apply	27	17.53%
Total	154	100.00%

Interpretation:

The table shows that 55.84% of the respondents have not appeared for government job examinations. Around 26.62% have appeared for government job examinations, while 17.53% reported that they had planned to apply but did not. This indicates that a majority of the respondents have not yet participated in government recruitment examinations despite a section expressing interest.

6.2 Spearman Correlation Analysis

Table 2.1: Spearman Correlation Analysis for Awareness and Information Access

Particulars	Value
Spearman's Correlation (r_s)	0.033
t-value	0.406
p-value	0.685
Level of Significance	0.05
Decision	Accept H_0

Interpretation

The Spearman's correlation coefficient ($r_s = 0.033$) indicates a very weak positive relationship between awareness and youth participation in government job examinations. Since the p-value (0.685) is greater than 0.05, the relationship is not statistically significant. Therefore, H_{01} is accepted.

Table 2.2: Spearman Correlation Analysis for Educational Background

Particulars	Value
Spearman's Correlation (r_s)	-0.230
t-value	-2.916

p-value	0.004
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The Spearman's correlation coefficient ($r_s = -0.230$) shows a weak negative relationship. Since the p-value (0.004) is less than 0.05, H_{02} is rejected, indicating that educational barriers significantly influence youth participation in government job examinations.

Table 2.3: Spearman Correlation Analysis for Preparation Resources

Particulars	Value
Spearman's Correlation (r_s)	-0.158
t-value	-1.974
p-value	0.05021
Level of Significance	0.05
Decision	Accept H_0

Interpretation

The p-value (0.05021) is slightly greater than the 0.05 significance level; therefore, H_{03} is accepted. This indicates that preparation resources and facilities do not have a statistically significant influence on youth participation in government job examinations. Although the correlation is weak and negative ($r_s = -0.158$), the relationship is not statistically significant.

Table 2.4: Spearman Correlation Analysis for Financial Factors

Particulars	Value
Spearman's Correlation (r_s)	-0.197
t-value	-2.473
p-value	0.015
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.015) is less than 0.05, therefore, H_{04} is rejected. Financial factors significantly influence youth participation in government job examinations.

Table 2.5: Spearman Correlation Analysis for Motivation and Attitude

Particulars	Value
Spearman's Correlation (r_s)	-0.187
t-value	-2.348
p-value	0.020
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.020) is less than 0.05; therefore, H_{05} is rejected. Motivation and attitude significantly influence youth participation in government job examinations.

Table 2.6: Spearman Correlation Analysis for Family and Social Influence

Particulars	Value
Spearman's Correlation (r_s)	-0.034
t-value	-0.424
p-value	0.672
Level of Significance	0.05
Decision	Accept H_0

Interpretation

The p-value (0.672) is greater than 0.05; therefore, H_{06} is accepted. Family and social influence do not significantly influence youth participation in government job examinations.

Table 2.7: Spearman Correlation Analysis for Psychological Factors

Particulars	Value
Spearman's Correlation (r_s)	-0.196
t-value	-2.461
p-value	0.015
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.015) is less than 0.05; therefore, H_{07} is rejected. Psychological factors significantly influence youth participation in government job examinations.

Table 2.8: Spearman Correlation Analysis for Accessibility and Support

Particulars	Value
Spearman's Correlation (r_s)	-0.163
t-value	-2.040
p-value	0.043
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.043) is less than 0.05; therefore, H_{08} is rejected. Accessibility and support significantly influence youth participation in government job examinations.

Table 2.9: Spearman Correlation Analysis for Policy and System Factors

Particulars	Value
Spearman's Correlation (r_s)	-0.188
t-value	-2.356
p-value	0.020
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.020) is less than 0.05; therefore, H_{09} is rejected. Policy and system factors significantly influence youth participation in government job examinations.

Table 2.10: Spearman Correlation Analysis for Demographic Factors

Particulars	Value
Spearman's Correlation (r_s)	-0.162
t-value	-2.018
p-value	0.045
Level of Significance	0.05
Decision	Reject H_0

Interpretation

The p-value (0.045) is less than 0.05; therefore, H_{010} is rejected. Demographic factors significantly influence youth participation in government job examinations.

6.3 Mean Score and Ranking Analysis

Factor	Mean Score	Rank
Financial Factors	3.5779	1
Awareness & Information Access	3.4610	2
Policy and System Factors	3.4221	3
Educational Background	3.4091	4
Accessibility and Support	3.2987	5
Demographic Factors	3.2955	6
Preparation Resources & Facilities	3.2630	7.5
Psychological Factors	3.2630	7.5
Motivation & Attitude	3.2370	9
Family and Social Influence	3.0455	10

Interpretation

The ranking analysis reveals that Financial Factors (Mean = 3.578) are the most influential factor affecting youth participation in government job examinations, securing the 1st rank. This is followed by Awareness and Information Access (Mean = 3.461) with the 2nd rank, indicating that lack of awareness is another major barrier. Policy and System Factors (Mean = 3.422) and Educational Background (Mean = 3.409) were ranked 3rd and 4th, respectively, suggesting that recruitment policies and educational issues also influence participation. Accessibility and Support (Mean = 3.299) and Demographic Factors (Mean = 3.295) ranked 5th and 6th. Preparation Resources and Facilities and Psychological Factors shared the 7.5th rank with an equal mean score of 3.263, indicating a similar level of influence. Motivation and Attitude (Mean = 3.237) ranked 9th, while Family and Social Influence (Mean = 3.045) received the 10th rank, making it the least influential factor among the respondents.

7. FINDINGS

1. The majority of the respondents (44.81%) belong to the 22–24 years age group, indicating that young adults constitute the largest group preparing for or considering government job examinations.

2. Female respondents (61.04%) participated more actively in the study than male respondents (38.96%).

3. Most respondents (57.79%) belong to Dakshina Kannada district, while 42.21% are from Udupi district.

4. Nearly half of the respondents (47.40%) are from rural areas, indicating greater representation of rural youth and reflecting their active participation in the survey.

5. More than half of the respondents (56.49%) possess or are pursuing a postgraduate degree, reflecting a highly educated sample.

6. A majority of the respondents (55.84%) have not appeared for any government job examination, while only 26.62% have appeared, and 17.53% planned to apply but did not, indicating relatively low participation in government recruitment examinations among youth.

7. Spearman's correlation analysis revealed that educational background, financial factors, motivation and attitude, psychological factors, accessibility and support, policy and system factors, and demographic factors have a statistically significant relationship with youth participation in government job examinations.

8. Awareness and information access, family and social influence, and preparation resources and facilities were not found to have a statistically significant relationship with youth participation, suggesting that other factors may play a more influential role overall.

9. Mean score and ranking analysis identified financial factors as the most influential factor affecting youth participation in government job examinations, followed by awareness and information access, while family and social influence was identified as the least influential factor.

10. The findings indicate that economic conditions, educational background, recruitment policies, and psychological aspects play a more important role in influencing youth participation than family influence or availability of preparation resources.

8. SUGGESTIONS

1. Government departments should conduct regular awareness programmes in colleges and universities to improve knowledge about government job opportunities and recruitment procedures.
2. Financial assistance, scholarships, and subsidized coaching programmes should be introduced to support economically weaker aspirants preparing for competitive examinations.
3. Career guidance and counselling programmes should be organized to motivate students towards government employment and help them understand career opportunities in the public sector.
4. Recruitment agencies should ensure greater transparency, timely vacancy notifications, and faster recruitment processes to build confidence among job aspirants.
5. Educational institutions should provide competitive examination guidance, mock tests, and mentoring support to improve students' preparedness.
6. Digital learning resources and online preparation materials should be made easily accessible, particularly for students from rural and semi-urban areas.
7. Psychological counselling and stress management programmes should be conducted to help aspirants overcome examination anxiety and maintain motivation during preparation.
8. Future employment policies should focus on creating equal opportunities for youth from different educational and socio-economic backgrounds, while addressing barriers that discourage participation in government job examinations effectively.

9. FUTURE SCOPE OF THE STUDY

The present study provides a foundation for further research on youth participation in government job examinations. Future researchers may consider the following areas:

1. Similar studies can be conducted in other districts, states, or at the national level to compare regional differences in youth participation.

2. Future research may include a larger sample size to improve the generalizability of the findings.
3. Researchers can adopt a mixed-method approach by combining quantitative surveys with qualitative interviews to gain deeper insights into the factors influencing participation.
4. Additional variables such as personality traits, digital literacy, family income, government policies, and employment opportunities may be examined in future studies.
5. Longitudinal studies can be conducted to understand changes in youth attitudes and participation in government job examinations over time.

10. CONCLUSION

The present study examined the various factors affecting youth participation in government job examinations with reference to Dakshina Kannada and Udupi districts. The study revealed that although government employment continues to be considered a stable and respectable career option, several factors influence the willingness and ability of young people to participate in competitive examinations.

The statistical analysis showed that educational background, financial constraints, motivation and attitude, psychological factors, accessibility and support, policy and system factors, and demographic characteristics significantly influence youth participation. Among these, financial factors emerged as the most influential factor. In contrast, awareness and information access, preparation resources and facilities, and family and social influence were not found to have a statistically significant relationship with participation.

The findings suggest that improving financial support, strengthening career guidance, enhancing recruitment transparency, and providing better educational and psychological support can encourage greater participation of youth in government job examinations. Overall, the study contributes to a better understanding of the challenges faced by young aspirants and provides useful recommendations for policymakers, educational institutions, and career guidance professionals to promote greater participation in public sector recruitment.

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