

Chapter IV

USE OF NEW MEDIA TECHNOLOGY BY DISTANCE LEARNERS

4.1 Introduction

In this chapter an attempt is carried out to examine the use pattern of the various new media technology available for the learners of Krishna Kanta Handiqui State Open University (KKHSOU) and the learners' feedback on them. The details of analysis and interpretations of the data collected from the distance learners with the help of a structured questionnaire are presented here.

The findings obtained from the field survey are presented under different heads. In this chapter, firstly the socio-economic profile of the sample distance learners in terms of location, age, level of education and status of employment are presented. Respondents are also classified according to some independent variables, viz., 'situation of use of new media technology', 'learner's preference for distance mode of education' and 'learner's motivation towards using new media technology'. That was followed by cross-tabulation analysis among each of the tools of the new media technology with each of the independent variables such as location, gender, age-group, level of education, status of employment, 'situation of use of new media technologies', 'learner's preference for distance mode of education' and 'learner's motivation in using new media technology' in order to obtain the pattern of use. The association was checked among each of the independent variables and the use of each of the new media technology tools through chi-square tests. An analysis was also

done on learners' opinion on the new media technology use, to analyze the extent of benefit from the new media tools used and experienced by the learners.

4.2 Empirical analysis of personal profile based on primary survey

To get a deeper insight into the use of the new media technologies made available by the Krishna Kanta Handiqui State Open University for the distance learners, a micro-level study is imperative. Therefore in the present study a survey of individual learners was undertaken to study the usage of various tools of new media technology by the learners of KKHSOU as well as their socio-economic status. Though the study in general pertained to the entire state, the field study was limited to 46 selected study centres of the University covering whole of the state. The calculated sample size was 1223, out of which, completely filled-up questionnaires were received from 951 respondents. The findings of the study are based on the empirical survey based on the study of selected distance learners. In the following section a detailed description of the personal status is presented.

4.2.1 *Classification of learners according to location*

The Krishna Kanta Handiqui State Open University has its study centres located at almost every part of the state of Assam, covering both rural and urban areas. According to the Census of India Report, 2011, 85.90 percent population of Assam lives in the villages and rural areas, while the urban population of the state is 14.10 percent. The sample for the present study comprised learners from both rural and urban locations in order to make the study representative.

The distribution of learners according to the area of residence is shown in the table 4.1 below. The proportion of respondents has been categorized into two groups, namely ‘rural’ and ‘urban’. Most of the respondents (61.3 per cent) belonged to the rural areas while the rest 38.7 per cent were from in the urban location.

Table 4.1
Location wise distribution of respondents

	Frequency	Percent	Cumulative Percent
Urban	368	38.7	38.7
Rural	583	61.3	100.0
Total	951	100.0	

Source: Field Survey

4.2.2 Classification of learners according to gender

Technology is one of the most effective tools to bring about gender and economic developments, hence it is important to know the gender dimension of the new media technology use. The gender variable is therefore included in this present research and studied. Table 4.2 shows the distribution of the respondents according to their gender or sex.

Table 4.2
Gender-wise distribution of respondents

	Frequency	Percent	Cumulative Percent
Male	420	44.2	44.2
Female	531	55.8	100.0
Total	951	100.0	

Source: Field Survey

The distribution showed that majority of the learners i.e. 55.8 percent were female learners, while the percentage of male learners was only 44.2 per cent. It was seen that more women had enrolled themselves into distance mode of education than the male. Distance education seems to be preferred more by female as it can be opted by the rural women who have no access to the mainland system, by the ‘career-women’ who aspire to enhance their personal and professional acceptance, as well as by the ‘home-bound women’ who wish to profitably utilize their time and resources to satisfy their delayed academic aspirations (Janaki, 2006).

4.2.3 Classification of learners according to education

Basic education is considered necessary to some extent when it comes to use of modern technologies. This survey was carried out to find out the courses of the University into which the learners are enrolled into.

Table 4.3
Educational profile of the respondents

	Frequency	Percent	Cumulative Percent
Under-graduate learners	648	68.1	68.1
PG learners	303	31.9	100.0
Total	951	100.0	

Source: Field Survey

The educational qualifications had been categorized into two groups namely, ‘under-graduate’ and ‘post-graduate’ levels, in order to find the courses that they were enrolled into. Out of 951 respondents, 648 (68.1%) learners were under-graduate level learners and 303 (31.9%) were post graduate (PG) level learners.

4.2.4 *Classification of learners according to employment / working status*

In distance education, even the working people (i.e. who are engaged in some work to earn their own livelihood) can enroll into a course and continue their studies. In rural Assam, agriculture is still the primary occupation of the people, though many from the rural areas are now getting engaged in other occupations too. In the urban areas, people are mostly engaged in private or government jobs or in business.

Table 4.4
Employment status of the respondents

	Frequency	Percent	Cumulative Percent
Non-working	484	50.9	50.9
Working	467	49.1	100.0
Total	951	100.0	

Source: Field Survey

Here in this study, out of 951 learners, 484 (50.9%) were ‘non-working’ and the rest 467 (49.1%) were ‘working’ people or engaged in some sort of employment (table 4.4). ‘Non-working’ section comprised of learners who were dependent on parents or guardians for their livelihood, while ‘working’ group consisted of learners who were engaged in private or government jobs or any sort of business venture.

4.2.5 *Classification of learners according to age*

The study was to get a perspective from the learners regarding the use, benefits and challenges of new media technology. The age of the respondents was considered an

important factor here, as it provided an idea to segment the learners who used the services often, who got more benefited and who faced most of the challenges.

Table 4.5
Age-group wise distribution of the respondents

	Frequency	Percent	Cumulative Percent
18 to 30 years	583	61.3	61.3
30 to 40 years	308	32.4	93.7
Above 40 years	60	6.3	100.0
Total	951	100.0	

Source: Field Survey

The distribution of the distance learners according to age is shown in table 4.5. The proportion of respondents had been categorized into three age-groups, namely, ‘18 to 30 years’, ‘30-40 years’, and ‘40 years and above’. The age group had been considered from 18 years onwards, as the University accommodates learners only above 18 years of age. A majority of the respondents, i.e. 583 (61.3%) respondents fell under ‘18 to 30 years’ age group, while 308 respondents (32.4%) fell under ‘30-40 years’. A very small proportion of 6.3 percent of respondents belonged to the age-group of ‘40 years and above’.

4.2.6 Classification according to location of use of new media technology

The respondents were asked regarding their access to new media technology for study purposes.

Table 4.6
Distribution of respondents according to location of use of new media technology

	Frequency	Percent	Cumulative Percent
Mostly at home	100	10.5	10.5
Mostly at study centers	440	46.3	56.8
Mostly with mobile devices	223	23.4	80.2
Mostly at other places	188	19.8	100.0
Total	951	100.0	

Source: Field Survey

Table 4.6 shows that out of total 951 respondents 100 (10.5%) respondents opted for ‘mostly at home’, 440 (46.3%) respondents used new media technologies ‘mostly at study center’, 223 (23.4%) respondents ‘mostly with mobile devices’ like tablets, smart phones etc., and 188 (19.8 %) respondents accessed new media technologies mostly at some ‘others places’ like community information centers, private internet café, friend’s / relative’s house etc.

4.2.7 Classification according to learners’ motivation towards using new media technology

The enjoyment in using new media technology was evaluated to understand learners’ motivation towards using new media technology (NMT) for learning purposes. On being asked whether they enjoyed the use of tools of NMT in distance learning, out of 951 respondents, 348 (36.6%) respondents said that they ‘did not enjoy’ using new media technologies, 192 (20.2%) remained neutral or did not answer, and the remaining 411 (43.2%) respondents responded positively claiming that they ‘enjoyed’

using the tools. Enjoyment in using these tools would motivate the learner for further usage.

Table 4.7
Distribution of respondents according to learners' motivation towards using new media technology

	Frequency	Percent	Cumulative Percent
Do not enjoy	348	36.6	36.6
Neutral	192	20.2	56.8
Do enjoy	411	43.2	100.0
Total	951	100.0	

Source: Field Survey

4.2.8 Classification according to learners' preference for distance mode of education

Respondents were asked about their personal preference for selecting distance mode of education over the conventional mode. The questionnaire included the question- "Was selecting the distance mode of education your primary preference or secondary preference?" There were two options for the answer- 'primary preference' and 'secondary preference'. The learners, who chose to study in the distance mode to continue studies, without any prior consideration of joining the conventional mode, claimed distance mode of education as their 'primary preference'. On the other hand, the learners whose primary intention was to study in the conventional mode, but had to join the distance mode due to various reasons, they considered the distance mode of education to be their 'secondary preference'. Table 4.8 shows that out of 951 respondents, 540 (56.8%) have selected 'primary preference' whereas the remaining 411 (43.2%) selected 'secondary preference' for joining distance mode.

Table 4.8
Distribution of respondents according to learners’
preference for distance mode of education

	Frequency	Percent	Cumulative Percent
Primary preference	540	56.8	56.8
Secondary preference	411	43.2	100.0
Total	951	100.0	

Source: Field Survey

This had been considered as an independent variable as the learners’ perceived reasons for choosing distance education for their studies could either motivate or demotivate a learner to use the available new media technology for his/her learning.

4.3 Pattern of use of new media technology (NMT) tools by the learners

The primary survey aimed at finding out the use-pattern of new media technology (NMT), available for the learners of Krishna Kanta Handiqui State Open University. The forms of NMT tools available in KKHSOU are the multimedia study materials, internet radio (*e-Jnan Taranga*), audio-video learning materials on website/*You-tube*, *E-bidya* (e-portal), online study materials, digital library, assignments on website, *smart KKHSOU* android application, social networking on *Facebook* and job-portal. The frequency distribution of their usage by the learners would provide a picture of their use pattern.

4.3.1 Use of multimedia study materials by learners

Respondents were asked whether they liked to use the multimedia study materials of KKHSOU or not. Out of total 951 respondents, 635 (66.8%) liked to use the multimedia study materials whereas 208 respondents (21.9%) did not prefer to use the materials and 108 (11.4%) were unaware about this NMT tool (Table 4.9).

Table 4.9

Distribution of respondents according to use of multimedia study materials

	Frequency	Percent	Cumulative Percent
Yes	635	66.8	66.8
No	208	21.9	88.6
Unaware	108	11.4	100.0
Total	N = 951	100.0	

Source: Field Survey

The distribution showed that a major portion of learners of KKHSOU were using multimedia study materials. The pattern of use of multimedia study materials according to each of the independent variables are discussed in details-

4.3.1.1 Use of multimedia study materials according to nature of location

Table 4.10 shows that among urban learners, the percentage of learners who liked to use multimedia study materials is 69.6%, and the percentage of learners who did not like to use multimedia study materials is 21.7% and the remaining 8.7% learners were unaware about the tool. On the other hand, among the rural learners, the percentage of learners who liked to use multimedia study materials was 65.0%, the percentage of learners who did not like to use multimedia study materials was 22.0% and the remaining 13.0% learner were unaware regarding multimedia materials.

Table 4.10
Cross-tabulation between use of multimedia study materials and nature of location

			Statement- “I like to use multimedia study materials”			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency	256	80	32	368
		% within row	69.6%	21.7%	8.7%	100.0%
	Rural	Frequency	379	128	76	583
		% within row	65.0%	22.0%	13.0%	100.0%
Total		Frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.449 ^a	2	.108

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 41.79.

Source: Field Survey

A chi-square test was done and that indicated no significant difference in the sample proportion of urban or rural learners for their like or dislike or awareness about the use of multimedia study materials, $\chi^2(2, n = 951) = 4.449, p = .108$ at 95% confidence level. Thus the result indicated that pattern of use of multimedia study materials by the learners of KKHSOU was almost same in both rural and urban locations.

4.3. 1.2 Use of multimedia study materials according to gender

Table 4.11 shows that among ‘male’ learners, the percentage of learners who liked to use multimedia study materials was 72.4%, the percentage of learners who did not

like to use multimedia study materials was 20.0% and the remaining 7.6% learners claimed that they were unaware of the technology.

Table 4.11
Cross-tabulation between use of multimedia study materials and gender

			Statement- “I like to use multimedia study materials”.			Total
			Yes	No	Unaware	
Gender	Male	Frequency	304	84	32	420
		% within Gender	72.4%	20.0%	7.6%	100.0%
	Female	Frequency	331	124	76	531
		% within Gender	62.3%	23.4%	14.3%	100.0%
Total		Frequency	635	208	108	951
		% within Gender	66.8%	21.9%	11.4%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.001 ^a	2	.001

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 47.70

Source: Field Survey

On the other hand, among the female learners, the percentage of learners who liked to use multimedia study materials was 62.3%, the percentage of learners who did not like to use multimedia study materials was 23.4% and the remaining 14.3% learners were unaware.

A chi-square test was done and that indicated that there was a significant relationship between gender of the learners and the use of multimedia study materials by the learners at 95 % confidence level, $\chi^2 (2, n = 951) = 14.001, p = .001$. Male learners were more likely to use multimedia study materials of the university than the female learners.

4.3.1.3 Use of multimedia study materials according to age-groups

Table 4.12 indicates age group-wise distribution of learners as per their use pattern of new media tools. Among the learners of age group ‘18 to 30 years’, the percentage of learners who would liked to use multimedia study materials was 70.5%, the percentage of learners who did not like to use multimedia study materials was 17.8% and the remaining 7.6% learners were not aware of the tool.

Table 4.12
Cross-tabulation between use multimedia study materials and age-groups

			Statement- “I like to use multimedia study materials”.			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	411	104	68	583
		% within row	70.5%	17.8%	11.7%	100.0%
		% within column	64.7%	50.0%	63.0%	61.3%
	30 to 40 years	Frequency	192	84	32	308
		% within row	62.3%	27.3%	10.4%	100.0%
		% within column	30.2%	40.4%	29.6%	32.4%
	Above 40 years	Frequency	32	20	8	60
		% within row	53.3%	33.3%	13.3%	100.0%
		% within column	5.0%	9.6%	7.4%	6.3%
Total		Frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.297 ^a	4	.003

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.81.

Source: Field Survey

Among the learners of age-group ‘between 30 to 40 years’, the percentage of learners who liked to use multimedia study materials was 62.3%, the percentage of learners who did not like to use multimedia study materials was 27.3% and the remaining

10.4% learners were unaware of its use. On the other hand, among the learners of age group 'above 40 years', the percentage of learners who liked to use multimedia study materials was 53.3%, the percentage of learners who did not like to use multimedia study materials was 33.3% while 13.3% learners claimed their ignorance of the tool.

A chi-square test was also performed and found that there was a significant relationship between age-groups and the use of multimedia study materials of KKHSOU by the learners at 95% confidence level $\chi^2(4, n = 951) = 16.297, p = .003$.

The result of the analysis showed that the proportion of learners who liked to use multimedia study materials decreased significantly with the increase in age. On the other hand, the portion of learners who did not like to use multimedia study materials increased significantly with the increase in age.

4.3. 1.4 Use of multimedia study materials according to level of education

Table 4.13 shows use of NMT according to learners' level of education or the education level they were enrolled into at the time of survey. Among under-graduate level learners, the percentage of learners who liked to use multimedia study materials was 67.9%, the percentage of learners who did not like to use multimedia study materials was 19.8% and the remaining 12.3% learners were unaware of them. However, among the post-graduate level learners, the percentage of learners who liked to use multimedia study materials was 64.4%, the percentage of learners who did not like to use multimedia study materials was 26.4% and only 9.2% learners were unaware of the technology.

Table 4.13
Cross-tabulation between use of multimedia study materials and level of education

			Statement- “I like to use multimedia study materials”			Total
			Yes	No	Unaware	
Education	Undergraduate learners	frequency	440	128	80	648
		% within row	67.9%	19.8%	12.3%	100.0%
	PG learners	frequency	195	80	28	303
		% within row	64.4%	26.4%	9.2%	100.0%
Total		frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.315 ^a	2	.043

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.41.

Source: Field Survey

A chi-square test was also performed and found that there was a significant relationship between use of multimedia study materials and level of education, at 95% confidence level, $\chi^2 (2, n = 951) = 6.315, p = .043$. The result of the analysis suggested that under-graduate level learners preferred using multimedia study materials more than the post-graduate level learners.

4.3.1.5 Use of multimedia study materials according to learners’ preference for distance mode of education

Table 4.14 shows that among the learners who chose distance education as ‘primary preference’, the percentage of learners who liked to use multimedia study materials was 72.6%, the percentage of learners who did not like to use multimedia study materials was 19.3% and the remaining 8.1% learners were unaware of the tool. On

the other hand, among the learners who chose ‘secondary preference’, the percentage of learners who liked to use multimedia study materials was 59.1%, the percentage of learners who did not like to use multimedia study materials was 25.3% and the remaining 15.6% learners were unaware about the tool.

Table 4.14
Cross-tabulation between use of multimedia study materials and reason for opting distance education

			Statement- “ I like to use multimedia study materials”			Total
			Yes	No	Unaware	
Learners’ preference for distance mode of education	Primary preference	Frequency	392	104	44	540
		% within row	72.6%	19.3%	8.1%	100.0%
		% within column	61.7%	50.0%	40.7%	56.8%
	Secondary preference	Frequency	243	104	64	411
		% within row	59.1%	25.3%	15.6%	100.0%
		% within column	38.3%	50.0%	59.3%	43.2%
Total		Frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.564 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.68.

A chi-square test was performed and there was a significant relationship between learners’ preference for distance mode of education and the use of multimedia study materials at 95% confidence level, $\chi^2 (2, n = 951) = 21.564, p < .001$. Table 4.14 shows that, among the learners who chose distance education as

‘primary preference’, the portion of learners who liked to use multimedia study materials was more than those who chose distance mode as ‘secondary preference’. Therefore it can be concluded that those learners who opted for the open and distance mode of education as primary preference were more likely to prefer using the multimedia study materials.

4.3. 1.6 Use of multimedia study materials according to learners’ motivation towards using new media technologies

As indicated in table 4.15, among the learners who ‘did not enjoy’ using new media technology, the percentage of learners who liked to use multimedia study materials was 74.7%, the percentage of learners who did not like to use multimedia study materials was 17.2%, and the remaining 8.0% learners were unaware of the tool. Among the learners who remained ‘neutral’/unresponsive regarding enjoyment in use of NMT, the percentage of learners who liked to use multimedia study materials was 74.7%, the percentage of learners who did not like to use multimedia study materials was 17.2%, and the remaining 8.0% learners were unaware of the tool. On the other hand, among the learners who ‘enjoyed’ using new media technologies, the percentage of learners who liked to use multimedia study materials was 59.1%, the percentage of learners who did not like to use multimedia study materials was 25.3% and the remaining 15.6% learners were unaware of the tool.

A chi-square test was performed and there was a significant relationship between learners’ motivation towards using new media technology and their use of multimedia study materials $\chi^2(4, n = 951) = 24.054, p < .001$.

Table 4.15
Cross-tabulation between use of multimedia study materials and learners’
motivation towards using new media technology

			Statement- “ I like to use multimedia study materials”			Total
			Yes	No	Unaware	
Learners’ motivation towards using new media technologies	Do not enjoy	Frequency	260	60	28	348
		% within row	74.7%	17.2%	8.0%	100.0%
		% within Column	40.9%	28.8%	25.9%	36.6%
	Neutral	Frequency	132	44	16	192
		% within row	68.8%	22.9%	8.3%	100.0%
		% within Column	20.8%	21.2%	14.8%	20.2%
	Do enjoy	Frequency	243	104	64	411
		% within row	59.1%	25.3%	15.6%	100.0%
		% within Column	38.3%	50.0%	59.3%	43.2%
Total		Frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.054 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.80.

Source: Field Survey

The result of the analysis suggested that those learners who enjoyed learning through new media technology tools were more likely to use multimedia study materials of the university than those learners who did not enjoy using or learning through new media technology.

4.3. 1.7 Use of multimedia study materials according to learners’ status of employment / working status

Table 4.16 shows that, among the ‘non-working’ learners, the percentage of learners who liked to use multimedia study materials is 67.8%, the percentage of learners

who did not like to use multimedia study materials is 21.5%, and the remaining 10.7% learners were unaware of the tool. On the other hand, among the ‘working’ learners, the percentage of learners who liked to use multimedia study materials is 65.7%, who did not like to use multimedia study materials was 22.3%, and the remaining 12.0% learners were not aware of the tool.

Table 4.16
Cross-tabulation between use of multimedia study materials and learners’
status of employment/working status

			Statement- “I like to use multimedia study materials”			Total
			Yes	No	Unaware	
Employment status	Non- working Student	Frequency	328	104	52	484
		% within row	67.8%	21.5%	10.7%	100.0%
		% within column	51.7%	50.0%	48.1%	50.9%
	Working Student	Frequency	307	104	56	467
		% within row	65.7%	22.3%	12.0%	100.0%
		% within column	48.3%	50.0%	51.9%	49.1%
Total		Frequency	635	208	108	951
		% within row	66.8%	21.9%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.539 ^a	2	.764

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 53.03.

Source: Field Survey

A chi-square test for independence indicated no significant difference in the use of the use of multimedia study materials of KKHSOU among the two different

statuses of employment of learners at 95% confidence interval, $\chi^2 (2, n = 951) = .539$, $p = .764$.

4.3.2 Use of *e-Jnan Taranga* (Internet-radio of KKHSOU) by learners

The survey reviewed the use of *e-Jnan taranga*, the internet-radio of KKHSOU by the learners, for which three options were available: 'yes', 'no' and 'unaware'. Out of total 951 respondents, 447 (47.0%) respondents preferred to use *e-Jnan Taranga*, whereas 304 respondents (32.0%) did not use *e-Jnan Taranga* and the remaining 200 (21.0%) respondents were unaware of *e-Jnan Taranga*. Pattern of use of *e-Jnan Taranga* according to each of the independent variable are presented below.

4.3.2.1 Use of *e-Jnan Taranga* according to nature of location

According to table 4.17, among the portion of urban learners, the percentage of learners who used *e-Jnan Taranga* was 47.8%, the percentage of learners who did not use *e-Jnan Taranga* was 28.3%, and the remaining 23.9% learners were unaware of the existence of the internet radio. On the other hand, among the rural learners, the percentage of learners who used *e-Jnan Taranga* was 46.5%, the percentage of learners who did not use *e-Jnan Taranga* was 34.3% and the rest 19.2% learners were unaware of it.

A chi-square test indicated no significant difference at 95% confidence interval in the proportion of urban or rural learners for their like or dislike or awareness about the use of *e-Jnan Taranga*, the internet-radio of KKHSOU, $\chi^2 (2, n = 951) = 5.037$, $p = .081$. Thus it can be interpreted that the pattern of use of *e-Jnan Taranga* was almost the same across the rural and urban location.

Table 4.17
Cross-tabulation between use of *e-Jnan Taranga* and nature of location

			Statement-			Total
			"I like to use <i>e-Jnan Taranga</i> "			
			Yes	No	Unaware	
Nature of location	Urban	Frequency	176	104	88	368
		% within Location	47.8%	28.3%	23.9%	100.0%
	Rural	Frequency	271	200	112	583
		% within Location	46.5%	34.3%	19.2%	100.0%
Total		Frequency	447	304	200	951
		% within Location	47.0%	32.0%	21.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.037 ^a	2	.081

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 77.39.

Source: Field Survey

4.3.2.2 Use of *e-Jnan Taranga* according to gender

In the present survey, among male learners, the percentage of learners who liked to use *e-Jnan Taranga* was 41.0%, the percentage of learners who did not like to use *e-Jnan Taranga* was 39.0% and the percentage of learners who were unaware about the tool was 20.0%. On the other hand, among the female learners, the percentage of those who liked to use *e-Jnan Taranga* is 51.8%, those who did not like to use *e-Jnan Taranga* is 26.4% and those who were unaware was 21.8 percent.

A chi-square test of independence was performed to examine the relation between the gender of the respondents and the use of the internet radio of KKHSOU

(*e-Jnan Taranga*). The relation between these variables was found significant at 95% confidence level, $\chi^2 (2, n = 951) = 18.038, p < .001$.

Table 4.18
Cross-tabulation between use of *e-Jnan Taranga* and gender

			Statement-“I like to use <i>e-Jnan Taranga</i> ”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	172	164	84	420
		% within Gender	41.0%	39.0%	20.0%	100.0%
	Female	Frequency	275	140	116	531
		% within Gender	51.8%	26.4%	21.8%	100.0%
Total		Frequency	447	304	200	951
		% within Gender	47.0%	32.0%	21.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.038 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 88.33.

Source: Field Survey

The result indicated that female learners were likely to show more interest in using *e-Jnan Taranga* than their male counterparts.

4.3.2.3 Use of *e-Jnan Taranga* according to age-groups

Table 4.19 shows that among learners of age ‘18 to 30 years’, the percentage of learners who liked to use *e-Jnan Taranga* was 51.3%, the percentage of learners who did not like to use *e-Jnan Taranga* was 30.9% and the percentage of learners who were unaware of *e-Jnan Taranga* was 17.8%. In the age-group of ‘between 30 to 40 years’, the percentage of learners who liked to use *e-Jnan Taranga* was 44.2%, the

percentage of those who did not like to use is 32.5% and the remaining 23.4% of learners were unaware of the tool. On the other hand, in the age-group of ‘above 40 years’, the percentage of learners who preferred *e-Jnan Taranga* was 20.0%, the percentage of those who did not like to use was 40.0% and the remaining 21.0% learners were not aware of it.

Table 4.19

Cross-tabulation between use of *e-Jnan Taranga* and age-groups of learners

			Statement- “I like to use <i>e-Jnan Taranga</i> ”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	299	180	104	583
		% within row	51.3%	30.9%	17.8%	100.0%
		% within column	66.9%	59.2%	52.0%	61.3%
	30 to 40 years	Frequency	136	100	72	308
		% within row	44.2%	32.5%	23.4%	100.0%
		% within column	30.4%	32.9%	36.0%	32.4%
	Above 40 years	Frequency	12	24	24	60
		% within row	20.0%	40.0%	40.0%	100.0%
		% within column	2.7%	7.9%	12.0%	6.3%
Total	Frequency	447	304	200	951	
	% within row	47.0%	32.0%	21.0%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.464 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.62.

Source: Field Survey

A chi-square test was applied and there was a significant relationship between age groups and the use of *e-Jnan taranga* of KKHSOU by the learners at 95% confidence level, $\chi^2 (4, n = 951) = 16.297, p = .003$. The result of the analysis

suggested that the portion of users of *e-Jnan Taranga* showed a decreasing trend with the increase in age on the other hand portion of non-users of *e-Jnan Taranga* showed an increasing trend with the increase in age.

4.3.2.4 Use of *e-Jnan Taranga* according to level of education

Table 4.20 shows that among under graduate learners, the percentage of learners who liked to use *e-Jnan Taranga* was 48.8%, the percentage of learners who did not like to use *e-Jnan Taranga* was 29.6% and the percentage of learners who were unaware was 21.6%. However, among the post graduate learners, the percentage of learners favouring the use of *e-Jnan Taranga* was 43.2%, the learners who did not prefer to use *e-Jnan Taranga* was 37.0% and the remaining 19.8% learners were unaware of it.

Table 4.20
Cross-tabulation between use of *e-Jnan Taranga* and level of education

			Statement-			Total
			"I like to use <i>e-Jnan Taranga</i> "			
			Yes	No	Unaware	
Education level	Under graduate student	frequency	316	192	140	648
		% within row	48.8%	29.6%	21.6%	100.0%
	PG student	frequency	131	112	60	303
		% within row	43.2%	37.0%	19.8%	100.0%
Total		frequency	447	304	200	951
		% within row	47.0%	32.0%	21.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.137 ^a	2	.077

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 63.72.

Source: Field Survey

A chi-square test was also performed and found that there was a no significant relationship between use of *e-Jnan Taranga* and the level of education of the learners , at 95% confidence level, $\chi^2 (2, n = 951) = 5.137, p = .077$. This implied that pattern of use of *e-Jnan Taranga* was almost same across different education levels of learners

4.3.2.5 Use of *e-Jnan Taranga* according to learners’ preference for distance mode of education

Table 4.21
Cross-tabulation between use of *e-Jnan Taranga* and learners’ preference for distance mode of education

			Statement- “I like to use e-Jnan Taranga”			Total
			Yes	No	Unaware	
Learners’ preference for distance mode of education	Primary preference	Frequency	260	172	108	540
		% within row	48.1%	31.9%	20.0%	100.0%
		% within column	58.2%	56.6%	54.0%	56.8%
	Secondary preference	Frequency	187	132	92	411
		% within row	45.5%	32.1%	22.4%	100.0%
		% within column	41.8%	43.4%	46.0%	43.2%
Total	Frequency	447	304	200	951	
	% within row	47.0%	32.0%	21.0%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.985 ^a	2	.611

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 86.44.

Source: Field Survey

Table 4.21 explains that among the learners who chose distance education as ‘primary preference’, the percentage of learners favouring use of *e-Jnan Taranga* was 48.1%, the percentage of learners not favouring use of *e-Jnan Taranga* was 31.9% and 20.0% of learners were unaware of *e-Jnan Taranga*. On the other hand, among the learners who opted for ODL mode as ‘secondary preference’, the percentage of learners preferring to use *e-Jnan Taranga* was 45.5%, the percentage of learners not preferring was 32.1% and the percentage of unaware learners was 22.4%.

A chi-square test was performed and that indicated no significant relationship between the learners’ preference for distance mode of education and the use of *e-Jnan Taranga* by the learners at 95% confidence level, $\chi^2(2, n = 951) = .985, p = .611$.

4.3.2.6 Pattern of use of *e-Jnan Taranga* according to learners’ motivation towards using new media technologies

Among the learners, who ‘enjoyed’ using new media technologies, the percentage of learners who liked to use *e-Jnan Taranga* was 48.3%, the percentage of learners who did not like to use was 28.7%, and the remaining 23.0% learners were unaware of *e-Jnan Taranga*. Among the learners who remained neutral/ unresponsive, the percentage of learners who liked to use *e-Jnan Taranga* was 47.9%, the percentage of learners who did not like to use was 37.5%, and the percentage of unaware learners was 14.6%. On the other hand, among the learners who ‘did not enjoy’ using new media technologies, the percentage of learners who preferred to use *e-Jnan Taranga* was 45.5%, who did not prefer to use *e-Jnan Taranga* was 32.1% and the remaining 22.4% learners were unaware about the existence of the internet radio.

Table 4.22
Cross-tabulation between use of *e-Jnan Taranga* and learners' motivation
towards use of new media technologies

			Statement- "I like to use e-Jnan Taranga"			Total
			Yes	No	Unaware	
Learners' enjoyment in using New Media Technology	Yes	Frequency	168	100	80	348
		% within row	48.3%	28.7%	23.0%	100.0%
		% within Column	37.6%	32.9%	40.0%	36.6%
	Neutral	Frequency	92	72	28	192
		% within row	47.9%	37.5%	14.6%	100.0%
		% within Column	20.6%	23.7%	14.0%	20.2%
	No	Frequency	187	132	92	411
		% within row	45.5%	32.1%	22.4%	100.0%
		% within Column	41.8%	43.4%	46.0%	43.2%
Total		Frequency	447	304	200	951
		% within row	47.0%	32.0%	21.0%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.118 ^a	4	.087

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 40.38.

Source: Field Survey

A chi-square test for independence indicated no significant relationship between the use of *e-Jnan Taranga* and learners' enjoyment in using new media technology at the 95% confidence level, $\chi^2(4, n = 951) = 8.118, p = .087 > .05$.

4.3.2.7 Use of *e-Jnan Taranga* according to employment / working status

According to table 4.23, among the ‘non-working learners’, the percentage of learners who liked to use *e-Jnan Taranga* was 67.8%, the percentage of learners who did not like to use *e-Jnan Taranga* was 21.5%, and the remaining 10.7% learners were unaware of *e-Jnan Taranga*. On the other hand, among the ‘working’ learners, the percentage of learners preferring use of *e-Jnan Taranga* was 65.7%, the percentage of learners not preferring was 22.3%, and 12.0% of learners were not aware of *e-Jnan Taranga*.

Table 4.23
Cross-tabulation between use of *e-Jnan Taranga* and working/employment status

			Statement- “I like to use e-Jnan Taranga.”			Total
			Yes	No	Unaware	
Employment Status	Non-working Student	Frequency	228	152	104	484
		% within row	47.1%	31.4%	21.5%	100.0%
		% within column	51.0%	50.0%	52.0%	50.9%
	Working Student	Frequency	219	152	96	467
		% within row	46.9%	32.5%	20.6%	100.0%
		% within column	49.0%	50.0%	48.0%	49.1%
Total	Frequency	447	304	200	951	
	% within row	47.0%	32.0%	21.0%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.197 ^a	2	.906

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 98.21.

Source: Field Survey

A chi-square test for independence indicated no significant relationship between the use of *e-Jnan Taranga* and the status of employment of learners at 95% confidence level, $\chi^2(2, n = 951) = .197, p = .906$.

4.3.3 Use of audio-video learning materials on university website / 'You tube'

The view of the respondents was taken regarding the use of audio-video learning materials available on the University website as well as on 'You tube'. Out of total 951 respondents, 580 (61.0%) respondents liked to use audio-video learning materials whereas 304 respondents (32.0%) did not like to use the audio-video learning materials while 200 (21.0%) were unaware of them. The pattern of use of audio-video learning materials according to each of the independent variable is presented below.

4.3.3.1 Use of audio-video learning materials according to location

Table 4.25 shows that among urban learners, the percentage of learners who liked to use audio-video learning materials was 67.4%, the percentage of learners who did not like to use audio-video learning materials was 22.8% and the percentage of learners who were unaware of the tool was only 9.8%. On the other hand, among the rural learners, the percentage of learners who liked to use audio-video learning materials was 56.9%, the percentage of learners who did not like to use these learning materials was 29.3% and the remaining 13.7% learners were unaware of the service.

A chi-square test was performed and found that there was a significant relationship between location of the learners and the use of audio-video learning materials at 95% confidence level, $\chi^2(2, n = 951) = 10.466, p = .005$.

Table 4.25
Cross-tabulation between use of audio-video learning materials and nature of location

			Statement: -“I like to use audio-video learning materials			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency % within Location	248 67.4%	84 22.8%	36 9.8%	368 100.0%
	Rural	Frequency % within Location	332 56.9%	171 29.3%	80 13.7%	583 100.0%
Total		Frequency % within Location	580 61.0%	255 26.8%	116 12.2%	951 100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.466 ^a	2	.005

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 44.89.

Source: Field Survey

The analysis suggested that audio-video learning materials were more popular among learners in urban areas than rural areas.

4.3.3.2 Association between audio-video learning materials and gender

Table 4.26 shows that among male learners, the percentage of learners who liked to use audio-video learning materials was 57.1%, the percentage of learners who did not like to use audio-video learning materials was 13.3% and 20.0% learners were unaware of the technology. On the other hand, among the female learners, the percentage of learners who wanted to use audio-video learning materials was 64.0%,

the percentage of learners who did not like to use audio-video learning materials was 24.7% and the remaining 11.3% learners were not aware of the tool.

Table 4.26
Cross-tabulation between use of audio-video learning materials and gender

			Statement-			Total
			“I like to use audio-video learning materials on university website”			
			Yes	No	Unaware	
Gender	Male	Frequency	240	124	56	420
		% within Gender	57.1%	29.5%	13.3%	100.0%
Gender	Female	Frequency	340	131	60	531
		% within Gender	64.0%	24.7%	11.3%	100.0%
Total		Frequency	580	255	116	951
Total		% within Gender	61.0%	26.8%	12.2%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.679 ^a	2	.096

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 51.23.

Source: Field Survey

A chi-square test was performed and found that there was no significant relationship between gender of the learners and use of audio-video learning materials at 95% confidence level, $\chi^2 (2, n = 951) = 4.679, p = .096$.

4.3.3.3 Use of audio-video learning materials according to age-group

Table 4.27 shows that among learners of age ‘18 to 30 years’, the percentage of learners who wished to use audio-video learning materials was 63.8%, the percentage

of learners who did not like to use audio-video learning materials was 25.2% and the remaining 11.0% learners were unaware of it.

Table 4.27
Cross-tabulation between use of audio-video learning materials and age groups

			Statement- 'I like to use Audio-Video learning materials on University website'			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	372	147	64	583
		% within row	63.8%	25.2%	11.0%	100.0%
		% within column	64.1%	57.6%	55.2%	61.3%
	30 to 40 years	Frequency	172	88	48	308
		% within row	55.8%	28.6%	15.6%	100.0%
		% within column	29.7%	34.5%	41.4%	32.4%
	Above 40 years	Frequency	36	20	4	60
		% within row	60.0%	33.3%	6.7%	100.0%
		% within column	6.2%	7.8%	3.4%	6.3%
Total		Frequency	580	255	116	951
		% within row	61.0%	26.8%	12.2%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.081 ^a	4	.059

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.32.

Source: Field Survey

Among the learners of the age-group of 'between 30 to 40 years', the percentage of learners who intended to use audio-video learning materials was 55.8%, the percentage of learners who did not like to use audio-video learning materials was 28.6% and the remaining 15.6% learners were unaware of the tool. On

the other hand, among the learners of age 'above 40 years', the percentage of learners who wished to use audio-video learning materials was 60.0%, the percentage of learners who did not like to use audio-video learning materials was 26.8% and the remaining 6.7% learners were unaware of the tool.

A chi-square test was conducted and found that there was no significant relationship between the age group and use of audio-video learning materials on the university website by the learners at 95% confidence level, $\chi^2(4, n = 951) = .985, p = .611$.

4.3.3. 4 Use of audio-video learning materials according to level of education

Table 4.28 shows that among under graduate level learners, the percentage of learners who wished to use audio-video learning materials was 48.8%, the percentage of learners who did not like to use e-Jnan Taranga was 29.6% and the remaining 21.6% learners were unaware of the tool. However, among the post graduate level learners, the percentage of learners who wished to use audio-video learning materials was 43.2%, the percentage of learners who did not like to use audio-video learning materials was 37.0% and the remaining 19.8% learners were unaware of the tool.

A chi-square test was conducted and found that there was no significant relationship between the level of education and use of audio-video learning materials on University website by the learners at 95% confidence level, $\chi^2(2, n = 951) = 2.878, p = .237$.

Table 4.28
Cross-tabulation between use of audio-video learning materials and level of education

			Statement- “I like to use Audio-Video learning materials on University website.”			Total
			Yes	No	Unaware	
Education level	Under graduate learners	frequency	400	164	84	648
		% within row	61.7%	25.3%	13.0%	100.0%
	PG learners	frequency	180	91	32	303
		% within row	59.4%	30.0%	10.6%	100.0%
Total		frequency	580	255	116	951
		% within row	61.0%	26.8%	12.2%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.878 ^a	2	.237

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.96.

Source: Field Survey

4.3.3.5 Use of audio-video learning materials according to learners’ preference for distance mode of education

Table 4.29 shows that among those learners who chose distance mode of education as their ‘primary preference’, the percentage of learners who liked to use audio-video learning materials was 68.9%, the percentage of learners who did not like to use audio-video learning materials was 23.7% and the remaining 7.4% learners were unaware of the tool. On the other hand, among the learners who chose distance learning as ‘secondary preference’, the percentage of learners who wanted to use audio-video learning materials was 50.6%, the percentage of learners who did not like to use audio-video learning materials was 30.9% and the remaining 18.5% learners were unaware of the tool.

Table 4.29
Cross-tabulation between use of audio-video learning materials and reason for
opting distance education

			Statement-			Total
			"I like to use Audio-Video learning materials on University website"			
			Yes	No	Unaware	
learners' preference for distance mode of education	Primary preference	Frequency	372	128	40	540
		% within row	68.9%	23.7%	7.4%	100.0%
		% within column	64.1%	50.2%	34.5%	56.8%
	Secondary preference	Frequency	208	127	76	411
		% within row	50.6%	30.9%	18.5%	100.0%
		% within column	35.9%	49.8%	65.5%	43.2%
Total		Frequency	580	255	116	951
		% within row	61.0%	26.8%	12.2%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.801 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.13.

Source: Field Survey

A chi-square test was performed and there was a significant relationship between learners' preference for distance mode of education and the use of audio-video learning materials by the learners at 95% confidence level, $\chi^2(2, n = 951) = 40.801, p < .001$. The test suggested that those learners who chose for the open and distance mode of education as primary preference were more likely to like to use audio-video learning materials available online in the university website than those learners who chose distance education as secondary preference.

4.3.3.6 Use of audio-video learning materials according to learners' motivation towards using new media technology

Table 4.30 shows that among the learners who 'enjoyed' using new media technology, the percentage of learners preferring the use of audio-video learning materials was 48.3%, the percentage of learners who did not like to use audio-video learning materials was 28.7%, and the remaining 23.0% learners were unaware of them.

Table 4.30
Cross-tabulation between use of audio-video learning materials and learners' enjoyment in using new media technology

			Statement- "I like to use Audio-Video learning materials on University website"			Total
			Yes	No	Unaware	
Learners' enjoyment in using NMT tools	Yes	Frequency	248	72	28	348
		% within row	71.3%	20.7%	8.0%	100.0%
		% within Column	42.8%	28.2%	24.1%	36.6%
	Neutral	Frequency	124	56	12	192
		% within row	64.6%	29.2%	6.2%	100.0%
		% within Column	21.4%	22.0%	10.3%	20.2%
	No	Frequency	208	127	76	411
		% within row	50.6%	30.9%	18.5%	100.0%
		% within Column	35.9%	49.8%	65.5%	43.2%
Total		Frequency	580	255	116	951
		% within row	61.0%	26.8%	12.2%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.350 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.42.

Source: Field Survey

Among the learners who remain neutral/ unresponsive, the percentage of learners preferring use of multimedia study materials was 47.9%, the percentage of learners who did not like to use multimedia study materials was 37.5%, and the remaining 14.6% learners were unaware of the tool. On the other hand, among the learners who ‘did not enjoy’ using new media technology, the percentage of learners who wish to use multimedia study materials was 45.5%, the percentage of learners who did not like to use multimedia study materials was 32.1% and the remaining 22.4% learners were not aware of the tool.

A chi-square test was performed and there was a significant relationship between learners’ enjoyment in using new media technology and use of audio-video learning materials in University website by the learners at 95% confidence level $\chi^2(4, n = 951) = 45.350, p <.001$. The result of the analysis suggests that those learners who enjoyed learning through NMT tools were more likely to use audio-video learning materials of the university than those learners who did not enjoy learning through NMT tools.

4.3.3.7 Use of audio-video learning materials according to status of employment

Table 4.31 shows that among the non-working learners, the percentage of learners who liked to use audio-video learning materials was 61.2%, the percentage of learners who did not like to use audio-video learning materials was 26.4%, and the remaining 12.4% learners were unaware of the tool. On the other hand, among the working learners, the percentage of learners who wanted to use audio-video learning materials was 65.7%, the percentage

of learners who did not like to use audio-video learning materials was 22.3%, and the remaining 12.0% learners were unaware of the tool.

Table 4.31
Cross-tabulation between employment/working status and the use of audio-video learning materials

			Statement- "I like to use audio-video learning materials on university website"			Total
			Yes	No	Unaware	
Employment / working status	'Non-working' learners	Frequency	296	128	60	484
		% within row	61.2%	26.4%	12.4%	100.0%
		% within column	51.0%	50.2%	51.7%	50.9%
	'Working' learners	Frequency	284	127	56	467
		% within row	60.8%	27.2%	12.0%	100.0%
		% within column	49.0%	49.8%	48.3%	49.1%
Total	Frequency	580	255	116	951	
	% within row	61.0%	26.8%	12.2%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.086 ^a	2	.958

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 56.96.

Source: Field Survey

A chi-square test was conducted and the test indicated no significant relationship between in status of income learners and the use of the audio-video learning materials of KKHSOU by the learners at 95% confidence level, $\chi^2(2, n = 951) = .086, p = .958$. Therefore it can be said that there is no significant effect of employment status of students on the use of audio-video learning materials.

4.3.4 Use of *e-Bidya* (e-portal of KKHSOU) by the learners

The respondents were asked regarding the use of *e-Bidya* i.e., the e-portal of Krishna Kanta Handiqui State Open University. The e-portal of the university provides access to the digital version of the study materials of almost all the courses of the university. The university is planning to make the portal more useful by adding other features and facilities that need to be there in an electronic-portal, but for now, the learners are utilizing its limited services in their learning process.

Table 4.32
Distribution of respondents according to use of *e-Bidya* (e-portal of KKHSOU)

	Frequency	Percent	Cumulative Percent
Using	624	65.6	65.6
Not using	219	23.0	88.6
Unaware	108	11.4	100.0
Total	N = 951	100.0	

Source: Field Survey

It had been found in the survey (table 4.32) that out of total 951 respondents, 624 (65.6%) respondents liked to use the *e-Bidya* whereas 219 (23.0%) did not like to use *e-Bidya* and 108 (11.4%) were unaware of this new media tool.

4.3.4.1 Pattern of use of *e-Bidya* according to nature of location

The survey revealed that among urban learners, the percentage of learners who wished to use *e-Bidya* was 69.6%, percentage of learners who did not like to use *e-Bidya* was 14.1% and the percentage of learners who are unaware of *e-Bidya* was 16.3%. On the other hand, among the rural learners, the percentage of learners who wanted to use *e-Bidya* was 63.1%, the percentage of learners who did not like to use *e-Bidya* is 28.6%, and the remaining 8.2% learners were unaware of the tool.

Table 4.33
Cross-tabulation between use of *e-Bidya* and nature of location

			Statement- “I like to use <i>e-bidya</i> ”			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency	256	52	60	368
		% within Location	69.6%	14.1%	16.3%	100.0%
	Rural	Frequency	368	167	48	583
		% within Location	63.1%	28.6%	8.2%	100.0%
Total		Frequency	624	219	108	951
		% within Location	65.6%	23.0%	11.4%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.007 ^a	2	.000

a. 0 cells (0.0%) have expected Frequency less than 5. The minimum expected Frequency is 41.79.

Source: Field Survey

A chi-square test was performed and there was a significant relationship between the nature location of the respondents and the use of *e-Bidya*, the e-portal of KKHSOU by the learners at 95% confidence interval, $\chi^2 (2, n = 951) = 35.007, p < .001$. The analysis suggested that the proportion of rural respondents who did not like to use *e-Bidya* was significantly higher than that of urban respondents.

4.3.4.2 Use of *e-Bidya* according to gender

Table 4.34 shows that among the male learners, the percentage of learners who liked to use *e-Bidya* was 72.4%, the percentage of learners who did not like to use *e-Bidya* was 20.0% and the remaining 7.6% learner were unaware of the tool. On the other hand, among the female learners, the percentage of learners who wished to use *e-*

Bidya was 62.3%, the percentage of learners who did not like to use the e-portal was 23.4% and the 14.3% learners were not aware of *e-Bidya*.

Table 4.34
Cross-tabulation between gender and use of e-Bidya (e-portal of KKHSOU)

			Statement-“I like to use E-bidya.”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	296	84	40	420
		% within Gender	70.5%	20.0%	9.5%	100.0%
	Female	Frequency	328	135	68	531
		% within Gender	61.8%	25.4%	12.8%	100.0%
Total		Frequency	624	219	108	951
		% within Gender	65.6%	23.0%	11.4%	100.0%

Chi-square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.929 ^a	2	.019

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 47.70.

Source: Field Survey

A chi-square test of independence was performed to examine the relation between gender of the learners and the use of *e-Bidya*, the e-portal of KKHSOU. The relation between these variables was found significant at 95% confidence interval, χ^2 (2, n = 951) = 7.929, $p = .019$. The result indicated that male learners wanted to use *e-Bidya* more as compared to the female learners.

4.3.4.3 Use of e-Bidya according to age-groups

Table 4.35 shows that among learners of age ‘18 to 30 years’, the percentage of learners who intended to use *e-Bidya* was 66.6%, the percentage of learners who did not like to use *e-Bidya* was 21.1% and the remaining 12.3% learners were unaware of the portal. Among the learners of age ‘between 30 to 40 years’, the percentage of

learners who liked to use *e-Bidya* was 63.6%, the percentage of learners who did not like to use *e-Bidya* was 26.0% and the rest 10.4% learners were not aware of it. On the other hand, among the learners of age ‘above 40 years’, the percentage of learners who liked to use *e-Bidya* was 66.7%, the percentage of learners who did not like to use *e-Bidya* was 26.7% and 6.7% learners were unaware of the new media tool.

Table 4.35
Cross-tabulation between use of *e-Bidya* and age groups

			Statement-“ I like to use <i>e-Bidya</i> ”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	388	123	72	583
		% within row	66.6%	21.1%	12.3%	100.0%
		% within column	62.2%	56.2%	66.7%	61.3%
	30 to 40 years	Frequency	196	80	32	308
		% within row	63.6%	26.0%	10.4%	100.0%
		% within column	31.4%	36.5%	29.6%	32.4%
	Above 40 years	Frequency	40	16	4	60
		% within row	66.7%	26.7%	6.7%	100.0%
		% within column	6.4%	7.3%	3.7%	6.3%
Total		Frequency	624	219	108	951
		% within row	65.6%	23.0%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.643 ^a	4	.326

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.81.

Source: Field Survey

A chi-square test for independence indicated no significant relationship between the age groups and use of *e-Bidya* e-portal of KKHSOU by the learners at

95% confidence interval, $\chi^2 (4, n = 951) = 4.643, p = .326$. This implied that the pattern of use of *e-bidya* across different age-groups was almost the same.

4.3.4.5 Use of *e-Bidya* according to learners' preference for distance mode of education:

Table 4.36 shows that among the learners who chose distance education as 'primary preference', the percentage of learners who planned to use *e-Bidya* was 72.6%, the percentage of learners who did not like to use *e-Bidya* was 19.3% and only 8.1% learners were unaware of this service.

Table 4.36
Cross-tabulation between use of *e-Bidya* and reason for opting for ODL

			Statement- "I like to use <i>e-Bidya</i> "			Total
			Yes	No	Unaware	
Reason for opting for distance education	Primary preference	Frequency	352	116	72	540
		% within row	65.2%	21.5%	13.3%	100.0%
		% within column	56.4%	53.0%	66.7%	56.8%
	Secondary preference	Frequency	272	103	36	411
		% within row	66.2%	25.1%	8.8%	100.0%
		% within column	43.6%	47.0%	33.3%	43.2%
Total		Frequency	624	219	108	951
		% within row	65.6%	23.0%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.633 ^a	2	.060

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.68.

Source: Field Study

On the other hand, among the learners who chose distance education as 'secondary preference', the percentage of learners who planned to use *e-Bidya* was

59.1%, the percentage of learners who did not like to use *e-Bidya* was 25.3% and the remaining 15.6% of learners claimed of not being aware of the new media tool.

A chi-square test for independence indicated no significant relationship between the reason for opting open and distance learning mode of education and the use of *e-Bidya*, the e-portal of KKHSOU by the learners at 95% confidence level, $\chi^2(2, n = 951) = 5.633, p = .060$.

4.3.4.6 Use of *e-Bidya* according to learners' motivation towards using new media technologies

Table 4.37 shows that among the learners who 'enjoyed' using new media technologies, the percentage of learners who liked to use *e-Bidya* was 65.5%, the percentage of learners who did not like to *e-Bidya* was 20.7%, and the rest 13.8% of learners were unaware of the tool. Among the learners who remained neutral/unresponsive, the percentage of learners who preferred *e-Bidya* was 64.6%, the percentage of learners who did not prefer was 22.9%, and the remaining 12.50% learners were unaware of *e-Bidya*. On the other hand, among the learners who did not enjoy using new media technologies, the percentage of learners who preferred to use *e-Bidya* was 66.2%, the percentage of learners who did not prefer its use was 25.1% and the percentage of learners who were unaware of *e-Bidya* is 8.8%.

A chi-square test for independence indicated no significant relationship between the use of *e-Bidya* and learners' enjoyment in using new media technology at 95% confidence level, $\chi^2(4, n = 951) = 6.098, p = .192$

Table 4.37
Cross-tabulation between use of *e-Bidya* and learners' enjoyment in using new media technologies

			Statement-“ I like to use <i>e-Bidya</i> ”			Total
			Yes	No	Unaware	
Learners' enjoyment in using New Media Technology	Yes	Frequency	228	72	48	348
		% within row	65.5%	20.7%	13.8%	100.0%
	Neutral	Frequency	124	44	24	192
		% within row	64.6%	22.9%	12.5%	100.0%
	No	Frequency	272	103	36	411
		% within row	66.2%	25.1%	8.8%	100.0%
Total		Frequency	624	219	108	951
		% within row	65.6%	23.0%	11.4%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.098 ^a	4	.192

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.80.

Source: Field Study

4.3.4.7 Use of *e-Bidya* according to status of employment/working status

Table 4.38 shows that among the ‘non-working’ learners, the percentage of learners who intended to use *e-Bidya* was 66.9%, the percentage of learners who did not like to use *e-Bidya* was 22.3%, and the remaining 10.7% learners were unaware of the tool. On the other hand, among the ‘working’ learners, the percentage of learners who wished to use *e-Bidya* was 64.2%, the percentage of learners who did not like to use *e-Bidya* was 22.3%, and 10.7% of learners were not aware of the technology.

A chi-square test for independence indicated no significant relationship between the use of the *e-Bidya*, the e-portal of KKHSOU and the employment status of the learners at 95% confidence interval, $\chi^2(2, n = 951) = .809, p = .667$. Therefore it can be said that employment status of the students did not effected use of e-bidya tool.

Table 4.38
Cross-tabulation between the use of the *e-Bidya* and working/employment status

			Statement-			Total
			"I like to use <i>e-Bidya</i> "			
			Yes	No	Unaware	
Employment Status	Non-working	Frequency	324	108	52	484
		% within row	66.9%	22.3%	10.7%	100.0%
		% within column	51.9%	49.3%	48.1%	50.9%
	Working	Frequency	300	111	56	467
		% within row	64.2%	23.8%	12.0%	100.0%
		% within column	48.1%	50.7%	51.9%	49.1%
Total		Frequency	624	219	108	951
		% within row	65.6%	23.0%	11.4%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.809 ^a	2	.667

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 53.03.

Source: Field Study

4.3.5 Use of the online study materials by the learners

The survey tried to study the use of any form of online study materials made available by the university for the learners. Table 4.39 shows that out of total 951 respondents,

739 (77.7%) respondents liked to use online study materials, whereas 112 respondents (11.8%) did not like to use of online study materials and 100 (10.5%) were unaware of this NMT tool.

Table 4.39

Distribution of respondents according to use of the online study materials

	Frequency	Percent	Cumulative Percent
Yes	739	77.7	77.7
No	112	11.8	89.5
Unaware	100	10.5	100.0
Total	N = 951	100.0	

Source: Field Study

Therefore the result suggested that most of the learners of distance education were found to be using online study materials made available by the university.

4.3.5.1 Use of online study materials according to nature location

Table 4.40 shows that among urban learners, the percentage of learners who liked to use online study materials was 85.9%, whereas the percentage of learners who did not like to use online study materials was 5.4% and the remaining 8.7% learners were unaware of the tool. On the other hand, among the rural learners, the percentage of learners who wished to use online study materials was 72.6%, the percentage of learners who did not like to use online study materials was 15.8% and the remaining 11.7% learners were not aware of the tool. A chi-square test of independence was performed to examine the relation between location and the use of online study materials.

The relation between these variables was significant at 95% level of confidence, $\chi^2 (2, n = 951) = 27.539, p <.001$. Urban learners were likely to show more interest and awareness in using online study materials than the rural learners.

Table 4.40
Cross-tabulation between use of the online study materials and nature of location

			Statement:-			Total
			"I like to use the online study materials"			
			Yes	No	Unaware	
Nature of location	Urban	Frequency	316	20	32	368
		% within Location	85.9%	5.4%	8.7%	100.0%
	Rural	Frequency	423	92	68	583
		% within Location	72.6%	15.8%	11.7%	100.0%
Total		Frequency	739	112	100	951
		% within Location	77.7%	11.8%	10.5%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.539 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 38.70.

Source: Field Study

4.3.5.2 Use of online study materials according to gender

Table 4.41 shows that among male learners, the percentage of learners who liked to use online study materials was 41.0%, the percentage of learners who did not like to use online study materials was 39.0% and the remaining 20.0% learners were unaware of the tool. On the other hand, among the female learners, the percentage of learners who wished to use online study materials was 51.8%, the percentage of learners who did not like to use online study materials was 26.4% and the remaining 21.8% learners were unaware of the tool.

Table 4.41**Cross-tabulation between use of online study materials and gender**

			Statement-			Total
			"I like to use the online study materials"			
			Yes	No	Unaware	
Gender	Male	Frequency	324	68	28	420
		% within Gender	77.1%	16.2%	6.7%	100.0%
Gender	Female	Frequency	415	44	72	531
		% within Gender	78.2%	8.3%	13.6%	100.0%
Total		Frequency	739	112	100	951
		% within Gender	77.7%	11.8%	10.5%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.067 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 44.16.

Source: Field Study

A chi-square test of independence was performed to examine the relation between the gender of the respondents and the use of online study materials by the learners. The relation between these variables was highly significant, $\chi^2 (2, n = 951) = 23.067, p < .001$. Outcome of the analysis suggested that female learners were more likely to use online study materials from the website than the male learners. However, the level of unawareness of the tool was also high among the females.

4.3.5.3 Use of online study materials according to age-groups

Table 4.42 shows that among learners of age '18 to 30 years', the percentage of learners who liked to use online study materials was 76.7%, the percentage of learners who did not like to use the online study materials was 12.3% and the

remaining 11.0% learners were not aware of the tool. Among the learners of age ‘between 30 to 40 years’, the percentage of learners who wanted to use online study materials was 76.6%, the percentage of learners who did not like to use online study materials was 11.7% and the remaining 11.7% learners were unaware of the tool.

Table 4.42
Cross-tabulation between use of the online study materials and age groups

			Statement: “I like to use the online study materials”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	447	72	64	583
		% within row	76.7%	12.3%	11.0%	100.0%
		% within column	60.5%	64.3%	64.0%	61.3%
	30 to 40 years	Frequency	236	36	36	308
		% within row	76.6%	11.7%	11.7%	100.0%
		% within column	31.9%	32.1%	36.0%	32.4%
	Above 40 years	Frequency	56	4	0	60
		% within row	93.3%	6.7%	0.0%	100.0%
		% within column	7.6%	3.6%	0.0%	6.3%
Total	Frequency	739	112	100	951	
	% within row	77.7%	11.8%	10.5%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.338 ^a	4	.035

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.31.

Source: Field Study

A chi-square test was performed and the association between age groups and the use of online study materials of KKHSOU by the learners was found significant at 95% confidence level, $\chi^2(4, n = 951) = 10.338, p = .035$. Surprisingly, among the

older age group (above 40 years), the percentage of learners who preferred to use online study materials was more when compared to the other two groups.

4.3.5.4 Use of online study materials according to educational level

Table 4.43 shows that among degree learners, the percentage of learners who liked to use online study materials was 79.6%, the percentage of learners who did not like to use online study materials was 11.7% and the remaining 8.6% learners were unaware of the tool.

Table 4.43
Cross-tabulation between online study materials and level of education

			Statement-“ I like to use the online study materials”			Total
			Yes	No	Unaware	
Education	Under graduate learners	frequency	516	76	56	648
		% within row	79.6%	11.7%	8.6%	100.0%
	PG learners	frequency	223	36	44	303
		% within row	73.6%	11.9%	14.5%	100.0%
Total		frequency	739	112	100	951
		% within row	77.7%	11.8%	10.5%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.758 ^a	2	.021

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 31.86.

Source: Field Study

However, among the post graduate learners, the percentage of learners who wished to use online study materials was 73.6%, the percentage of learners who did not like to use online study materials was 11.9% and the remaining 14.5% learners were unaware of the tool.

A chi-square test was performed and the association between the level of education and the use of online study materials of KKHSOU by the learners was found significant at 95% confidence level, $\chi^2 (2, n = 951) = 7.758, p = .021$. The output of the analysis suggested that the portion of PG learners who liked to use online study materials was lesser than that of under graduate learners. However, the level of unawareness of this tool was higher among the PG learners than the under graduate learners.

4.3.5.5 Use of online study materials according to learners' preference for distance mode of education

Table 4.44 shows that among the learners who chose distance education as 'primary preference', the percentage of learners who planned to use online study materials was 80.0%, the percentage of learners who did not like to use online study materials was 8.9% and the remaining 11.1% learners were unaware of online study materials. On the other hand, among the learners who chose distance education as 'secondary preference', percentage of learners liking to use online study materials was 74.7%, the percentage of learners not preferring online study materials was 15.6% and the learners unaware of it is 9.7%.

A chi-square test was performed and there was a significant relationship between learners' preference for distance mode of education and the use of online study materials at 95% confidence level, $\chi^2 (2, n = 951) = 10.117, p = .006$ at 95% confidence level.

Table 4.44
Cross-tabulation between use of online study materials and learners' preference for distance mode of education

			Statement- "I like to use the online study materials"			Total
			Yes	No	Unaware	
Learners' preference for distance mode of education	Primary preference	Frequency	432	48	60	540
		% within row	80.0%	8.9%	11.1%	100.0%
		% within column	58.5%	42.9%	60.0%	56.8%
	Secondary preference	Frequency	307	64	40	411
		% within row	74.7%	15.6%	9.7%	100.0%
		% within column	41.5%	57.1%	40.0%	43.2%
Total		Frequency	739	112	100	951
		% within row	77.7%	11.8%	10.5%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.117 ^a	2	.006

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 43.22.

Source: Field Study

Above analysis indicates that those learners who opted for the distance mode of education as 'primary preference' were more likely to use study materials available online in the university website than those learners who chose distance mode of education as 'secondary preference'.

4.3.5.6 Pattern of use of online study materials according to learners' motivation towards using new media technologies

Table 4.45 shows that among the learners who ‘enjoyed’ using new media technologies, the percentage of learners who liked to use online study materials was 77.0%, the percentage of learners who did not like to online study materials was 8.0%, and 14.9% learners were unaware of its availability.

Table 4.45
Cross-tabulation between use of the online study materials and learners’ motivation towards using new media technologies

			Statement- “I like to use the online study materials”			Total
			Yes	No	Unaware	
Learners’ motivation towards using New Media Technologies	Yes	Frequency	268	28	52	348
		% within row	77.0%	8.0%	14.9%	100.0%
		% within Column	36.3%	25.0%	52.0%	36.6%
	Neutral	Frequency	164	20	8	192
		% within row	85.4%	10.4%	4.2%	100.0%
		% within Column	22.2%	17.9%	8.0%	20.2%
	No	Frequency	307	64	40	411
		% within row	74.7%	15.6%	9.7%	100.0%
		% within Column	41.5%	57.1%	40.0%	43.2%
Total		Frequency	739	112	100	951
		% within row	77.7%	11.8%	10.5%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.496 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.19.

Source: Field Study

Among the learners who remained neutral/ unresponsive, the percentage of learners who want to use online study materials was 85.4%, the percentage of learners who did not like to use online study materials was 10.4%, and the remaining 4.2% learners were not aware of its availability. On the other hand, among the learners who 'did not enjoy' using online study materials, the percentage of learners who liked to use online study materials was 74.7%, the percentage of learners who did not like to use online study materials was 15.6% and the remaining 9.7% learners were unaware of online materials.

A chi-square test was performed and there was a significant relationship between learners' motivation towards using New Media Technologies and the use of online study materials in the university website by the learners $\chi^2 (4, n = 951) = 25.496, p <.001$ at 95% confidence level. The result of the analysis suggested that those learners who enjoyed learning through NMT tools were more likely to use the online study materials of the university than those learners who did not enjoy learning through NMT tools.

4.3.5.7 Pattern of use of online study materials according to employment status

Table 4.46 shows that among the non-working learners, the percentage of learners who wished to use online study materials was 76.9%, the percentage of learners who did not like to use online study materials was 11.6%, and the remaining 11.6% learners were unaware of the tool. On the other hand, among the working learners, the percentage of learners who intended to use online study materials was 78.6%, the percentage of learners who did not like to use online study materials was 12.0%, and the remaining 9.4% learners were unaware about the tool.

Table 4.46

Cross-tabulation between the use of the online study materials and employment status

			Statement- “I like to use the online study materials.”			Total
			Yes	No	Unaware	
Income Status	Non-working	Frequency	372	56	56	484
		% within row	76.9%	11.6%	11.6%	100.0%
		% within column	50.3%	50.0%	56.0%	50.9%
	Working	Frequency	367	56	44	467
		% within row	78.6%	12.0%	9.4%	100.0%
		% within column	49.7%	50.0%	44.0%	49.1%
Total		Frequency	739	112	100	951
		% within row	77.7%	11.8%	10.5%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.170 ^a	2	.557

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.11.

Source: Field Study

A chi-square test for independence indicated no significant relationship between the income status of learners and the use of the online study materials of KKHSOU, $\chi^2(2, n = 951) = 1.170, p = .557$ at 95% confidence level.

4.3.6 Use of digital library service

A well-equipped digital library has been set up in the main campus of the university, with computers and tablets are available for the learners. A lot of work is still to be done in terms of making e-books and other necessary facilities available in the library. The library is equipped with a self-service kiosk for the ease of the learners to search, issue and submit books themselves with the help of an electronic

library-card. It is a digital repository of text, video, audio materials stored in electronic format. The electronic content may be stored locally, or accessed remotely through computer networks. The digital library has not yet become fully operational with all its available facilities, only limited services are available for the learners.

Table 4.47
Distribution of respondents according to use of the ‘digital library’

	Frequency	Percent	Cumulative Percent
Yes	420	44.2	44.2
No	328	34.5	78.7
Unaware	203	21.3	100.0
Total	N = 951	100.0	

Source: Field Study

The results as shown in Table 4.47 indicate the use pattern of the digital library by the learners. Only 44.2 percent of respondents used the services, 34.5 percent did not use, while the rest 21.3 percent were not aware of the available services.

4.3.6.1 Pattern of use of ‘digital library’ according to nature of location

Table 4.48 shows that among urban learners, the percentage of learners who liked to use ‘digital library’ was 69.6%, the percentage of learners who did not like to use ‘digital library’ was 21.7% and the remaining 8.7% learners were unaware about the tool. On the other hand, among the rural learners, the percentage of learners who wished to use ‘digital library’ was 65.0%, the percentage of learners who did not like

to use ‘digital library’ was 22.0% and the remaining 13.0% learners were unaware of the service.

Table 4.48
Cross-tabulation between use of the ‘digital library’ and nature of location

			Statement-			Total
			“I like to use the ‘digital library’ service”			
			Yes	No	Unaware	
Nature of location	Urban	Frequency	180	104	84	368
		% within Location	48.9%	28.3%	22.8%	100.0%
Nature of location	Rural	Frequency	240	224	119	583
		% within Location	41.2%	38.4%	20.4%	100.0%
Total		Frequency	420	328	203	951
		% within Location	44.2%	34.5%	21.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.435 ^a	2	.005

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 78.55.

Source: Field Study

A chi-square test was performed and there was a significant relationship between the nature of location of the respondents and the use of ‘digital library’ of KKHSOU, $\chi^2 (2, n = 951) = 10.435, p = .005$ at 95% confidence level. The chi-square test suggested that the portion of urban learners who liked to use the ‘digital library’ service of KKHSOU was higher than the rural learners; on the other

hand, the portion of rural learners who did not like to use the ‘digital library’ service of KKHSOU was higher than the urban learners significantly.

4.3.6.2 Pattern of use of ‘digital library’ according to gender

Table 4.49 shows that among male learners, the percentage of learners who liked to use ‘digital library’ was 72.4%, the percentage of learners who did not like to use ‘digital library’ was 20.0% and the remaining 7.6% learners were unaware about the tool. On the other hand, among the female learners, the percentage of learners who liked to use ‘digital library’ was 62.3%, the percentage of learners who did not like to use ‘digital library’ was 23.4% and the remaining 14.3% learners were unaware of the facility.

Table 4.49
Cross-tabulation between use of ‘digital library’ and gender

			Statement-“I like to use the ‘digital library’ service of KKHSOU”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	196	156	68	420
		% within Gender	46.7%	37.1%	16.2%	100.0%
Gender	Female	Frequency	224	172	135	531
		% within Gender	42.2%	32.4%	25.4%	100.0%
Total		Frequency	420	328	203	951
Total		% within Gender	44.2%	34.5%	21.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.968 ^a	2	.003

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 89.65.

Source: Field Study

A chi-square test of independence was performed to examine the relation between gender of the respondents and the use of digital library service of KKHSOU by the learners. The relation between these variables was significant, $\chi^2 (2, n = 951) = 11.968, p = .003$ at 95% confidence level. The portion of the male learners who were aware of digital library service was significantly higher than the female learners.

4.3.6.3 Pattern of use of 'digital library' according to age groups

In table 4.50 it can be seen that among learners of the age-group '18 to 30 years', the percentage of learners who wanted to use digital library was 44.6%, the percentage of learners who did not like to use digital library was 34.3% and the remaining 21.1% learners were unaware of the facility. Among the learners of the age-group 'between 30 to 40 years', the percentage of learners who preferred to use digital library was 41.6%, the percentage of learners who did not prefer was 35.1% and 23.4% learners were unaware of the digital library.

On the other hand, among the learners of age-group 'above 40 years', the percentage of learners who wished to use digital library was 53.3%, the percentage of learners who did not like to use digital library was 33.3% and the learners who were unaware of it 13.3%.

A chi-square test for independence indicated no significant relationship between the age group and the use of 'digital library' service of KKHSOU by the learners, $\chi^2 (4, n = 951) = 4.115, p = .391$ at 95% confidence level.

Table 4.50
Cross-tabulation between the use of ‘digital library’ service of
KKHSOU and age-groups

			Statement-“ I like to use the ‘digital library’ service of KKHSOU”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	260	200	123	583
		% within row	44.6%	34.3%	21.1%	100.0%
		% within column	61.9%	61.0%	60.6%	61.3%
	30 to 40 years	Frequency	128	108	72	308
		% within row	41.6%	35.1%	23.4%	100.0%
		% within column	30.5%	32.9%	35.5%	32.4%
	Above 40 years	Frequency	32	20	8	60
		% within row	53.3%	33.3%	13.3%	100.0%
		% within column	7.6%	6.1%	3.9%	6.3%
Total	Frequency	420	328	203	951	
	% within row	44.2%	34.5%	21.3%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.115 ^a	4	.391

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.81.

Source: Field Study

4.3.6.4 Pattern of use of ‘digital library’ according to level of education

Table 4.51 shows that among under graduate learners, the percentage of learners who liked to use digital library was 44.6%, the percentage of learners who did not like to use digital library was 34.3% and the remaining 21.1% learners were unaware about the tool. However, among the post graduate learners, the percentage of learners who liked to use digital library was 64.4%, the percentage of learners who did not like to

use digital library was 26.4% and the remaining 9.2% learners were unaware of the facility.

Table 4.51
Cross-tabulation between use of digital library and level of education

			Statement-“ I like to use the ‘digital library’ service of KKHSOU”			Total
			Yes	No	Unaware	
Education	Under graduate learners	Frequency	308	220	120	648
		Row %	47.5%	34.0%	18.5%	100.0%
	PG learners	Frequency	112	108	83	303
		Row %	37.0%	35.6%	27.4%	100.0%
Total		Frequency	420	328	203	951
		Row %	44.2%	34.5%	21.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.009 ^a	2	.001

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 64.68.

Source: Field Study

A chi-square test of independence was performed to examine the relation between the level of education of the respondents and the use of digital library service of KKHSOU by the learners. The relation between these variables was significant, χ^2 (2, n = 951) = 13.009, $p = .001$ at 95% confidence level. The portion of the under graduate learners who liked to use digital library service was significantly higher than that of PG learners.

4.3.6.5 Pattern of use of ‘digital library’ according to learners’ preference for distance mode of education

Table 4.52 shows that among the learners who chose distance education as ‘primary preference’, the percentage of learners who liked to use digital library was 45.9%,

the percentage of learners not preferring the use of digital library was 31.1% and the 23.0% learners were unaware of the service. On the other hand, among the learners who chose distance education as ‘secondary preference’, the percentage of learners who liked to use digital library was 59.1%, the percentage of learners who did not like to use digital library was 25.3% and the remaining 15.6% learners were unaware of the service.

Table 4.52
Cross-tabulation between use of ‘digital library’ service of KKHSOU and learners’ preference for distance education

			Statement-			Total
			“I like to use the ‘digital library’ service of KKHSOU”			
			Yes	No	Unaware	
Learners’ preference for distance education	Primary preference	Frequency	248	168	124	540
		% within row	45.9%	31.1%	23.0%	100.0%
		% within column	59.0%	51.2%	61.1%	56.8%
	Secondary preference	Frequency	172	160	79	411
		% within row	41.8%	38.9%	19.2%	100.0%
		% within column	41.0%	48.8%	38.9%	43.2%
Total	Frequency	420	328	203	951	
	% within row	44.2%	34.5%	21.3%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.545 ^a	2	.038

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 87.73.

Source: Field Study

A chi-square test was performed and found that there was a significant relationship between learners' preference for distance education and the use of 'digital library' service of KKHSOU by the learners, $\chi^2(2, n = 951) = 6.545, p = .038$ at 95% confidence level. The test suggested that the portion of learners who chose distance mode of education as 'primary preference' liked to use 'digital library' service more than those learners who joined distance mode as 'secondary preference'.

4.3.6.6 Use of 'digital library' according to learners' motivation towards using new media technologies

Table 4.53 shows that among the learners who 'enjoyed' using new media technologies, the percentage of learners who wanted to use digital library was 74.7%, the percentage of learners who did not like to use digital library was 17.2%, and the rest 8.0% learners were unaware of the service. Among the learners who remained 'neutral'/ unresponsive, the percentage of learners who wished to use the digital library was 74.7%, the percentage of learners who did not like to use digital library was 17.2%, and the remaining 8.0% learners were not aware the facility. On the other hand, among the learners who 'did not enjoy' using digital library, the percentage of learners who would like to use the digital library was 59.1%, the percentage of learners who did not like to use digital library was 25.3% and the remaining 15.6% learners were not aware of it.

A chi-square test was performed and there was a significant relationship between learners' motivation towards using new media technologies and their use of the 'digital library' service of KKHSOU $\chi^2(4, n = 951) = 20.968, p < .001$ at 95% confidence level.

Table 4.53

Cross-tabulation between use of the ‘digital library’ and learners’ motivation towards using new media technologies

			Statement-			Total
			I like to use the ‘digital library’ service of KKHSOU			
			Yes	No	Unaware	
Learners’ motivation towards using new media technologies	Yes	Frequency	180	100	68	348
		% within row	51.7%	28.7%	19.5%	100.0%
		% within Column	42.9%	30.5%	33.5%	36.6%
	Neutrals	Frequency	68	68	56	192
		% within row	35.4%	35.4%	29.2%	100.0%
		% within Column	16.2%	20.7%	27.6%	20.2%
	No	Frequency	172	160	79	411
		% within row	41.8%	38.9%	19.2%	100.0%
		% within Column	41.0%	48.8%	38.9%	43.2%
Total		Frequency	420	328	203	951
		% within row	44.2%	34.5%	21.3%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.968 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 40.98.

Source: Field Study

The result of the analysis suggested that those learners who ‘enjoyed’ learning through new media technology tools were more likely to use the ‘digital library’ service of the university than those learners who ‘did not enjoy’ learning through new media technologies.

4.3.6.7 Pattern of use of ‘digital library’ according to status of employment/working status of learners

Table 4.54 shows that among the ‘non-working’ learners, the percentage of learners who preferred to use multimedia study materials was 67.8%, the percentage of learners who did not like to use multimedia study materials was 21.5%, and the remaining 10.7% learners were unaware of the facility.

Table 4.54
Cross-tabulation between employment status and the use of the ‘digital library’

			Statement-“I like to use the ‘digital library’ service of KKHSOU”			Total
			Yes	No	Unaware	
Employment status	Non-working	Frequency	192	156	136	484
		% within row	39.7%	32.2%	28.1%	100.0%
		% within column	45.7%	47.6%	67.0%	50.9%
	Working	Frequency	228	172	67	467
		% within row	48.8%	36.8%	14.3%	100.0%
		% within column	54.3%	52.4%	33.0%	49.1%
Total	Frequency	420	328	203	951	
	% within row	44.2%	34.5%	21.3%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.024	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 99.69.

Source: Field Study

. A chi-square test was performed and there was a significant relationship between employment status and the use of the ‘digital library’ service of KKHSOU

by the learners with $\chi^2 (2, n = 951) = 27.024, p <.001$ at 95% confidence level. The result of the analysis showed that ‘working’ learners were tend to use the ‘digital library’ service of KKHSOU more than the ‘non-working’ learners. The level of unawareness of the service was also significantly lower among the working learners than the non-working learners.

4.3.7 Use of assignments from website

The assignments are an integral part of a distance learning system, as it is an important tool to measure the learners’ feedback on the course. Online interactivity may be fruitfully used to enhance assignment development and feedback in distance education (MacDonald, 2001).

Table 4.55
Distribution of respondents according to use of the assignment from the website

	Frequency	Percent	Cumulative Percent
Yes	819	86.1	86.1
No	120	12.6	98.7
Unaware	12	1.3	100.0
Total	N = 951	100.0	

Source: Field Study

The pattern of use of ‘assignments on website’ by the learners according to each of the independent variables of the study has been presented in the table 4.554. It had been seen in the study that a very favourable number (86.1%) of learners used/downloaded the assignments available on the university website and only 12.6 percent of the respondents did not make use of online assignments.

4.3.7.1 Pattern of use of ‘assignments from website’ according to nature of location

Table 4.56 shows that among urban learners, the percentage of learners who wished to use assignments from the website was 100.0%. On the other hand, among the rural learners, the percentage of learners who preferred to use assignments from the website materials was 77.4%, the percentage of learners who did not like to use assignments from the website was 20.6% and the remaining 2.1% learners were unaware the facility.

Table 4.56
Cross-tabulation between use of assignments from website and nature of location

			Statement- “ I download the assignment from the website.”			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency	368	0	0	368
		% within Location	100.0%	0.0%	0.0%	100.0%
	Rural	Frequency	451	120	12	583
		% within Location	77.4%	20.6%	2.1%	100.0%
Total		Frequency	819	120	12	951
		% within Location	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	96.750 ^a	2	.000

Two cells (16.7%) have expected frequency less than 5. The minimum expected frequency is 4.64.

Source: Field Study

A chi-square test of independence was performed to examine the relation between location and use of ‘assignments from website’ by the learners. The relation between these variables was highly significant, $\chi^2 (2, n = 951) = 96.750, p < .001$ at

95% confidence level. Urban learners were more likely to use assignments from the website and had awareness about the assignments from website than the rural learners.

4.3.7.2 Pattern of use of assignments from website according to gender

Table 4.57 shows that among male learners, the percentage of learners who preferred to use assignments from the website was 72.4%, the percentage of learners who did not like to use assignments from the website was 20.0% and the remaining 7.6% learners were unaware of it.

Table 4.57

Cross-tabulation between use of assignments from website and gender

			Statement- “I download the assignment from the website”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	380	36	4	420
		% within Gender	90.5%	8.6%	1.0%	100.0%
Gender	Female	Frequency	439	84	8	531
		% within Gender	82.7%	15.8%	1.5%	100.0%
Total		Frequency	819	120	12	951
		% within Gender	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.991 ^a	2	.002

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 5.30.

Source: Field Study

On the other hand, among the female learners, the percentage of learners who liked to use assignments from website was 62.3%, the percentage of learners who did not like to use assignments from website was 23.4% and 14.3% learners were unaware of the facility.

A chi-square test of independence was performed to examine the relation between gender of the respondents and the use of assignments from the website. The relation between these variables was highly significant, $\chi^2 (2, n = 951) = 11.991, p = .002$ at 95% confidence level. The result indicates that portion of male learners who liked to use assignments from the website were significantly more than female learners.

4.3.7.3 Pattern of use of ‘assignments from website’ according to age-group

Table 4.58 shows that among learners of age ‘18 to 30 years’, the percentage of learners who liked to use assignments from the website was 70.5%, the percentage of learners who did not like to use assignments from website was 17.8% and 7.6% learners were unaware of the facility. Among the learners of age ‘between 30 to 40 years’, the percentage of learners who wanted to use assignments from the website was 62.3%, the percentage of learners who did not like to use assignments from the website was 27.3% and the remaining 10.4% learners were unaware of it. On the other hand, among the learners of age ‘above 40 years’, the percentage of learners who wished to use assignments from the website was 53.3%, the percentage of learners who did not like to use assignments from the website was 33.3% and the rest 13.3% learners were unaware of it.

Table 4.58
Cross-tabulation between use of assignments from website and age-group

			Statement-			Total
			“I download the assignment from the website”			
			Yes	No	Unaware	
Age Group	18 to 30 years	Count	511	72	0	583
		% within Age Group	87.7%	12.3%	0.0%	100.0%
	30-40 years	Count	252	44	12	308
		% within Age Group	81.8%	14.3%	3.9%	100.0%
	Above 40 years	Count	50	6	4	60
		% within Age Group	83.3%	10.0%	7.7%	100.0%
Total		Count	819	120	12	951
		% within Age Group	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.631 ^a	4	.000

Source: Field Study

4.3.7.4 Pattern of use of ‘assignments from website’ according to level of education

Table 4.59 shows that among under graduate level learners, the percentage of learners who preferred to use assignments from the website was 84.6%, the percentage of learners who did not like to use assignments from the website was 14.8% and the remaining 0.6% learners were unaware of the facility. However, among the post graduate level learners, the percentage of learners who liked to use assignments from the website was 89.4%, the percentage of learners who did not like to use assignments

from website was 7.9% and the remaining 2.6% learners were unaware of its availability.

Table 4.59
Cross-tabulation between use of assignments from website and level of education

			Statement- "I download the assignment from the website"			Total
			Yes	No	Unaware	
Level of education	Under graduate learners	frequency	548	96	4	648
		% within Education	84.6%	14.8%	0.6%	100.0%
	PG level learners	frequency	271	24	8	303
		% within Education	89.4%	7.9%	2.6%	100.0%
Total		frequency	819	120	12	951
		% within Education	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.041 ^a	2	.001

Source: Field Study

A chi-square test of independence was performed to examine the relation between level of education and the use of assignments from the website. The relation between these variables was significant, χ^2 (2, n = 951) =15.041, p =.001 at 95% confidence level. It was evident from the cross tabulation analysis that the portion of post graduate learners who wished to use assignments from the website was more than that of degree learners.

4.3.7.5 Pattern of use of assignments from website according to learners' preference for distance mode of education

Table 4.60 shows that among the learners who chose distance education as 'primary preference', the percentage of learners who liked to use multimedia study materials

was 91.1%, the percentage of learners who did not like to use multimedia study materials was 8.9%. On the other hand, among the learners who chose distance education as ‘secondary preference’, the percentage of learners who preferred to use multimedia study materials was 79.6%, the percentage of learners who did not like to use multimedia study materials was 17.5% and the remaining 2.9% learners were unaware of them.

Table 4.60
Cross-tabulation between use of assignments from website and learners’ preference for distance mode of education

			Statement-“ I download the assignment from the website”			Total
			Yes	No	Unaware	
Learners’ preference for distance mode of education	Primary preference	frequency	492	48	0	540
		% within row	91.1%	8.9%	0.0%	100.0%
	Secondary preference	frequency	327	72	12	411
		% within row	79.6%	17.5%	2.9%	100.0%
Total		frequency	819	120	12	951
		% within row	86.1%	12.6%	1.3%	100.0%

Chi-square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.153 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.19.

Source: Field Study

A chi-square test of independence was performed to examine the relation between the use of assignments from the website and learners’ preference for distance mode of education. The relation between these variables was significant, $\chi^2 (2, n = 951) = 33.153, p < .001$ at 95% confidence level. It is evident from the cross tabulation analysis that the portion of learners who chose distance mode of education as primary

preference were tend to use the assignments from the website more than those who chose distance mode of education as their secondary preference.

4.3.7.6 Pattern of use of assignments from website according to learners' motivation towards using new media technologies

Table 4.61 shows that among the learners, who 'enjoyed' using new media technologies, 88.5% percent of learners preferred to use assignments from the university website, 11.5% did not prefer to use the assignments from the university website and no learner was unaware of the service. Among the learners who remained 'neutral'/ unresponsive, 95.8% percent learners liked to use assignments from the website, 4.2% did not like to use assignments from the website, and no learner was unaware of it.

Table 4.61
Cross-tabulation between use of assignments from website and learners' motivation towards using new media technologies

			Statement- "I download the assignment from the website."			Total
			Yes	No	Unaware	
Learners' motivation towards using NMT tools	Yes	frequency	308	40	0	348
		% within row	88.5%	11.5%	0.0%	100.0%
	Neutral	frequency	184	8	0	192
		% within row	95.8%	4.2%	0.0%	100.0%
	No	frequency	327	72	12	411
		% within row	79.6%	17.5%	2.9%	100.0%
Total		frequency	819	120	12	951
		% within row	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.190 ^a	4	.000

Source: Field Study

On the other hand, among the learners who ‘did not enjoy’ using new media technology, 79.6% percent of them preferred to use assignments from the website, the percentage of learners who did not like to use assignments from website was 17.5% and the remaining 2.9% learners were unaware of the choice.

A chi-square test of independence was performed to examine the relation between use of assignments from the website and learners’ motivation towards using new media technologies. The relation between these variables was significant, $\chi^2(4, n = 951) = 39.190, p < .001$ at 95% confidence level. It was evident from the cross tabulation analysis that those learners who ‘enjoyed’ using new media technologies preferred to use the assignments from the website more than those who ‘did not enjoy’ using new media technologies.

4.3.7.7 Pattern of use of assignments from website according to employment / working status

Table 4.62 shows that among the ‘non-working’ learners, 89.3% percent of learners liked to use assignments from website, 10.7% of learners did not like to use assignments from the website, and none were unaware of assignments on the website. In the other hand, among the ‘working’ learners, 82.9% of learners liked to use assignments from website, 14.6% of learners did not like and the remaining 2.6% learners were unaware of the facility.

A chi-square test of independence was performed to examine the relation between use of assignments from website and learners’ working or employment status. The relation between these variables was significant, $\chi^2(2, n = 951) = 16.307, p < .001$ at 95% confidence level.

Table 4.62
Cross-tabulation between use of assignments from website and employment/working status

			Statement- "I download the assignment from the website."			Total
			Yes	No	Unaware	
Employment /working status	Non-working	frequency	432	52	0	484
		% within row	89.3%	10.7%	0.0%	100.0%
	Working	frequency	387	68	12	467
		% within row	82.9%	14.6%	2.6%	100.0%
Total		frequency	819	120	12	951
		% within row	86.1%	12.6%	1.3%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.307 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.89.

Source: Field Study

It was evident from the cross-tabulation analysis that proportion of learners who liked to use assignments from the website was significantly lower among the working learners than that of the non-working learners.

4.3.8. Use of 'Smart KKHSOU' android application

The survey reviewed the use of 'Smart KKHSOU', an android application launched by the university. Being a recently launched technology, a very few learners were aware of its availability, usage and the benefits. Pattern of use of 'Smart KKHSOU' according to each of the independent variable is presented below.

4.3.8.1 Pattern of use of *Smart KKHSOU* android app according to nature of location

Table 4.63 shows that among urban learners, the percentage of learners who wished to use '*Smart KKHSOU*' android app was only 33.7%, the percentage of learners who did not like to use '*Smart KKHSOU*' was 40.2% and the remaining 26.1% learners were unaware of the tool. On the other hand, among the rural learners, the percentage of learners who liked to use '*Smart KKHSOU*' was 20.6%, the percentage of learners who did not like to use the android app was 52.0% and the remaining 27.4% learners were unaware of the tool.

Table 4.63

Crosstab between use of *smart KKHSOU* android app and nature of location

			Statement:-“ I use <i>Smart KKHSOU</i> android application			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency	124	148	96	368
		% within Location	33.7%	40.2%	26.1%	100.0%
	Rural	Frequency	120	303	160	583
		% within Location	20.6%	52.0%	27.4%	100.0%
Total		Frequency	244	451	256	951
		% within Location	25.7%	47.4%	26.9%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.846 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 94.42.

Source: Field Study

A chi-square test was performed and there was a significant relationship between location of the respondents and the use of *Smart KKHSOU* android

application, $\chi^2 (2, n = 951) = 21.846, p < .001$ at 95% confidence level. The results of the test showed that rural learners were less likely to use the *Smart KKHSOU* android application than the urban learners.

4.3.8.2 Pattern of use of *Smart KKHSOU* android app according to gender

Table 4.64 shows that among male learners, the percentage of learners who preferred to use *Smart KKHSOU* was 72.4%, the percentage of learners who did not like to use *Smart KKHSOU* was 20.0% and the remaining 7.6% learners were unaware about the tool.

Table 4.64
Crosstabulation between use of *smart KKHSOU* app and gender

			Statement-“I use Smart KKHSOU android application.”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	108	212	100	420
		% within Gender	25.7%	50.5%	23.8%	100.0%
Gender	Female	Frequency	136	239	156	531
		% within Gender	25.6%	45.0%	29.4%	100.0%
Total		Frequency	244	451	256	951
Total		% within Gender	25.7%	47.4%	26.9%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.181 ^a	2	.124

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 107.76.

Source: Field Study

On the other hand, among the female learners the percentage of learners who wish to use the android application was 62.3%, the percentage of learners who did not

like to use the android application was 23.4% and the remaining 14.3% learners were unaware of the tool.

A chi-square test for independence indicated no significant relationship between the gender of the learners and the use of *Smart KKHSOU* android application, $\chi^2(2, n = 951) = 4.181^a, p = .124$ at 95% confidence level. Therefore we may conclude that the use of smart KKHSOU application was almost same across the genders

4.3.8.3 Pattern of use of *Smart KKHSOU* android app according to age-groups

Table 4.65 shows that among learners of age '18 to 30 years', the percentage of learners who preferred to use *Smart KKHSOU* android application was 26.8%, the percentage of learners who did not like to use it was 49.9% and the remaining 23.3% learners were unaware of the tool. Among the learners of the age 'between 30 to 40 years', the percentage of learners who liked to use *Smart KKHSOU* was 26.0%, the percentage of learners who did not like to use was 41.6% and the remaining 32.5% learners were unaware of the tool.

On the other hand, among the learners of the age 'above 40 years', the percentage of learners who wished to use the android application was 13.3%, the percentage of learners who did not like to *Smart KKHSOU* was 53.3% and the remaining 33.3% learners were unaware of the tool.

A chi-square test was performed and there was a significant relationship between the age group and the use of KKHSOU android application, *Smart KKHSOU* by the learners- $\chi^2(4, n = 951) = 14.511, p = .006$ at 95% confidence level.

Table 4.65
Cross-tabulation between use of smart KKHSOU android application and age groups

			Statement- "I use KKHSOU android application (<i>Smart KKHSOU</i>)"			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	156	291	136	583
		% within row	26.8%	49.9%	23.3%	100.0%
		% within column	63.9%	64.5%	53.1%	61.3%
	30 to 40 years	Frequency	80	128	100	308
		% within row	26.0%	41.6%	32.5%	100.0%
		% within column	32.8%	28.4%	39.1%	32.4%
	Above 40 years	Frequency	8	32	20	60
		% within row	13.3%	53.3%	33.3%	100.0%
		% within column	3.3%	7.1%	7.8%	6.3%
Total		Frequency	244	451	256	951
		% within row	25.7%	47.4%	26.9%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.511 ^a	4	.006

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.39.

Source: Field Study

The result of the analysis showed that the younger age group used KKHSOU android application, *Smart KKHSOU* more than the older age groups. The level of unawareness about the *Smart KKHSOU* android application among the younger age group was more than the older age groups.

4.3.8.4 Pattern of use of *Smart KKHSOU* android app according to learners' level of education

Table 4.66 shows that among degree learners, the percentage of learners who wanted to use the *Smart KKHSOU* android application was 25.9%, the percentage of learners who did not like to use was 48.1%, and the remaining 25.9% learners were unaware of the tool. However, among the post graduate learners, the percentage of learners who liked to use *Smart KKHSOU* android application was 25.1%, the percentage of learners who did not like to use *Smart KKHSOU* was 45.9% and the remaining 29.0% learners were unaware of the tool.

Table 4.66
Cross-tabulation between the use *KKHSOU* android application and level of education

			Statement- "I use <i>Smart KKHSOU</i> android application."			Total
			Yes	No	Unaware	
Educational level	Degree	Frequency	168	312	168	648
		% within row	25.9%	48.1%	25.9%	100.0%
	PG	Frequency	76	139	88	303
		% within row	25.1%	45.9%	29.0%	100.0%
Total		Frequency	244	451	256	951
		% within row	25.7%	47.4%	26.9%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.027 ^a	2	.598

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 77.74.

Source: Field Study

A chi-square test was performed and there was a significant relationship between learners' level of education and the use of *Smart KKHSOU* android application by the learners- $\chi^2 (4, n = 951) = 14.511, p = .006$ at 95% confidence level. This implied that there was no difference in the use of *Smart KKHSOU* android application across different level of education of learners.

4.3.8.5 Pattern of use of *Smart KKHSOU* android app according to learners' preference of distance mode of education

Table 4.67 shows that among the learners who chose distance education as 'primary preference', the percentage of learners who wished to use the *Smart KKHSOU* android application was 40.7%, the percentage of learners who did not like to use *Smart KKHSOU* was 33.3% and the remaining 25.9% learners were unaware of the tool. On the other hand, among the learners who chose distance education as 'secondary preference', the percentage of learners who liked to use the *Smart KKHSOU* was 5.8%, the percentage of learners who did not like to use the *Smart KKHSOU* was 65.9%, and the remaining 28.2% learners were unaware of the tool.

A chi-square test was performed and there was a significant relationship between reason for opting distance education and the use of *Smart KKHSOU* android application by the learners - $\chi^2 (2, n = 951) = 163.565, p < .001$ at 95% confidence level. The analysis suggested that those learners who chose the distance mode of education as primary preference were more likely to prefer using *Smart KKHSOU* android application than those learners who joined the distance mode of education as secondary preference.

Table 4.67

Crosstab between use of *Smart KKHSOU* android application and learners' preference of distance mode of education

			Statement- "I use <i>Smart KKHSOU</i> android application"			Total
			Yes	No	Unaware	
Learners' preference of distance mode of education	Primary preference	Frequency	220	180	140	540
		% within row	40.7%	33.3%	25.9%	100.0%
		% within column	90.2%	39.9%	54.7%	56.8%
	Secondary preference	Frequency	24	271	116	411
		% within row	5.8%	65.9%	28.2%	100.0%
		% within column	9.8%	60.1%	45.3%	43.2%
Total	Frequency	244	451	256	951	
	% within row	25.7%	47.4%	26.9%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	163.565 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 105.45.

Source: Field Study

4.3.8.6 Pattern of use of *Smart KKHSOU* android app according to learners' motivation towards using new media technologies

Table 4.68 shows that among the learners who 'enjoyed' using new media technologies, 57.5 percent of learners preferred to use the *Smart KKHSOU* android application, 25.3% of learners did not like using the app and the remaining 17.2% learners were unaware of the tool. Among the learners who remained 'neutral', 10.4% liked to use *Smart KKHSOU*, 47.9% of learners did not like to use and the remaining 41.7% learners were unaware of the app. On the other hand, among the

learners who ‘did not enjoy’ using new media technologies, 5.8% liked using *Smart KKHSOU* app, 65.9% learners who did not like to and 28.2% learners were unaware of the app.

Table 4.68
Cross-tabulation between the use of *Smart KKHSOU* android application and learners’ motivation towards using new media technologies

			Statement- I use <i>Smart KKHSOU</i> android application			Total
			Yes	No	Unaware	
Learners’ motivation towards using new media technologies	Yes	Frequency	200	88	60	348
		% within row	57.5%	25.3%	17.2%	100.0%
		% within Column	82.0%	19.5%	23.4%	36.6%
	Neutral	Frequency	20	92	80	192
		% within row	10.4%	47.9%	41.7%	100.0%
		% within Column	8.2%	20.4%	31.2%	20.2%
	No	Frequency	24	271	116	411
		% within row	5.8%	65.9%	28.2%	100.0%
		% within Column	9.8%	60.1%	45.3%	43.2%
Total	Frequency	244	451	256	951	
	% within row	25.7%	47.4%	26.9%	100.0%	
	% within Column	100.0%	100.0%	100.0%	100.0%	
	Column					

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	311.126 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.26.

Source: Field Study

A chi-square test was performed and there was a significant relationship between learners' motivation towards using new media technologies and the use of *Smart KKHSOU* android app by the learners - $\chi^2 (4, n = 951) = 311.126, p < .001$ at 95% confidence level. The result of the analysis suggested that those learners who enjoyed learning through NMT tools were more likely to use the *Smart KKHSOU* android application than those learners who did not enjoy learning through NMT tools.

4.3.8.7 Pattern of use of *Smart KKHSOU* android app according to learners' status of employment

Table 4.69
Cross-tabulation between the use of the android application *Smart KKHSOU* and employment status

			Statement- "I use KKHSOU android application"			Total
			Yes	No	Unaware	
Employment status	Non-working	Frequency	120	240	124	484
		% within row	24.8%	49.6%	25.6%	100.0%
		% within column	49.2%	53.2%	48.4%	50.9%
	Working	Frequency	124	211	132	467
		% within row	26.6%	45.2%	28.3%	100.0%
		% within column	50.8%	46.8%	51.6%	49.1%
Total		Frequency	244	451	256	951
		% within row	25.7%	47.4%	26.9%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.877 ^a	2	.391

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 119.82.

Source: Field Study

Table 4.69 shows that among the ‘non-working’ learners, the percentage of learners who liked to use the *Smart KKHSOU* was 24.8%, the percentage of learners who did not like to use *Smart KKHSOU* was 49.6% and the remaining 25.6% learners were unaware its availability. On the other hand, among the ‘working’ learners, the percentage of learners who preferred to use *smart KKHSOU* was 26.6%, the percentage of learners who did not like to use was 28.3%, and the remaining 28.3% learners were unaware about the tool.

A chi-square test for independence indicated no significant difference between the income status of learners and the use of the android application ‘*Smart KKHSOU*’, $-\chi^2 (2, n = 951) = 1.877, p = .391$ at 95% confidence level. This implied that use of *Smart KKHSOU* android application was almost same across working and non-working learners.

4.3.9. Use of social networking (Facebook group of KKHSOU) by the learners

The university has been made available on social networking site for learners to interact, discuss, for redressal of grievances as well as for important notifications. It has a ‘group’ on the popular social networking site *Facebook*, where information regarding admissions, assignments, results, etc., are uploaded, along with providing information regarding upcoming job opportunities. The staff of the university provides support to the learners and prospective learners regarding any information through the site. The university also runs a blog, provides e-learning facility through its forum named *E-Bidya*, and also has a repository of electronic versions of its study materials (e-books). The university has prepared numerous audio-visual study

materials in various areas, which have been uploaded on the social site *YouTube*, which can be viewed by anybody around the world. So far, the educational videos of the university on *You Tube* have been viewed, downloaded and appreciated by a large number of internet users.

Table 4.70

Distribution of respondents according to use of *Facebook* group of KKHSOU

	Frequency	Percent	Cumulative Percent
Yes	551	57.9	57.9
No	284	29.9	87.8
Unaware	116	12.2	100.0
Total	N = 951	100.0	

Source: Field Study

The primary survey showed that the number of respondents using the social networking medium for assistance in learning was good at 57.9 percent, 29.9 percent of respondents did not use the service, while only 12.2 percent of them were unaware of the service.

4.3.9.1 Use of social networking according to nature of location

Table 4.71 shows that among urban learners, the percentage of learners who wished to use social networking was 62.0%, the percentage of learners who did not like to use social networking was 23.9% and the remaining 14.1% learners were unaware of it. On the other hand, among the rural learners, the percentage of learners who liked to use social networking was 55.4%, the percentage of learners who did not like to use was 33.6% and 11.0% learners were unaware about the social networking.

Table 4.71
Cross-tabulation between use of social networking (*Facebook* group) of
KKHSOU and nature of location

			Statement:-“I visit the <i>Facebook</i> group of KKHSOU”			Total
			Yes	No	Unaware	
Nature of location	Urban	Frequency	228	88	52	368
		% within Location	62.0%	23.9%	14.1%	100.0%
Nature of location	Rural	Frequency	323	196	64	583
		% within Location	55.4%	33.6%	11.0%	100.0%
Total		Frequency	551	284	116	951
Total		% within Location	57.9%	29.9%	12.2%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.628 ^a	2	.005

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 44.89.

Source: Field Study

A chi-square test of independence was performed to examine the relation between location of the respondents and the use of social networking (*Facebook*) of KKHSOU by the learners. The relation between these variables was significant, - χ^2 (2, n = 951) = 10.628, $p = .005$ at 95% confidence level. Urban learners were likely to show more interest in using *Facebook* group of KKHSOU than the rural learners.

4.3.9.2 Pattern of use of social networking (*Facebook*) according to gender

Table 4.71 shows that among male learners, 56.2 percent liked to use *Facebook* group, 26.7% learners did not like to use the social networking site and the rest 17.1% learners

were unaware of the service. On the other hand, among the female learners, 59.3 percent of learners liked to use social networking site *Facebook*, 32.4% learners did not like to use, and the 8.3% learners claimed that they were unaware of this new media platform.

A chi-square test of independence was performed to examine the relation between gender of the respondents and the use of social networking site (*Facebook*) of KKHSOU by the learners. The relation between these variables was significant - χ^2 (2, n = 951) = 18.051, $p < .001$ at 95% confidence level. The proportion of male learners who were unaware of use of social networking site was significantly higher than that of the female learners.

Table 4.71
Cross-tabulation between use of social networking site (*Facebook*) and gender

			Statement-“ I visit the ‘ <i>Facebook</i> group’ of KKHSOU”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	236	112	72	420
		% within Gender	56.2%	26.7%	17.1%	100.0%
	Female	Frequency	315	172	44	531
		% within Gender	59.3%	32.4%	8.3%	100.0%
Total		Frequency	551	284	116	951
		% within Gender	57.9%	29.9%	12.2%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.051 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 51.23.

Source: Field Study

4.3.9.3 Pattern of use of social networking site (*Facebook*) according to age-groups

Table 4.72 shows that among learners of the age '18 to 30 years', the percentage of learners who wanted to use social networking site *Facebook* was 61.6%, the percentage of learners who did not like to use was 27.4% and the remaining 11.0% learners were unaware of the platform.

Table 4.72
Cross-tabulation between use of the social networking of KKHSOU and age-groups

			Statement: -“I visit the <i>Facebook</i> group of KKHSOU”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	359	160	64	583
		% within row	61.6%	27.4%	11.0%	100.0%
		% within column	65.2%	56.3%	55.2%	61.3%
	30 to 40 years	Frequency	164	104	40	308
		% within row	53.2%	33.8%	13.0%	100.0%
		% within column	29.8%	36.6%	34.5%	32.4%
	Above 40 years	Frequency	28	20	12	60
		% within row	46.7%	33.3%	20.0%	100.0%
		% within column	5.1%	7.0%	10.3%	6.3%
Total		Frequency	551	284	116	951
		% within row	57.9%	29.9%	12.2%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.637 ^a	4	.031

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.32.

Source: Field Study

Among the learners of the age 'between 30 to 40 years', the percentage of learners who preferred to use social networking site was 53.2%, the percentage of learners who did not like to use was 33.8% and 13.0% learners were unaware of the *Facebook* page of KKHSOU. On the other hand, among the learners of the age-group of 'above 40 years', 46.7% learners preferred to use the social networking site, 33.3% did not like to use it and the rest 20.0% learners claimed ignorance of the platform.

A chi-square test was performed and there was a significant relationship between age groups and the use of social networking by the learners - $\chi^2(4, n = 951) = 10.637^a$, $p = .031$ at 95% confidence level. The result of the analysis showed that the younger age-groups used the social networking site more than the older age groups.

4.3.9.4 Pattern of use of social networking according to learners' level of education

Table 4.73 shows that among the degree level learners, the percentage of learners who wanted to use social networking is 59.9%, the percentage of learners who did not like to use social networking is 30.2% and the percentage of learners who were unaware about the tool is 9.9%. However, among the post graduate learners, the percentage of learners who preferred to use social networking was 53.8%, the percentage of learners who did not like to use was 29.0% and 17.2% learners were unaware of the platform.

A chi-square test was performed and there was a significant relationship between use of social networking and learners' level of education- $\chi^2(2, n = 951) = 10.401$, $p = .006$ at 95% confidence level. The table shows that degree level learners were more likely to use social networking than that of post graduate level learners.

Table: 4.73
Cross-tabulation between the use of social networking and learners' level of education

			Statement: -“I visit the <i>Facebook</i> group of KKHSOU”			Total
			Yes	No	Unaware	
Level of Education	Degree students	Frequency	388	196	64	648
		% within row	59.9%	30.2%	9.9%	100.0%
	PG students	Frequency	163	88	52	303
		% within row	53.8%	29.0%	17.2%	100.0%
Total		Frequency	551	284	116	951
		% within row	57.9%	29.9%	12.2%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.401 ^a	2	.006

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.96.

Source: Field Study

4.3.9.5 Pattern of use of social networking according to learners' preference for distance mode of education

Table 4.74 shows that among the learners who chose distance education as ‘primary preference’, 62.2 percent liked to use social networking, 24.4% of learners did not like to use social networking and 13.3% learners were not aware of the existence of the tool. On the other hand, among the learners who chose distance education as ‘secondary preference’, 52.3% of the learners liked to use social networking, 37.0% did not like to use and the remaining 10.7% learners were unaware of the platform.

Table 4.74

Cross-tabulation between use of the *Facebook* group of KKHSOU and learners' preference for distance mode of education

			Statement:-“I visit the <i>Facebook</i> group of KKHSOU”			Total
			Yes	No	Unaware	
Learners' preference for distance mode of education	Primary preference	Frequency	336	132	72	540
		% within row	62.2%	24.4%	13.3%	100.0%
		% within column	61.0%	46.5%	62.1%	56.8%
	Secondary preference	Frequency	215	152	44	411
		% within row	52.3%	37.0%	10.7%	100.0%
		% within column	39.0%	53.5%	37.9%	43.2%
Total	Frequency	551	284	116	951	
	% within row	57.9%	29.9%	12.2%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.564 ^a	2	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.13.

Source: Field Study

A chi-square test was performed and there was a significant relationship between learners' preference for distance mode of education and the use of social networking by the learners - $\chi^2 (2, n = 951) = 17.564, p < .001$ at 95% confidence level. The table shows that those learners who chose the distance mode of education as 'primary preference' were more likely to use social networking in their learning process.

4.3.9.6 Pattern of use of social networking according to learners' motivation towards using new media technologies

Table 4.75 shows that among the learners who 'enjoyed' using new media technology, 67.8% of learners liked to use social networking, 24.1% learners did not like to use social networking and the remaining 8.0% learners were unaware of it.

Table 4.75
Cross-tabulation between use of social networking and learners' motivation towards using new media technologies

			Statement:-"I visit the Facebook group of KKHSOU"			Total
			Yes	No	Unaware	
Learners' motivation towards using new media technologies	Yes	Frequency	236	84	28	348
		% within row	67.8%	24.1%	8.0%	100.0%
		% within Column	42.8%	29.6%	24.1%	36.6%
	Neutral	Frequency	100	48	44	192
		% within row	52.1%	25.0%	22.9%	100.0%
		% within Column	18.1%	16.9%	37.9%	20.2%
	No	Frequency	215	152	44	411
		% within row	52.3%	37.0%	10.7%	100.0%
		% within Column	39.0%	53.5%	37.9%	43.2%
Total		Frequency	551	284	116	951
		% within row	57.9%	29.9%	12.2%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.312 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.42.

Source: Field Study

Among the learners who remained neutral/ unresponsive, 52.1% of learners preferred to use social networking, 25.0% learners did not like to use and 22.9%

learners were unaware of it. On the other hand, among the learners who ‘did not enjoy’ using new media technology, 52.3% of learners wished to use social networking, 37.0% did not like to use and the 10.7% learners were unaware of the platform.

A chi-square test was performed and there was a significant relationship between learners’ motivation towards using new media technologies and the use of social networking by the learners - $\chi^2 (4, n = 951) = 45.312, p <.001$ at 95% confidence level. The result of the analysis suggested that those learners who ‘enjoyed’ learning through use of new media technology tools were more likely to use the social networking than those learners who ‘did not enjoy’ learning through new media technology tools.

4.3.9.7 Pattern of use of social networking according to learners’ employment status

Table 4.76 shows that among the ‘non-working’ learners, 62.8% liked to use social networking, 25.6% did not like and 11.6% learners were unaware of the network. On the other hand, among the ‘working’ learners, 52.9% liked to use social networking, 34.3% did not like to use, and the remaining 12.8% were unaware of the social networking page of KKHSOU.

A chi-square test was performed and there was a significant relationship between employment status and the use of the social networking by the learners - $\chi^2 (2, n = 951) = 10.297, p = .006$ at 95% confidence level. The result of the analysis shows that ‘non-working’ learners used social-networking site (*Facebook* group of KKHSOU) more than that of working learners.

Table 4.76
Cross-tabulation between use of social networking of KKHSOU and employment status

			Statement- "I visit Facebook group of KKHSOU"			Total
			Yes	No	Unaware	
Employment status	Non-working	Frequency	304	124	56	484
		% within row	62.8%	25.6%	11.6%	100.0%
		% within column	55.2%	43.7%	48.3%	50.9%
	Working	Frequency	247	160	60	467
		% within row	52.9%	34.3%	12.8%	100.0%
		% within column	44.8%	56.3%	51.7%	49.1%
Total		Frequency	551	284	116	951
		% within row	57.9%	29.9%	12.2%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.297 ^a	2	.006

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 56.96.

Source: Field Study

4.3.10 Use of job portal

The university has a job portal, where all the upcoming job details are uploaded. The site also provides a chat facility for its members to chat with each other and with the concerned authorities of the university regarding various issues. The present survey revealed that only 25.2 percent of respondents used the online chat service of job portal, 41.6 percent did not use it and about 33.1 percent of the respondents were not aware of the service.

Table 4.77
Distribution of respondents according to use of KKHSOU job portal

	Frequency	Percent	Cumulative Percent
Yes	240	25.2	25.2
No	396	41.6	66.9
Unaware	315	33.1	100.0
Total	N = 951	100.0	

Source: Field Study

It should be noted here that the job portal of the university has a very large number of members, comprising of both learners and non-learners, but the survey aimed at collecting information only from the learners of the university.

4.3.10.1 Use of job portal according to nature of location

Table 4.78 shows that among urban learners, the percentage of learners who liked to use the KKHSOU job portal was 30.4%, the percentage of learners who did not like to use the portal was 39.1% and the remaining 30.4% learners were unaware of the portal. On the other hand, among the rural learners, the percentage of learners who liked to use KKHSOU job portal was 22.0%, the percentage of learners who did not like to use KKHSOU job portal was 43.2% and the remaining 34.8% learners were unaware about the tool.

A chi-square test was performed and there was a significant relationship between location of the respondents and the use online chat in the job portal of KKHSOU by the learners, $\chi^2 (2, n = 951) = 8.645, p = .013$ at 95% confidence level. The proportion of rural learners using the job portal of KKHSOU was lesser than those of urban learners.

Table 4.78
Crosstab between use of job portal and nature of location

			Statement:-			Total
			“I use the KKSHOU job portal”			
			Yes	No	Unaware	
Location	Urban	Frequency	112	144	112	368
		% within Location	30.4%	39.1%	30.4%	100.0%
	Rural	Frequency	128	252	203	583
		% within Location	22.0%	43.2%	34.8%	100.0%
Total		Frequency	240	396	315	951
		% within Location	25.2%	41.6%	33.1%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.645 ^a	2	.013

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 92.87.

Source: Field Study

4.3.10.2 Pattern of use of KKHSOU job portal according to gender

Table 4.79 shows that among male learners, 29.5% wished to use the job portal, 44.8% did not like to use the job portal and 25.7% learners were unaware of the portal. On the other hand, among the female learners, only 21.8% preferred to use the job portal, 39.2% did not like to use and 39.0% learners were unaware of the portal.

A chi-square test of independence was performed to examine the relation between gender of the respondents and the use of online chat in the job portal of KKHSOU by the learners. The relation between these variables was significant, $\chi^2 (2, n = 951) = 19.704, p < .001$ at 95% confidence level. The proportion of the male learners using the online chat in the job portal of KKHSOU was significantly higher

than the female learners. The awareness regarding the tool was lower among the female learners.

Table 4.79
Cross-tabulation between use of KKHSOU job portal and gender

			Statement: -“I use the KKSHOU job portal”			Total
			Yes	No	Unaware	
Gender	Male	Frequency	124	188	108	420
		% within Gender	29.5%	44.8%	25.7%	100.0%
	Female	Frequency	116	208	207	531
		% within Gender	21.8%	39.2%	39.0%	100.0%
Total		Frequency	240	396	315	951
		% within Gender	25.2%	41.6%	33.1%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.704 ^a	2	.000

a. 0 cells (0.0%) have expected frequency less than 5. The minimum expected frequency is 105.99.

Source: Field

Study

4.3.10.3 Pattern of use of job portal according to age-group

Table 4.80 shows that among learners of the age '18 to 30 years', the percentage of learners who wished to use job portal was 26.1%, the percentage of learners who did not like to use job portal was 37.7% and the remaining 36.2% learners were unaware of the portal. Among the learners of the age 'between 30 to 40 years', the percentage of learners who liked to use the job portal was 24.7%, the percentage of learners who did not like to use the job portal was 48.1% and the remaining 27.3% learners were unaware of the portal. On the other hand, among the learners of the age 'above

40 years’, the percentage of learners who preferred to use the job portal was 20.0%, the percentage of learners who did not like to the job portal was 46.7% and the remaining 33.3% learners were unaware of the portal.

Table 4.80
Cross-tabulation between use of job portal and age group

			Statement:- “I use the KKSHOU job portal”			Total
			Yes	No	Unaware	
Age Group	18 to 30 years	Frequency	152	220	211	583
		% within row	26.1%	37.7%	36.2%	100.0%
		% within column	63.3%	55.6%	67.0%	61.3%
	30 to 40 years	Frequency	76	148	84	308
		% within row	24.7%	48.1%	27.3%	100.0%
		% within column	31.7%	37.4%	26.7%	32.4%
	Above 40 years	Frequency	12	28	20	60
		% within row	20.0%	46.7%	33.3%	100.0%
		% within column	5.0%	7.1%	6.3%	6.3%
Total	Frequency	240	396	315	951	
	% within row	25.2%	41.6%	33.1%	100.0%	
	% within column	100.0%	100.0%	100.0%	100.0%	

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.232 ^a	4	.024

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.14.

Source: Field Study

A chi-square test was performed and there was a significant relationship between age-group and the use of job portal by the learners - $\chi^2(4, n = 951) = 11.232^a$,

$p = .024$ at 95% confidence level. The result of the analysis showed that the use of the online chat service on job portal decreased with increasing age.

4.3.10.4 Pattern of use of job portal according to learners' level of education

Table 4.81 shows that among under-graduate learners, the percentage of learners who liked to use the job portal was 24.1%, the percentage of learners who did not like to use job portal was 44.4% and the remaining 31.5% learners were unaware about the tool. However, among the post-graduate level learners, the percentage of learners who liked to use the job portal was 27.7%, the percentage of learners who did not like to use was 35.6% and the remaining 36.6% learners were unaware of the portal.

Table 4.81
Cross-tabulation between use of job portal and level of education

			Statement:-“I use the KKSHOU job portal”			Total
			Yes	No	Unaware	
Level of Education	Under-graduate learners	Frequency	156	288	204	648
		% within row	24.1%	44.4%	31.5%	100.0%
	PG learners	Frequency	84	108	111	303
		% within row	27.7%	35.6%	36.6%	100.0%
Total		Frequency	240	396	315	951
		% within row	25.2%	41.6%	33.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.584 ^a	2	.037

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 76.47.

Source: Field Study

A chi-square test was performed and there was a significant relationship between level of education and the use of job portal by the learners - $\chi^2(4, n = 951) = 16.584, p = .037$ at 95% confidence level. The result of the analysis showed that post graduate level learners using the job portal is significantly higher than that of under graduate level learners.

4.3.10.5 Pattern of use of job portal according to learners' preference for distance mode of education

Table 4.82
Cross-tabulation between use of job portal and learners' preference for distance mode of education

			Statement: -"I use the KKSHOU job portal"			Total
			Yes	No	Unaware	
learners' preference for distance mode of education	Primary preference	Frequency	160	208	172	540
		% within row	29.6%	38.5%	31.9%	100.0%
		% within column	66.7%	52.5%	54.6%	56.8%
	Secondary preference	Frequency	80	188	143	411
		% within row	19.5%	45.7%	34.8%	100.0%
		% within column	33.3%	47.5%	45.4%	43.2%
Total		Frequency	240	396	315	951
		% within row	25.2%	41.6%	33.1%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.089 ^a	2	.001

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 103.72.

Source: Field Study

Table 4.82 shows that among the learners who chose distance mode of education as ‘primary preference’, 29.6% liked to use the job portal, 38.5% did not like and 31.9% learners were unaware of the service. On the other hand, among the learners who chose distance mode of education as ‘secondary preference’, 19.5% preferred to use the job portal, 45.7% did not like and the rest 34.8% learners were unaware of the portal.

A chi-square test was performed and there was a significant relationship between learners’ preference for distance mode of education and the use of the job portal of the university by the learners, $\chi^2 (2, n = 951) = 13.089, p = .001$ at 95% confidence level. The result of the analysis showed that those learners who opted for the distance mode of education as primary preference were more likely to use the job portal of KKHSOU than others.

4.3.10.6 Pattern of use of KKHSOU job portal according to learners’ motivation towards using new media technologies

Table 4.83 shows that among the learners, who ‘enjoyed’ using new media technology, 67.8% liked to use the job portal, 24.1% did not like to use and 8.0% learners were unaware of the portal. Among the learners who remained neutral/unresponsive, the percentage of learners who preferred to use the KKHSOU job portal was 52.1%, the percentage of learners who did not like to use the KKHSOU job portal was 25.0%, and the remaining 22.9% learners were unaware of the portal. On the other hand, among the learners who ‘did not enjoy’ using new media technology, 52.3% preferred to use the job portal, 37.0% did not like to use was and the remaining 10.7% learners were unaware of the portal.

Table 4.83
Cross-tabulation between use of KKSHOU job portal and learners' motivation towards using new media technologies

			Statement:-“I use the KKSHOU job portal”			Total
			Yes	No	Unaware	
learners' motivation towards using new media technology	Yes	Frequency	132	144	72	348
		% within row	37.9%	41.4%	20.7%	100.0%
		% within Column	55.0%	36.4%	22.9%	36.6%
	Neutral	Frequency	28	64	100	192
		% within row	14.6%	33.3%	52.1%	100.0%
		% within Column	11.7%	16.2%	31.7%	20.2%
	No	Frequency	80	188	143	411
		% within row	19.5%	45.7%	34.8%	100.0%
		% within Column	33.3%	47.5%	45.4%	43.2%
Total		Frequency	240	396	315	951
		% within row	25.2%	41.6%	33.1%	100.0%
		% within Column	100.0%	100.0%	100.0%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	78.556 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 48.45.

Source: Field Study

A chi-square test was performed and there was a significant relationship between learners' motivation towards using new media technologies and use of job portal by the learners $\chi^2(4, n = 951) = 78.556, p < .001$ at 95% confidence level. The result of the analysis indicated that the proportion of learners who 'enjoyed' learning through using new media technology tools and liked the job portal was more than those who 'did not enjoy' learning through new media technology.

4.3.10.7 Pattern of use of job portal according to learners' status of employment

Table 4.84 shows that among the 'non-working' learners, the percentage of learners who preferred to use the job portal was 24.0%, the percentage of learners who did not like to use the job portal was 41.3% and the remaining 34.7% learners were unaware of the portal. On the other hand, among the 'working' learners, the percentage of learners who liked to use the job portal was 26.6%, the percentage of learners who did not like to use the job portal was 42.0%, and the remaining 31.5% learners were unaware of the portal.

Table 4.84
Cross-tabulation between use of job portal and employment

			Statement:-"I use the KKSHOU job portal"			Total
			yes	No	Unaware	
Employment status	Non-working	Frequency	116	200	168	484
		% within row	24.0%	41.3%	34.7%	100.0%
	Working	Frequency	124	196	147	467
		% within row	26.6%	42.0%	31.5%	100.0%
Total		Frequency	240	396	315	951
		% within row	25.2%	41.6%	33.1%	100.0%

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.404 ^a	2	.496

\a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 117.85.

Source: Field Study

A chi-square test for independence indicated no significant difference in the employment status of learners and the use of job portal, $\chi^2 (2, n = 951) = 1.404, p =$

.496 at 95% confidence level. The result implied that there was no difference in the use of job portal among working and non-working learners.

4.4 General opinion of learners on use of new media technology

The research has attempted to find out the experience of the learners on the utilization of the new media technology made available by the Krishna Kanta Handiqui State Open University. The survey questionnaire carried a few questions on general experience related to the new media tools of the university. The feedback from the learners formed the base to further study the benefits drawn from and challenges faced in using new media technologies.

4.4.1 Satisfaction on the use of new media technologies

Respondents were asked to respond to the statement “I am satisfied with the support provided by new media technologies of the university”.

Table 4.85

Learners’ response on satisfaction with the support provided by new media technology of the university

	Frequency	Percent	Cumulative Percent
Agree	508	53.4	53.4
Disagree	184	19.3	72.8
Neutral	259	27.2	100.0
Total	951	100.0	

Source: Field Study

Table 4.85 shows that out of 951 respondents, 508 (53.4%) respondents ‘agreed’ to the statement, and 184 (19.3%) respondents ‘disagreed’ and 259 (27.2%)

respondents remained neutral to the statement. Almost half of the respondents are satisfied with the support of the new media tools in their learning.

4.4.2 Help from new media technologies in clarifying misunderstandings / doubts

Table 4.86 shows that out of the 951 respondents, 612 (64.4%) believed that new media technology tools are helpful in clarifying their misunderstandings/doubts related to study. On the other hand, 140 (14.7%) respondents disagreed to the statement and 199 (20.9%) respondents liked to remain neutral.

Table 4.86
Learners’ response on help from new media technologies in clarifying misunderstanding or doubt related to study

	Frequency	Percent	Cumulative Percent
Agree	612	64.4	64.4
Disagree	140	14.7	79.1
Neutral	199	20.9	100.0
Total	951	100.0	

Source: Field Study

It can be understood for the table that new media technology is helping the distance learners in a significant manner.

4.4.3 Help from study centre

The support staff available at the study centres or regional centres holds serious responsibilities in providing support and help to the learner in every possible way, since it becomes difficult at times for the university headquarters to physically get in touch with every learner.

Table 4.87
Learners' response on help / support from study centre staff (coordinator and counselor) in using the new media technologies

	Frequency	Percent	Cumulative Percent
Agree	572	60.1	60.1
Disagree	160	16.8	77.0
Neutral	219	23.0	100.0
Total	951	100.0	

Source: Field Study

Table 4.87 shows that out of 951 respondents, 572 (60.1%) respondents agreed that coordinator/counselor of the study centers helped them in using NMT tools whereas 160 (16.8%) respondents disagreed with that statement, while, 219 (23.0%) remained neutral. The result of the field survey showed that distant learners were significantly getting necessary help regarding the use of new media technology tools.

4.4.4 Help from new media technology in providing additional information

Table 4.88
Learners' response on new media technology providing additional information on the course

	Frequency	Percent	Cumulative Percent
Agree	684	71.9	71.9
Disagree	95	10.0	81.9
Neutral	172	18.1	100.0
Total	951	100.0	

Source: Field Study

Respondents were asked to respond to the statement “new media technology helps by providing additional information on the course”. Out of 951 respondents, 684 (71.9%) respondents ‘agreed’ with the statement, and only 95 (10 %) respondents disagreed with the statement. 172 (18.1%) respondents did not react to the statement

or they remained neutral. From the table 4.88 it can be understood that learners were getting help from new media technology in receiving additional information on the course.

4.4.5 Help from new media technology as a supplement to print study materials

Table 4.89 shows that out of 951 respondents, 688 (72.3%) believed that new media technology tools acted as a supplement to the print study materials provided by the university. On the other hand, 100 (10.5%) respondents disagreed with the statement and 163 (17.1%) respondents remained non-committal.

Table 4.89
Learners' response on new media technology's role as a supplement to the print study materials

	Frequency	Percent	Cumulative Percent
Agree	688	72.3	72.3
Disagree	100	10.5	82.9
Neutral	163	17.1	100.0
Total	951	100.0	

Source: Field Study

By and large, as per the feedback from the distance learners new media technology tools played the role as a supplement to the print study material.

4.4.6 Help from new media technologies in improvement of learning skills

Table 4.90 shows that out of 951 respondents, 642 (67.5%) believed that new media technologies were greatly helpful in improving their learning ability. On the other hand, 144 (15.1%) respondents disagreed with the statement and 165 (17.4%) respondents remained neutral.

Table 4.90

Learners' response on new media technology's role in improving learning ability

	Frequency	Percent	Cumulative Percent
Agree	642	67.5	67.5
Disagree	144	15.1	82.6
Neutral	165	17.4	100.0
Total	951	100.0	

Source: Field Study

The result of the analysis showed that most of the distance learners believed that new media technology tools brought improvement in their learning ability.

4.5 Interpretation of the analysis of the use of new media technology

4.5.1 Pattern of use of new media technology by learners

Among the new media technology tools that were made available by the Krishna Kanta Handiqui State Open University, some of the tools were used more by the learners for their learning process. Those new media technology which were mostly preferred by the learners were the multimedia materials, the e-portal of the university (*E-bidya*), online study materials, assignments on website, social networking site (*Facebook* group of KKHSOU), and the audio-video study materials available on the university website and *You-tube*.

4.5.1.1 Multimedia study materials

Multimedia study materials consist of the audio and audio-visual CDs and DVDs prepared by the university for the learners, to be watched at respective study centres or at home on personal computers / laptops. The empirical survey showed that a very large section of the learners (i.e. 66.8%) preferred to use multimedia study materials

for their learning purposes. The study centres had been provided with computers / laptops, LCD (liquid crystal display) projectors, DVD (digital video / versatile disk) players, and other necessary facilities by the university, so that the learners could watch the multimedia study materials there itself during the weekly counselling sessions. This practice helped even those learners who could not afford the necessary technicalities to learn from the multimedia materials.

Multimedia study materials do not require the learners to remain 'online' and therefore it was used efficiently in those areas also where internet connectivity was problematic or electricity supply was irregular. On the other hand, as it can be use in 'off-line' mode, it provided both the necessary spatial and temporal flexibility to the users. Therefore multimedia study material emerged as a successful tool of distance learning.

As far as the pattern of use is concerned, the gender biased distribution of use of multimedia study materials was indicated in the analysis. The male learners preferred to use these materials more as compared to the female learners. The used pattern also varied significantly according to age. The younger learners liked to use the multimedia tools more than the learners above 40 years of age. Many learners belonging to the older age groups mentioned that they found it difficult to handle the computers or laptops or other technical equipments, due to unfamiliarity with the devices and inability to handle them. The analysis also showed that the under graduate learners of the university are more enthusiastic towards the use of multimedia materials, than the learners enrolled in post-graduate courses. Those learners who chose distance mode of learning as first preference for continuing their studies preferred this new media tool as compared to those who considered distance education as their second preference. The willingness to join distance mode of

education over conventional mode promoted a positive attitude among learners towards using NMTs for learning, while the opposite happened with those who chose distance mode out of compulsion. The study suggested that those learners who enjoyed learning through new media technology tools were more likely to use multimedia study materials of the university than those learners who did not enjoy learning through new media technology. Enjoyment in using the technologies could act as a motivating factor to encourage the learners towards using them.

4.5.1.2 Internet radio (*e-Jnan Taranga*)

The internet radio of the university, e-Jnan Taranga was launched to make the programmes of the community radio station (*Jnan Taranga* CRS) available to everyone, at any place around the world. But due to lack of awareness, the service seemed to be not that popular among the learners of the university. About 48% of learners prefer using the internet radio service of the university for their learning purposes, while a large proportion were not aware of its existence. Female learners showed more interest towards using this facility as compared to the male learners. Internet radio was also preferred mostly by the learners belonging to the younger age group of below 40 years. The inclination of the younger generations towards internet and digital technologies, as revealed in many earlier studies, resulted in the popularity of NMTs among the learners below 30 years of age.

4.5.1.3 Audio-video learning materials on website/ YouTube

A number of audio-video learning materials have been prepared by the university on various subject matters and uploaded on the University website and on You-tube for

the learners as well as other eager public to watch and learn. The survey conducted revealed that the urban learners preferred using these materials more than the rural learners. Lack of electricity, internet connectivity, technical facilities, were some of the reasons for low utilization of new media tools by the rural learners. It had been found that the learners belonging to all age groups equally preferred to use of audio-visuals materials available on the university website and *You-tube*. The comparatively simpler technicalities involved with this new media tool seemed to attract learners of all age-groups alike. The learners who chose distance education as first choice over conventional mode of education also preferred to use of this new media tool more. The willingness to join distance mode of education over conventional mode promoted a positive attitude among learners towards using NMTs for learning, while the opposite happened with those who chose distance mode out of compulsion.

4.5.1.4. E-portal (*E-Bidya*)

A satisfactory number of learners used the e-portal of the university for their learning. The study showed that the urban learners and male learners were more interested in using the e-portal of the university. The rural-based learners preferred to use the printed version of the study materials provided to them by the university, as pointed out by many of the learners during the focus group discussions as well. The problems associated with the accessibility and availability of NMTs in rural areas were responsible for the choices of the rural learners. The age factor did not play a role in the use pattern of *e-Bidya*, as found in the survey, as downloading materials from *e-Bidya* does not require much technical skill and that could be handled by any learner.

4.5.1.5 Online study materials

Urban learners were likely to show more interest and awareness in using online study materials than the rural learners. The analysis suggested that female learners preferred to use online study materials from the website more than the male learners. However level of awareness about the tool is high among the males. Among the older age group of above 40 years, percentage of learners who liked to use the tool was comparatively high as compared to the younger age groups. Proportion of under-graduate learners was more than the post-graduate level ones, among those who liked to use online materials. Those learners who chose distance education as first preference and those who enjoyed using NMT tools were more interested in using online study materials than their fellow learners. The willingness to join distance mode of education over conventional mode promoted a positive attitude among learners towards using NMTs for learning, while the opposite happened with those who chose distance mode out of compulsion.

4.5.1.6 Digital library service

The digital library services have not been fully initiated by the KKHSO University, still few services are available for the use of the learners, research scholars and other staff of the university. The survey conducted on the post-graduate and under graduate level learners revealed limited awareness and use of this new media service, as only 44.2 percent of respondents agreed to have used it while 21.3 percent were not aware of this technology. It was also seen that the urban learners were more inclined towards the use of digital library services in their learning. The male learners seemed to use this service more than their fellow female learners. The test also indicated that those learners who chose distance education as their first preference and those who enjoyed

using the services of new media technology were more likely to use the digital library service. The learners, who were engaged in some sort of employment, used this service more than those learners who were not employed. The working learners were able to access internet as compared to the non-working learners, thus enabling them to access digital library.

4.5.1.7 Assignments from website

It was evident from the survey results that assignments were downloaded from the university website by a large number of learners. The urban-based learners were more likely to utilize this facility of the university than their rural counterparts. Again the female learners were less likely to download assignments from the website as compared to the male learners. The learners belonging to the younger age-groups (below 40 years) were more interested in using the new media service, while the older learners depended on the coordinators, counselors, fellow learners or family members to access the assignments from website. The issues of 'digital divide' between rural and urban learners as well as between younger and older generations were responsible for the phenomenon revealed in the present study. The post graduate level learners used this service more than the under graduate ones. Those learners who chose distance education as first preference and those who enjoyed using new media technology were more inclined towards using assignments from website. Again, analysis also revealed that the working learners used this service more as compared the 'non-working' ones. The working learners were able to access internet as compared to the non-working learners, hence they were able to use assignments available in the university website.

4.5.1.8 Android app *smart KKKSOU*

The learners were not fully aware of the smart-KKHSOU android app, as found during the survey; and hence, the app was not much used for the learning purposes. Since it is a new service launched by the university, awareness regarding its usage and benefits had to be imparted among the learners as well as study centre officials for the successful utilization of the android application. During the investigation, it was seen that most of the learners owned smart-phones with internet facilities and used them for various purposes, and this factor would help in connecting the users through smart-KKHSOU and social networking sites. Lack of awareness is the prime reason behind the restricted utilization of this application.

4.5.1.9 Social networking

Web 2.0 encompasses a wide range of applications and tools ranging from blogs to social networking sites to wikis that have influenced the field of distance education. About 58 percent of the respondents used the social networking group of the University on *Facebook* to interact and share with fellow learner as well as university authorities. The survey indicated that the urban learners and the male learners were more inclined towards the use of the social networking to connect with the university. Again, it had also been found that the younger learners used the *Facebook* page more than the older learners. The ‘digital native’ populace always tends to prefer and be comfortable with the internet and social networking, as revealed in many earlier studies. The learners who were not engaged in any sort of employment were more likely to use the social networking medium than that of the working/employed learners, as suggested by the study.

4.5.1.10 Job Portal

The online chat facility of the Job portal of the University is used only by a small section of the learners, as revealed in the study, though the job portal is used by a number of people comprising both learners and others. Again it is seen that the percentage of urban learners and male learners using the facility is higher. The learners below the age of 30 were more attracted towards the job portal as compared to other age-groups of learners. The post-graduate level learners tend to utilize this technology of the University more. Both the working and non-working learners had a propensity to use the job portal equally. The non-working section searches for job opportunities while the working section aspires for better working options through the portal.

4.5.2 *Benefits of using new media technology by the learners*

More than half of the respondents opined that they were satisfied with the services provided by the new media technologies of the University, while around 27.2 percent did not answer the question. Therefore it can be said that effort taken by the university regarding the use of new media technology was satisfactory for the learners. The analysis also indicated about the extent of benefit provided by new media technology towards supplying the learners with additional knowledge related to the course. Around 64 percent of learners agreed that the new media technology helped in clarifying the doubts that arise during self-learning and counseling sessions, and a large portion (around 72 percent) of them said that the technologies provided additional information on the respective courses, acting as supplement to the printed

study materials. Most of the learners were dependent on the study centres for the use of new media technologies. Around 60 percent of the learners received help from the staff of the study centres in handling and utilizing the new media technologies. This indicated that the help or support provided through the study centres played an important role in the use of new media technology. A large section of learners responded that the use of new media technologies had helped them in improving their learning abilities with the help of multimedia tools. The amalgamation of audio, video, animation, etc. would improve the impact of learning, and would reduce dependency on printed books to a great extent.

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