



AN ANALYTICAL STUDY OF THE PERCEPTION AND AWARENESS OF FACULTY MEMBERS ON OPEN EDUCATIONAL RESOURCES

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Abstract

Open Educational Resources (OER) refer to learning, teaching, and research materials in any format and medium, either in the public domain or under copyright control, and released under an open licence. These resources allow for no-cost access, reuse, repurpose, adaptation, and redistribution by others. One of the factors that contributes to the knowledge economy is the ongoing advancement of information and communication technologies (ICT). Student portals, Internet access, digital libraries, and the availability of laptops, handhelds, and other portable devices have already improved the on-campus student experience as technology continues to advance in higher education. The objective of the study was to evaluate the faculty members' understanding of open educational resources and to illustrate the correlation between their knowledge of open access and their instructional experiences. The study underscored that the majority of faculty members possess a high level of expertise regarding open educational resources, including the fact that open access journals have speedier publication times than other types of journals and are less expensive. The study underscored the correlation between the faculty members' knowledge of open educational resources and their experience.

Keywords: Open Access, Attitude, Teachers training institutions

Introduction:

Open Educational Resources (OER) provide opportunities for sustainable growth in enhancing access to and quality of education through the availability of free, easily accessible, and high-quality learning materials. Considering the varied needs of learners, the use of eContent has become a crucial element in the teaching and learning processes. Open educational resources differ from open learning in that they primarily consist of content, whereas open learning encompasses both content and educational services, including specially designed online materials, integrated learner support, and assessment.



Open educational resources encompass various online formats, including textbooks, recorded lectures, YouTube videos, web-based materials for independent study, animations, simulations, digital diagrams, graphics, certain MOOCs, and assessment tools such as automated tests. Open Educational Resources (OER) may encompass PowerPoint presentations or PDF documents of lecture notes. To qualify as open educational resources, they must be freely accessible for educational purposes.

In recent years, there has been a significant debate surrounding the roles of research funding bodies, universities and their libraries, and academic publishers in relation to various open access models that have been proposed. These models include open access repositories managed by universities and subject communities; pure open access journals traditionally published by enthusiasts or organizations within a subject community; and more recently, academic journal publishers. Additionally, there are green and gold open access publication routes leading to traditional subscription-based scholarly journals published by academic publishers. We can achieve a more accurate understanding of these interactions by categorising perceived reasons for users' interactions with open access and identifying common patterns. A comprehensive understanding of authors' attitudes toward open access to scholarly publications is essential for the successful implementation of open access initiatives. Published articles necessitate significant effort and serve as the foundation for academic rewards, including tenure, promotion, and future research grants. Consequently, lecturers do not make decisions regarding publication lightly.

Open access publishing is increasing globally. This transition is addressed by offering solutions aimed at enhancing participation in open access and open science within the global community of authors and researchers while upholding rigorous standards in peer review and digital publishing practices. Researchers worldwide are facing growing mandates from funders and institutions to publish in open access formats. These trends, coupled with evolving researcher attitudes toward open access, serve as significant drivers of the broader open science movement.

Review of Literature

Issa, A. I., et al (2020) examined the perspectives of undergraduates on open educational resources (OER) and how their gender & area of study impacted those perspectives. The survey found that undergraduates generally view the use of open educational resources (OER) favourably. The results show that students are generally supportive of using open educational resources in the classroom. The research suggests that schools should try to make their own open educational resources (OERs) that students can use whenever and wherever they want. **Chakyarkandiyil, Nisha (2020)** tried to find out how study scholars felt about resources that were open to everyone. The study's results show that the research scholars had a positive view of open access tools. The study looked at how much research scholars knew about open access resources. It stresses that research scholars should learn more about these



resources and writing, as well as how cost-effective they are and how well-liked they are in the academic community.

Govindarajan, R., Dhanavandan, S (2019) seeks to ascertain the extent of knowledge possessed by the teaching community at higher education institutions in Tamil Nadu on the open access model, OA licencing terms, OA tools, and their attitudes towards the open access model. The most utilised open access repository by the teaching staff was DOAJ, while the least utilised was NPTEL. The attitude of teaching staff towards open access exhibits no statistical correlation with their individual traits or their experience in teaching, research, and publication. The study findings assist academic libraries, institutions, the higher education system, and open access publishers in verifying facts and implementing necessary measures to enhance and fortify open access utilisation within the academic community. **Segado-Boj, F., Martín-Quevedo, J., & Prieto-Gutiérrez, J. J. (2018)** seeks to enhance comprehension of contributors' perspectives in Spanish academic journals concerning open access, open peer review, and altmetrics. Contributors to Spanish scholarly journals express a positive view of open access, yet exhibit caution regarding open peer review and altmetrics. Female scholars and younger individuals exhibited greater reluctance towards the acceptance of open peer review practices. A favourable disposition towards social networks did not automatically result in enthusiasm for new developments in scholarly publishing. Nonetheless, users of Research Gate exhibited greater awareness of altmetrics.

Rowley, J., Johnson, F., Sbaffi, L. et al. (2017) aims to enhance understanding of open access publishing through an international and interdisciplinary survey. Although academics reported engagement in OAP, they expressed uncertainty about their future intentions concerning OAP. Academics broadly recognised the potential for increased circulation as the primary advantage of open access publishing, expressing a generally more favourable view of its benefits compared to its disadvantages. A comparison of the two primary disciplinary groups, science, technology and medicine versus arts, humanities and social sciences, revealed a notable difference in attitude. **Sheikh, Arslan (2017)** examines the awareness, utilisation, and perceptions of Pakistani faculty members regarding scholarly open access. The study's findings indicate that, while most Pakistani faculty members were familiar with scholarly open access prior to this survey, their level of awareness regarding open access-related resources and initiatives was significantly low. The primary challenges encountered by Pakistani faculty members were a lack of awareness regarding open access publishing and the associated publication fees of open access journals. Faculty members exhibited a consistently positive attitude towards open access across all contexts. The primary motivational factors for faculty members to publish in open access journals include a large readership, high impact factor, free access for readers, and the absence of publication fees.

Mishra, Sanjaya (2016) outlines the comprehensive methodology employed in the development of a scale designed to assess attitudes towards Open Educational Resources. It is observed that certain teachers exhibit a greater willingness to share their work compared to others, highlighting the necessity to investigate the psychological and behavioural factors that affect the utilisation of Open Educational Resources (OER). The text examines the



importance of the scale and its effective application alongside other variables in various contexts to formulate suitable strategies for enhancing the adoption of OER in educational institutions. **Perryman, L-A and Seal, T (2016)** aims to address the existing knowledge gap by implementing a pan-India survey that incorporates numerous questions formulated by the UK Open University's Open Education Research Hub (OERH) for its global OER impact research. This paper introduces a model designed to effectively capture the contextual factors that both inhibit and facilitate the use of Open Educational Resources (OER) and Open Educational Practices (OEP) in the Global South. It is important to note that our findings pertain to a relatively well-educated group of educators, teacher-educators, students, education managers, academics, activists, and policymakers.

Objectives:

The study aimed to analysis the knowledge of the faculty members of teachers training institutions on open educational resources and it's attempted to present the relationship of the knowledge on open educational resources among their designation and experience.

Methodology:

Descriptive research design adopted this study which describes the opinion of the teachers training institutions faculty members on OER. To collect the opinion from the faculty members of teachers training institution, the study adopted questionnaire method to collect the data. The study collected 180 responses. The collected responses analyzed with SPSS and presented in the tables.

Data Analysis and Interpretation

Table No: 1
Profile of the respondents

		No of Respondents	Percentage
Gender	Male	112	62.2
	Female	68	37.8
	Total	180	100
Age	Below 25	34	18.9
	26 - 35	53	29.4
	36 - 45	48	26.7
	Above 45	45	25.0
	Total	180	100
Designation	Assistant Professor	75	41.7
	Associate Professor	51	28.3
	Professor	54	30
	Total	180	100
Experience	Less than 3 Years	21	11.7
	3 to 5 years	33	18.3



	6 to 8 years	48	26.7
	9 to 11 Years	35	19.4
	Above 11 years	43	23.9
	Total	180	100

The table presents the profile of the respondents. On gender category, 62.2% of the respondents are male and 37.8% of the respondents are female. Among the age group, it is noticed that 18.9% of the respondents are below 25 age and 29.4% of the respondents are 26-35 aged. 26.7% of the respondents are 36-45 age and 25% of the respondents are aged above 45. On the designation group, 41.7% of the respondents are Assistant Professors, 28.3% of the respondents are Associate Professors and 30% of the respondents are Professors. Among the experience category, 11.7% of the respondents are having less than 3 years of experience and 18.3% of the respondents are 3 to years of experience. 26.7% of the respondents are having 6 to years of experience, 19.4% of the respondents are having 9 to 11 years of experience and 23.9% of the respondents are having more than 11 years of experience.

Table No: 2
Respondents' opinion about the Knowledge of Open Educational Resources

Sl. No	Factors		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	OER is beneficial to the scholarly community	N	38	37	73	20	12	180
		%	21.1	20.6	40.6	11.1	6.7	100
2	It is a good idea using OER publications for my works	N	13	39	85	29	14	180
		%	7.2	21.7	47.2	16.1	7.8	100
3	Having good awareness on publishing in OER	N	19	30	100	22	9	180
		%	10.6	16.7	55.6	12.2	5	100
4	OER possess high quality publications	N	38	33	69	14	26	180
		%	21.1	18.3	38.3	7.8	14.4	100
5	Open access guarantees the principle of free access for all readers	N	29	42	66	39	4	180
		%	16.1	23.3	36.7	21.7	2.2	100
6	Open access journals have faster publication times than other types of journals	N	41	56	41	24	18	180
		%	22.8	31.1	22.8	13.3	10	100
7	Open access readership is larger than subscription-based journals	N	41	4	42	44	49	180
		%	22.8	2.2	23.3	24.4	27.2	100
8	Articles are more frequently cited in Open access journals	N	51	26	61	27	15	180
		%	28.3	14.4	33.9	15	8.3	100
9	Open Educational Resources costs less than non- Open access ones	N	40	37	87	14	2	180
		%	22.2	20.6	48.3	7.8	1.1	100
10	Open access will guarantee	N	42	38	58	22	20	180



	archiving for future readers	%	23.3	21.1	32.2	12.2	11.1	100
11	Open access is peer-reviewed the experts contributions	N	24	17	73	49	17	180
		%	13.3	9.4	40.6	27.2	9.4	100

The table presents the knowledge of the faculty members on the open educational resources. It is noticed that 21.1% of the respondents are strongly agreed and 20.6% of the respondents are agreed that OER was beneficial to the scholarly community. Around 40.6% of the respondents are neutral about the OER was beneficial to the scholarly community. 11% of the respondents are disagreed and 6.7% of the respondents are strongly disagreed about OER was beneficial to the scholarly community. It is clear that 7.2% of the respondents are strongly agreed and 21.7% of the respondents are agreed that it is a good idea using OER publications for their works. Around 47.2% of the respondents are neutral about good idea using OER publications for their works. 16.1% of the respondents are disagreed and 7.8% of the respondents are strongly disagreed about good idea using OER publications for their works. It is noticed that 10.6% of the respondents are strongly agreed and 16.7% of the respondents are agreed about having good awareness on publishing in open access. Around 55.6% of the respondents are neutral about having good awareness on publishing in open access. 12.2% of the respondents are disagreed and 5% of the respondents are strongly disagreed on having good awareness on publishing in open access. It is clear that 21.1% of the respondents are strongly agreed and 18.3% of the respondent are agreed that open access possess high quality publications. Around 38.3% of the respondents are neutral about open access possess high quality publications. 7.8% of the respondents are disagreed and 14.4% of the respondents are strongly disagreed about open access possess high quality publications. It is noticed that 16.1% of the respondents are strongly agreed and 23.3% of the respondents are agreed that open access guarantees the principle of free access for all readers. Around 36.7% of the respondents are neutral about the open access guarantees the principle of free access for all readers. 21.7% of the respondents are disagreed and 2.2% of the respondents are strongly disagreed on open access guarantees the principle of free access for all readers.

It is clear that 22.8% of the respondents are strongly agreed and 31.1% of the respondents are agreed that open access journals have faster publication times than other types of journals. Around 22.8% of the respondents are neutral on open access journals have faster publication times than other types of journals. 13.3% of the respondents are disagreed and 10% of the respondents are strongly disagreed about open access journals have faster publication times than other types of journals. It is noticed that 22.8% of the respondents are strongly agreed on open access readership is larger than subscription-based journals. Around 2.2% of the respondents are agreed and 23.3% of the respondents are neutral about open access readership is larger than subscription-based journals. 24.4% of the respondents are disagreed and 27.2% of the respondents are strongly disagreed on open access readership is larger than subscription-based journals. It is clear that 28.3% of the respondents are strongly agreed and 14.4% of the respondents are agreed that articles are more frequently cited in open access journals. Around 33.9% of the respondents are neutral about articles are more frequently



cited in open access journals. 15% of the respondents are disagreed and 8.3% of the respondents are strongly disagreed about articles are more frequently cited in open access journals.

It is noticed that 22.2% of the respondents are strongly agreed and 20.6% of the respondents are agreed that Open Educational Resources costs less than non- open access ones. 48.3% of the respondents are neutral about the Open Educational Resources costs less than non- open access ones. 7.8% of the respondents are disagreed and 1.1% of the respondents are strongly disagreed that Open Educational Resources costs less than non- open access ones. It is clear that 23.3% of the respondents are strongly agreed and 21.1% of the respondents are agreed that open access will guarantee archiving for future readers. Around 32.2% of the respondents are neutral about open access will guarantee archiving for future readers. 12.2% of the respondents are disagreed and 11.1% of the respondents are strongly disagreed on open access will guarantee archiving for future readers. It is noticed that 13.3% of the respondents are strongly agreed and 9.4% of the respondents are agreed that open access is peer-reviewed the experts contributions. Around 40.6% of the respondents are neutral about the open access is peer-reviewed the experts contributions. 27.2% of the respondents are disagreed and 9.4% of the respondents are strongly disagreed about open access is peer-reviewed the experts contributions.

Table No 3
Relationship on Knowledge on OER with Experience

H₀: There is no significant relationship between experience of the faculty members and their knowledge on Open Educational Resources

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395 ^a	.156	.101	1.269

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.843	11	4.531	2.814	.002 ^a
	Residual	268.872	167	1.610		
	Total	318.715	178			



The table presents the regression test between relationship between experience of the faculty members and their knowledge on Open Educational Resources. It is noticed that F value is 2.814 and calculated significant value is 0.002 at the significance level of 95%. Hence the table of test noticed that null hypothesis is rejected and alternative hypothesis accepted. It is proved that *“The knowledge on the Open educational Resources is differ to the experience of the faculty members”*

Results and Discussion

It is understood that 42% of faculty members agree that open educational resources are beneficial to the scholarly community, 30% support the use of open educational resources for their work, 27% express good awareness of publishing in open access, and 39% believe that open access offers high-quality publications. It is noteworthy that 39% of faculty members agree that open access ensures the principle of free access for all readers, 54% concur that open access journals offer faster publication times compared to other journal types, and 23% believe that open access readership surpasses that of subscription-based journals. Forty-four percent of faculty members agree that articles are cited more frequently in open access journals. Forty-two percent believe that open access publications are less costly than non-open access ones. Additionally, forty-four percent agree that open access ensures archiving for future readers, while twenty-three percent concur that open access is peer-reviewed by experts. Faculty members generally exhibit a positive attitude towards open access due to several factors: the lower costs associated with open access publications compared to non-open access ones, the quicker publication times of open access journals, the higher citation frequency of articles published in open access journals, the benefits of open access to the scholarly community, the assurance of archiving for future readers, and the commitment to providing free access for all readers.

Conclusion

This study examines the knowledge of faculty members regarding open educational resources. The majority of faculty members possess a strong understanding of open educational resources. Many faculty members exhibit a positive attitude towards open educational resources, noting that open access publications are less expensive than their non-open access counterparts and that open access journals typically offer faster publication times compared to other journal types. Therefore, faculty members should receive adequate training to effectively utilise open access resources for their academic endeavours. Globally, an increasing number of faculty members are seeking funding and aligning with institutional mandates to publish in open access formats. The trends, coupled with evolving faculty attitudes at teacher training institutions regarding open access resources, serve as significant drivers in the broader field of research within teacher training institutions.

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