ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES AMONG RESEARCH SCHOLARS

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Abstract

The study indicates the attitude towards open education resources among research scholars in Tamil Nadu. The researcher has taken research scholars in Tamil Nadu as a population for the present study. The researcher has utilized simple random sampling techniques for collecting the data from the samples. The researcher has collected 606 samples from 23 universities and Deemed(Private) universities. Based on the data analysis and interpretation, the researcher found that research scholars have an average attitude towards OER, and that there are no significant differences in gender and education stream of research scholars attitude towards OER. Hence, there is significant difference in research scholars of parents' education attitude towards OER.

Key Words: Attitude, Research Scholars, Open Educational Resources, Gender, Education Stream and Parents education.

Introduction

Open Educational Resources (OER) have played a significant role in altering educational methods globally. OER refers to openly licensed digital assets used for teaching, learning, and research (Hussain et al., 2013). Its goal is to lower costs, improve access to information, and improve educational quality (Martin & Kimmons, 2020). Adoption of these technologies varies greatly depending on educational situations and disciplines.

Numerous studies have highlighted educators' favorable attitudes toward open educational resources (OER), emphasizing advantages including cost savings, improved educational accessibility, and pedagogical innovation (Karunanayaka, 2012; Jhangiani et al., 2016). Teachers understand how OER can improve their reputation and efficacy as educators (Rolfe, 2012). Additionally, the importance of OER in offering scalable and sustainable educational solutions has only increased because to the transition towards digital learning settings (Ganapathy et al., 2015). OER integration into academic practice is not without difficulties, though. Broader adoption is hampered by problems like copyright issues, poor quality control, and a lack of institutional backing (Rolfe, 2012; Martin, 2018). Furthermore, although OER is generally viewed favorably, certain obstacles pertaining to faculty preparedness and technology infrastructure also play crucial roles (Cote, 2017).

The goal of this study is to comprehend the variables that affect research scholars' adoption and utilization of Open Educational Resources (OER) in their work. It focuses on analyzing how different contextual factors, research activities, and researchers' personal views influence their use of OER.

Review of the Related Literature

According to Karunanayaka (2012), a sizable percentage of Sri Lankan educators and teachers have never used Open Educational Resources (OER), and those who had showed favorable sentiments toward doing so. Participants' opinions toward sharing and utilizing OER were favorable, and many acknowledged the useful advantages including improving one's reputation as a good instructor and saving time and money. However, only 58.3% of participants permitted others to freely utilize their own educational materials, frequently choosing to share only within close academic circles, indicating some reluctance to do so.

According to Rolfe (2012), a strong confidence in the benefits of open education, the ability to improve individual and institutional reputations, and economic considerations all contributed to the generally positive attitudes of academics about OER. There were substantial obstacles to the adoption and usage of OER notwithstanding these favorable opinions. Faculty members' readiness to fully engage with OER was hampered by their concerns about copyright issues and a lack of IT support. Although there was a culture of resource sharing among close colleagues, it was less typical to transfer this to a larger, more public setting. Although there is some support for OER, the study revealed that much more needs to be done to raise awareness, remove obstacles, and create an atmosphere that encourages wider sharing and adoption.

According to Hussain et al. (2013), Pakistani university academics acknowledge the important contribution Open Educational Resources (OERs) make to improving higher education. OERs were valued by academics because they made it easier to do research, acquire educational resources, and discover new developments in their fields. They emphasized the advantages of open educational resources (OERs), which give access to a wealth of information and provide insights into the most recent research methodologies and educational opportunities. The general perception of OERs was favorable, highlighting their significance for the growth of academia and education.

Objectives of the Study

1. To study the level of attitude towards Open Educational Resources among research scholars.
2. To find out whether there is any significant difference attitude towards Open Educational Resources among research scholars with respect to their:

a. Gender (Male/Female)

b. Education Stream (Arts / Science)

c. Parents' Occupation (Govt./Private/Business/Others)

Hypotheses of the Study

1. There is no significant difference among the research scholas attitude towards Open Educational Resources with respect to their:

a. Gender (Male/Female)

b. Education Stream (Arts / Science)

c. Parents' Occupation (Govt./Private/Business/Others)

Data Analysis and Interpretation

DESCRIPTIVE ANALYSIS –Attitude towards OER among Research Scholars'

Table – 1 The Mean and Standard Deviation of Attitude towards OER among Research Scholars'

Sl. No.	Demographic Variables	Sample	N	Mean	S.D
1	Gender	Male	324	131.06	29.70
		Female	282	131.11	31.63
2	Marital Status	Married	328	131.15	30.16
		Unmarried	278	131.01	31.14
3	Locality of the Scholars'	Rural	371	130.67	32.85
		Urban	235	131.74	26.68
4	Internet Availability	Yes	432	130.47	29.89
		No	174	132.60	32.29
5	Educational Stream	Arts	408	131.05	30.96
		Science	198	131.16	29.89
6	Mode of Studies	Full Time	196	132.10	31.12
		Part Time	410	130.60	30.36
7	Types of Universities	Government	456	131.17	31.35
		Private	150	130.83	28.24
8	Parents' Education	Illiterate	140	121.57	31.32
		School Education	295	132.29	30.45
		Higher Education	171	136.78	28.54
9	Parents' Occupation	Daily Wages	118	124.16	33.95
		Govt.	77	126.37	34.69
		Private	271	133.56	28.52
		Business	140	134.71	28.04
10	Parents' Income	Below Rs. 10000	118	126.90	37.11
		Rs.10001 to Rs.50000	234	130.41	30.91

		Rs.50001 and Above	**254**	**133.76**	**26.70**
				131.08	**30.59**

Table : 2 - Level of Attitude towards OER

Variable	Score range	Category
OER Knowledge	**Above 143**	**High**
	119.6 – 142	**Average**
	Below 119.5	**Low**

The Attitude towards OER scale is consisting 37 items. The Maximum score for this scale is 185 and minimum score of the scale is 37.

As can be seen from the table above, the calculated mean and standard deviation of the research scholars' Attitude towards OER scores for the entire sample are 131.08 and 52.97 respectively, with the mean value falling between 121.57 and 136.78. Therefore, the research study concluded that the null hypothesis, which states that "Research scholars' Open Educational Resources Attitude is average". Similar studies such as **Farrow et al., (2015); Islim & Cagiltay, (2016); Kinskey et al., (2018); Magro & Tabaei, (2020); Springer, (2019)** have found that students have neutral or positive responses to OER in terms of satisfaction and perceived effectiveness. **Shahu and Kunte (2025)** found that the researchers are aware of OER and have a favorable attitude towards OER.

DIFFERENTIAL ANALYSIS

a. There is no significant difference between male and female of research scholars' Attitude towards OER.

Table: 3

Attitude towards OER - Gender – "t" Value

Demographic Variable	Sample	N	Mean	S.D	't' Value	Remarks
Gender	**Male**	**324**	**131.06**	**29.705**	**0.01**	

	Female	**282**	**131.11**	**31.63**		**Not Significant at 0.05 level**

It is observed from the above table 3 that the calculated t-value 0.01 is less than the table value 1.96 at 0.05 level of significance. It shows that there is no significant difference between male and female of research scholars' Attitude towards OER. Hence, the null hypothesis is accepted. The mean value shows that female research scholars' is better than male research scholars' Attitude towards OER. **Sahu and Khunte (2025)** found that genders showed similar understanding and attitude towards OER.

b. There is no significant difference between arts stream and science stream of research scholars' Attitude towards OER.

Table: 4

Attitude towards OER - Education Stream – "t" Value

Demographic Variable	**Sample**	**N**	**Mean**	**S.D**	**'t' Value**	**Remarks**
Education Stream	**Arts**	**408**	**131.05**	**30.96**	**0.04**	**Not Significant at 0.05 level**
	Science	**198**	**131.16**	**29.89**		

It is observed from the above table 4 that the calculated t-value 0.04 is less than the table value 1.96 at 0.05 level of significance. There is no significant difference between arts stream and science stream of research scholars' Attitude towards OER. Hence, the null hypothesis is accepted. The mean value shows that science stream research scholars' Attitude towards OER is higher than arts stream research scholars' Attitude towards OER.

c. There is no significant difference among the parents' education (Illiterate/School education/Higher education) of research scholars' Attitude towards OER.

Table: 5

Attitude towards OER – Parents' Education - ANOVA

Demographic Variable	Sample	Source of Variation	Sum of Squares	df	Mean Squares	'F' Ratio	Remarks
Parents' Education	Illiterate/ School edu. / Higher edu.	Between Groups	9754.00	2	4877.00	5.28	S
		Within Groups	556505.18	603	922.89		
		Total	566259.18	605			

It is observed from the above table 5 that the calculated f-value 5.28 is higher than the table value 3.08 at 0.05 level of significance. It shows that there is significant difference among the parents' education (Illiterate/School education/Higher education) of research scholars' Attitude towards OER. Hence, the null hypothesis is rejected. So, the researcher likes to see the difference among the samples so he goes for "t" test.

I. There is no significant difference between illiterate of parents' and school education of parents' of research scholars' Attitude towards OER.

Table: 6

Attitude towards OER –Parents' Education– "t" Value

Demographic Variable	Sample	N	Mean	S.D	't' Value	Remarks
Parents' Education	Illiterate	68	120.47	33.03	2.50	S
	School Edu.	338	131.32	30.24		

It is observed from the above table 6 that the calculated t-value 2.50 is higher than the table value 1.96 at 0.05 level of significance. There is significant difference between illiterate of parents' and school education of parents' of research scholars' Attitude towards OER. Hence, the null hypothesis is rejected. The mean value shows that school education of parents' of research scholars' Attitude towards OER is higher than illiterate of parents' of research scholars' Attitude towards OER.

II. There is no significant difference between illiterate of parents' and higher education of parents' of research scholars' Attitude towards OER.

Table: 7

Attitude towards OER –Parents' Education– "t" Value

Demographic Variable	Sample	N	Mean	S.D	't' Value	Remarks
Parents' Education	Illiterate	68	120.47	33.03	3.05	S
	Higher Edu.	200	134.30	29.67		

It is observed from the above table 7 that the calculated t-value 3.05 is higher than the table value 1.96 at 0.05 level of significance. There is significant difference between illiterate of parents' and higher education of parents' of research scholars' Attitude towards OER. Hence, the null hypothesis is rejected. The mean value shows that higher education of parents' of research scholars' Attitude towards OER is higher than illiterate of parents' of research scholars' Attitude towards OER.

III. There is no significant difference between school education of parents' and higher education of parents' of research scholars' Attitude towards OER.

Table: 8

Attitude towards OER –Parents' Education– "t" Value

Demographic Variable	Sample	N	Mean	S.D	't' Value	Remarks
Parents' Education	School Edu.	338	131.32	30.24	1.11	Not Significant at 0.05 level
	Higher Edu.	200	134.30	29.67		

It is observed from the above table 8 that the calculated t-value 1.11 is less than the table value 1.96 at 0.05 level of significance. There is no significant difference between school education of parents' and higher education of parents' of research scholars' Attitude towards OER. Hence, the null hypothesis is

accepted. The mean value shows that higher education of parents' of research scholars' Attitude towards OER is higher than school education of parents' of research scholars' Attitude towards OER.

Discussions

The present study found that the research scholars attitude towards open educational resources are average or positive. The same results founded by Karunanayaka (2012) stated that a significant portion of Sri Lankan teachers and teacher educators lacked prior exposure to Open Educational Resources (OER), those who were aware exhibited positive attitudes towards their use. Rolfe (2012) reported that faculty attitudes towards OER were generally positive. Hussain et al. (2013) found that the university faculty members overall attitude towards OERs was positive, emphasizing their importance in the academic and educational advancement. Hence, Ganapathy et al. (2015) pointed out that the faculty members acknowledged the usefulness of OERs in enhancing teaching and learning processes and expressed interest in both using and contributing to OERs.

Conclusion

The study concluded that the "Research scholars' Open Educational Resources Attitude is average" and there is no significant difference between male and female and arts and science research scholars' attitude towards OER. Therefore, the study found that there is a significant difference in parents education among the research scholars' attitude towards OER.

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