Primary Education Undergraduates' Awareness and Perception on the Utilization of Open Educational Resources for Learning in University of Ilorin

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Abstract

The use of Open Educational Resources (OER) in this present dispensation is considered to be very essential. It is indicated that students use a limited range of technologies for learning, with established technologies such as VLEs, Google and Wikipedia being the most frequently used, based on the previous findings it is observed that utilization of OER is not common among primary education undergraduates. Therefore, this study investigated the awareness and perception on the utilization of OER for learning among primary education undergraduates in University of Ilorin.

The study adopted the descriptive research of survey type. This study was limited to the primary education undergraduate students in Adult and Primary Education Department, University of Ilorin. 150 undergraduate were randomly selected from the department. Structured questionnaires was used to elicit response from the respondents. The finding of this study shows that undergraduate students are aware of OERs learning tools. Primary education undergraduate students' perception towards OERs tool for learning is positive, there are factors inhibiting effective use of OER for learning among students, undergraduate students used OERs site for learning, and there was no significant difference between male and female undergraduates' perception of OER tools for learning.

Based on the findings of this research, the following recommendation were made. Lecturers should endeavor to put their scholarstic publications in the public domain of their institutions, as this will help student layhands on more quality materials and the government should provide fund to ensure the stability of OER movement.

Keywords: *OER (Open Educational Resources), Awareness, Perception and Gender*

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INTRODUCTION

Primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored. Primary education is the education given to children aged 6 to 12 years. According to The period between the ages of 6-12 years is also a period of transition for children from pre-school to elementary school. The period at this age is also known as the transition period or transition from early childhood to late childhood until the pre-puberty period. has become more and more perfect. Children aged in this phase are the age which is a continuation of the age below five years (toddlers), at this age they have experienced quite large or rapid development as at this age they have started to think critically, their attitudes and actions have undergone many changes from the age of five. toddler. To guide the multi-potential development of elementary school-aged children, it is necessary to guide and lead properly and proportionally. This level of education is the foundation of all other forms of higher education and it is a deliberate and structured level of education for children to acquire certain skills to help become useful members of the society. Primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored, hence undergraduate students in primary education department need to make use of resources that will hence their performances in other to become a good educator, OER is one of the medium to explore in other to bring this to reality.

Learning may take place through different platforms of social media, internet based tools and services that enable learners to collaborate, with one another, generate content, gather and disseminate information online. The changes and service brought about by ICT have been quite transformative to the extent that even the socialization of human species could be incomplete without being equipped with the necessary skills, knowledge and motivation required to understand, cope with and benefit from the impact of ICT on all aspects of life ICT is a good medium for student to achieve their academic achievement; OER (open education resources) is one of the ICT medium needed.

Many institutions have become open by developing programmes of open sharing of educational materials and ideas. The ocean of information on the internet is in a variety of formats with relative ease of access are among the reasons that brought the technology academic patronage, especially on Open Educational Resources (OER) sites (Issa, Ibrahim & Onojah, 2020). This implies that students have positive perception towards OER for learning. OER are those resources that attract no fees, subscriptions, tuitions, registrations, obligations, and so on, to the consumer or user of the said resources.

Educators create OER with the intention of allowing all teachers and instructors to edit, combine resources, and create new content free of any copyright violations (Abramovicha & McBrideb, 2018).). Open textbooks are openly licensed textbooks and are the type of OER most often used by faculty who adopt and implement OER as part of their course materials. Recent studies suggest OER not only save student's money, but also improve grades and decrease the rates of students receiving D, E and F (Colvard, Watson, & Park, 2018).

Open Educational Resources (OERs) can be divided in many ways. Open courseware (OCW), open textbooks and Massive Online Open Courses (MOOCs) can all be. OERs include complete courses, individual course units or modules, textbooks, lesson plans, syllabi, lectures, assignments, game-based learning programs, quizzes, podcasts videos, audios, interactive simulations, and interactive multimedia (Georgiadou & Kolaxizis, 2019).). OERs are beneficial to students as several studies suggested. Qualitative and quantitative data published that examine students' awareness of OERs in place of standard resources shown that OERs are improving students' attitudes and behaviors toward learning (Fischer et al., 2015). However, an important problem in the

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proliferation of OERs in education is awareness. Survey results from over 3000 higher education faculty in the US show that most faculty remain unaware of open educational resources (OERs), and it is not a driving force in educational material adoption decisions.).

The researchers used a descriptive research design. The finding of the study shows that the undergraduates were moderately aware of the existence of OERs. The researchers used qualitative analysis and a scale that ranged from Zero to three. This study used Multi stage and simple random sampling and the sample size was from all the faculties in the universities sampled. This study could have yielded different findings had the researchers used undergraduate students

Lin, (2019) carried out a study Teaching and Learning without a Textbook: Undergraduate Student Perceptions of Open Educational Resources. The Study investigated 46 undergraduate students' perceptions of using only OER in an introductory course in a large American public university. Result indicated that students perceived that there is advantages of using OER include textbook cost savings, access to dynamic and plentiful OER materials, that OER enabling mobile learning and that OER foster the development of self-directed skills and copyright guidelines. Afolabi, (2017) investigated the first year University undergraduates' experiences in the use of open educational resources (OER) in online learning and their in-course achievement. The design selected for the study was survey and quasi-experimental. A total number of 106 University undergraduates participated in the study after a preliminary study was conducted to ascertain undergraduates' perception and acceptability of OER. The study noted that students have positive perception of OER. The author explained that OER can successfully improve learners understanding of difficult concepts in Physics.

The use of OER is not confined to eLearning contexts or distance education alone. On the other hand, individual OER can be specifically designed to support a focused learning theory. In addition, Open Educational Resources (OER) is important learning materials with the potential to facilitate the expansion of learning worldwide (Issa et al., 2020). It was revealed in the study that male and female users have a 50/50 percentage of use of e-resources. As gender may or may not play a role in the adoption of OER for learning. Issa et al., (2020) investigated Undergraduates' attitude towards the utilization of open educational resources for learning, the differences between male and female undergraduates on their attitude towards the utilization of OER for learning were determined. From the result, it was revealed that there was difference in gender of undergraduates in respects to their attitude towards utilization of OER for learning.

METHODOLOGY

This study is a descriptive research of the survey type. Researcher-designed questionnaire was used to gather necessary information from the respondents. Particularly, this research examined the perception and utilization of Open Educational Resources for learning among primary education undergraduate students in university of Ilorin. Population for this study was undergraduate students of university of Ilorin. The target population was student in the department of adult and primary education, simple random sampling technique was used to select one hundred and fifty (150) students from department of primary education, university of Ilorin who participated in this study.

RESULTS

Data Undergraduate students' awareness of OERs tool for learning in table 1.

Table 1
Undergraduate students' awareness of OERs tool for learning

Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1. I have never heard of the OERs in my academic life	40	26.7%	58	38.7%	32	21.3%	20	13.3%	2.8
2. I have only heard of e-resources in my academic life and not OERs.	30	20.0%	65	43.3%	47	31.3%	8	5.3%	2.8
3. I have seen OER before this time	28	18.7%	81	54.0%	34	22.7%	7	4.7%	2.9
4. I am familiar with concept of OER	30	20.0%	84	56.0%	25	16.7%	11	7.3%	2.9
5. I am just hearing of concept of OER for the first time	39	26.0%	69	46.0%	27	18.0%	15	10.0%	2.9
6. I have come across of online learning that are offered to be re-used and modified by the users	32	21.3%	86	57.3%	19	12.7%	13	8.7%	2.9
7. I am aware of creative common license and resources licensed under OER	33	22.0%	80	53.3%	24	16.0%	13	8.7%	2.9
8. I have no idea of creative common license	40	26.7%	68	45.3%	36	24.0%	6	4.0%	2.9
9. I am familiar with Wikipedia as an OER material resources free	38	25.3%	83	55.3%	25	16.7%	4	2.7%	3.0
10. I am familiar with MOOC as an OER material resources free to use	46	30.7%	66	44.0%	24	16.0%	14	9.3%	3.0
Grand mean									2.9

To investigate primary education undergraduate students' awareness of OERs tool for learning as stated in research question 1, and as shown in table 1 above. The mean score for each of the question item are listed in the last column of the table. The average mean score for each of the item is 2.5 The average mean score 2.5 was calculated by adding up each value of the 4-point Likert scale and divided by 4 (Strongly Agree= 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. 4+3+2+1=10 divided by 4 = 2.5. item has 9 & 10 has the highest mean score of 3.0 which is greater than the average mean score (2.5) and item 1 & 2, has the lowest mean score of 2.8 which is also greater than the average mean score (2.5). The grand mean of the entire item is 2.9 which is greater than 2.5 average mean score. This implies that primary education undergraduate students are aware OERs learning tools.

Results research of primary education undergraduate students' perception on the use of OERs tools for learning in table 2.

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Table 2

Primary Education Undergraduate Students' Perception on the use of OERs Tools for Learning

Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1. It is very difficult to find OERs in Specific course	43	28.7%	77	51.3%	25	16.7%	5	3.3%	3.1
2. OERs do not assist me in doing my assignment	34	22.7%	67	44.7%	32	21.3%	17	11.3%	2.8
3. OERs are very difficult to access	40	26.7%	59	39.3%	43	28.7%	8	5.3%	2.9
4. OERs are very easy to access	41	27.3%	79	52.7%	23	15.3%	7	4.7%	3.0
5. OER too hard to edit or modify	41	27.3%	68	45.3%	31	20.7%	10	6.7%	2.9
6. OER not relevant to my local context	29	19.3%	64	42.7%	42	28.0%	15	10.0%	2.7
7. OER takes too much time to search, select, edit and apply	46	30.7%	56	37.3%	31	20.7%	17	11.3%	2.8
8. OER improve my performance	45	30.0%	81	54.0%	15	10.0%	9	6.0%	3.1
9. I enjoy learning in an environment that incorporates OER	47	31.3%	68	45.3%	27	18.0%	8	5.3%	3.0
10. I would describe using OER as interesting	34	22.7%	84	56.0%	20	13.3%	12	8.0%	2.9
Grand mean									**2.9**

To investigate undergraduate students' perception on the use of OERs tools for learning as stated in research question 2, and as shown in table 2 above. The mean score for each of the question item are listed in the last column of the table. The average mean score for each of the item is 2.5 The average mean score 2.5 was calculated by adding up each value of the 4-point Likert scale and divided by 4 (Strongly Agree= 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. 4+3+2+1=10 divided by 4 = 2.5. item has 1 & 8 has the highest mean score of 3.1 which is greater than the average mean score (2.5) and item 2, has the lowest mean score of 2.7 which is also greater than the average mean score (2.5). The grand mean of the entire item is 2.9 which is greater than 2.5 average mean score. This implies that primary education undergraduate students have positive perception towards OERs tool for learning.

Results the factors militating against effective use of OER for learning among students in table 3.

Table 3
Factors militating against effective use of OER for learning among students

Items	Strongly Agree		Agree		Disagree		S/Disagree		Mean
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1. Slow internet connection	45	30.0%	67	44.7%	24	16.0%	14	9.3%	3.0
2. I do not have the skill to access Open Educational Resources	19	12.7%	74	49.3%	43	28.7%	14	9.3%	2.7
3. Poor electricity supply hinder me from using Open Educational Resources for learning	39	26.0%	87	58.0%	22	14.7%	2	1.3%	3.1
4. I do not trust the authenticity of internet based material like OER	42	28.0%	65	43.3%	36	24.0%	7	4.7%	2.9
5. The quality of available OER are not up to my needs	31	20.7%	77	51.3%	35	23.3%	7	4.7%	2.9
6. Unclear Instruction and Guidance	42	28.0%	62	41.3%	38	25.3%	8	5.3%	2.9
7. The availability OER are not relevant to my resources	44	29.3%	54	36.0%	42	28.0%	10	6.7%	2.9
8. Open Educational Resources are not to be used	30	20.0%	74	49.3%	34	22.7%	12	8.0%	2.8
9. Lack of support from institution	48	32.0%	69	46.0%	25	16.7%	8	5.3%	3.0
10. In adequate for resources for my area of specialization	44	29.3%	66	44.0%	31	20.7%	9	6.0%	3.0
Grandmen									**2.9**

To investigate factors militating against effective use of OER for learning among students stated in research question 3, and as shown in table 3 above. The mean score for each of the question item are listed in the last column of the table. The average mean score for each of the item is 2.5 The average mean score 2.5 was calculated by adding up each value of the 4-point Likert scale and divided by 4 (Strongly Agree= 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. 4+3+2+1=10 divided by 4 = 2.5. item has 3 has the highest mean score of 3.1 while item 2 has lowest mean score 2.7 which is greater than the average mean score (2.5). The grand mean of the entire item is 2.9 which is greater than 2.5 average mean score. It can be induced that there are factors inhibiting effective use of OER for learning among students.

The analysis of the results is shown in the table 4.

Table 4
There is no Significant Difference between Male and Female Student Undergraduates'
Perception of OER Tools for Learning

Gender of Respondents	N	X	S D	Df	T	Sig.(2-tailed)	Remark
Male	85	27.109	4.304	148	.292	192	**Retained**
Female	65				26.21		4.095

From Table 4, it can be deduced that there is no significant difference between male and female student undergraduates' perception of OER tools for learning. This is reflected in the result: t (148) = .292, p >.005. That is, the result of t-value of .292 resulting in .192 significance value was greater than 0.05 alpha value. Thus, the null hypothesis is retained. This implies that there was no significant difference between male and female student undergraduates' perception of OER tools for learning.

Discussions

The objectives of this study are to examine primary education undergraduate students' awareness and perception on the use of OER tools for learning, ascertain the factors militating against effective use of OER for learning. The findings show that undergraduate students are aware of OERs learning tools.

The findings on perception indicated that primary education undergraduate students' perception towards OERs tool for learning is positive, this is in line with Afolabi (2017) which found out that student have positive to OER tools. Furthermore, the result shows that there are factors inhibiting effective use of OER for learning among students. The findings on the factors agreed with Lin (2019) the study on Teaching and Learning without a Textbook: shows that OER challenges include lacking a tactile sense with OER, slow Internet connections, unclear instruction and guidance, and insufficient self-regulation skills.

The result of the hypothesis shows that there was no significant difference between male and female primary education undergraduate students perception of OER tools for learning. The finding is not conformity with Issa et al., (2020) investigated a study on the level of utilization of OER for learning among undergraduates.

Conclusion

This study concluded that primary education undergraduate students' awareness and perception towards OERs tool for learning is positive, undergraduate students are aware OERs learning tools, there are factors inhibiting effective use of OER for learning among students, undergraduate students used OERs site for learning, and lastly there was no significant difference between male and female student undergraduates' perception of OER tools for learning. The study therefore recommended that University management should make sure OERs tools are available for teaching and learning in schools, so that students' academic performances can be improved.

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