

LECTURER'S PERCEPTION OF OPEN EDUCATIONAL RESOURCES IN TEACHING, LEARNING AND RESEARCH: A STUDY OF SOUTH-SOUTH FEDERAL UNIVERSITIES IN NIGERIA

By

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Abstract

Purpose: *This study seeks to examine lecturer's perception of OER in teaching, learning and research in South-South Federal Universities in Nigeria.*

Design/ Methodology/Approach: *The descriptive survey research design was employed for the study. Three research questions and objectives guided the study. The population of the study consists of 6,378 lecturers in the six South-South Federal Universities in Nigeria. A total of 1,367 lecturers were sampled using the proportionate stratified random sampling technique. The instrument used for data collection is a structured questionnaire. Out of the 1,367 instrument administered, 1,315 were properly completed and found useable for data analysis. The data collected for the study were analyzed using descriptive statistics.*

Findings: *The findings revealed that lecturers have a positive perception of OER in teaching, learning and research in South-South Federal Universities, Nigeria because of its potential to reduce costs and increase access to quality learning materials.*

Implication: *OER when actively incorporated in teaching, learning and research activities will helps to promote openness and democratize knowledge, increase and improve research productivity, enhance cost reduction and sustainability in research as well as improve and strengthen collaboration.*

Originality/Value: *Lecturer's perception of OER is a panacea for its effective adoption and use in democratizing learning and bridge the gap between the different strata in our society.*

Keywords: *Lecturers, Perception, OER, Teaching, Learning, Research*

Paper type: *Empirical research*

Introduction

The increasing demand for quality education has necessitated the continued exploration of cost effective and innovative solutions especially in institutions of higher learning. This gave rise to the introduction of Open Educational Resources in institutions

of higher learning to provide access to information resources, less cost learning materials, increased knowledge sharing and collaboration, equal and economic development as well as share research findings to a wider audience. According to the United Nations Educational, Scientific

and Economic Cultural Organization (UNESCO) (2019), OER refers to any type of educational material that is in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share educational resources. They include textbooks, curricula, syllabi, lecture notes, assignment, tests, projects, audio and animation. From the foregoing, OER can be seen as free, openly licensed online teaching and learning materials which can take a wide variety of forms such as text, photographic, video, audio, and software materials.

In a bid to ensure the successful adoption and use of OER in Nigeria, the National Universities Commission (NUC) launched the Nigerian University System for Open Educational Resources (NUSOER) on August 21, 2017 to serve as a repository for all OER held by all universities in Nigeria. The main aim of establishing this project according to then Executive Secretary of the commission Prof. Abubakar Adamu Rasheed is to serve as gateway to open resources so as to revitalize the academic contents of the nation's universities, improve the quality of teaching, learning as well as research and to fully encourage the institutionalization of OER. Over the years, the concept of OER underwent further refinement. The definition expanded to embrace the characteristics of open license and knowledge sharing to include course materials, modules, textbooks, streaming videos, text, software and any other tool(s), materials or techniques used to support access to knowledge as well as non-digital materials. They are openly licensed so that others can adopt or reuse, retain, revise,

remix and redistribute them for teaching, learning and research. The definition continues to undergo refinement as lecturers perception of OER improves.

Lecturer's perception encompasses their views, opinion and attitude towards the use of OER in teaching, learning and research. Lecturers' perception of OER for teaching and learning is very important in the quest to ensure that the concept is fully utilized by universities and other institutions of higher learning. Their perceptions of course materials have a large impact on the quality of the courses they teach, a reason why lecturer's perceptions of open materials is a common topic of discussion in the field of OER. Okwu, Ogunbodede and Sulieman (2023) mentioned that lecturer's positive perceptions of OER are largely due to their understanding of the concept, its ability to improve student learning outcomes, increased cost savings for both students and lecturers and facilitate access to high-quality teaching and learning resources.

Teaching according to Biesta (2019) is defined as a process that involves the transmission of knowledge, skills and values from one person to another via a process called learning. Learning on the other hand refers to the process of active construction of knowledge, skills and attitude (Ambrose, Bridge, DiPietro, Lovett and Norman, 2019). Learning is a lifelong journey that extends far beyond the confines of the classroom by engaging in different form of research. Research is a systematic process of finding out how things are, why things are the way they are and why things might be change. Lecturers as researchers, contribute to addressing complex problems in and around

the university community. The fusion of teaching, learning and research create a vibrant ecosystem where both the students, lecturers and academic community can thrive. Lecturer's perception of OER in teaching, learning and research will enhance the quality and accessibility of educational resources, increase learning outcome, makes learning more interactive, foster a culture of sharing and collaboration among colleagues.

However, despite the potential benefits of OER, lecturer's perception in Nigerian Universities and particularly in South-South Federal Universities in Nigeria, remains unknown. This is also evident in the little empirical literature of the situation in Nigeria especially in the oil rich Niger Delta (South-South) where the major revenue generated in the country of the nation is sourced. Also a close observation at the websites of these federal universities in South-South Nigeria shows that OER platform were absent in majority of them while it is indicated but inaccessible in some of the Universities. This leaves one to wonder if lecturers in South- South Federal Universities in Nigeria are conversant with OER for teaching, learning and research. This study therefore aims at addressing this problem by examining lecturer's perception of OER in teaching, learning and research in South-south Federal Universities Nigeria with a view of improving the quality of education in these institutions, the region and Nigeria at large.

Objectives of the Study

The purpose of the study is to examine lecturer's perception of OER in teaching, learning and research in South- South Federal

Universities in Nigeria. Specifically, the study aims at examining;

1. Lecturer's perception of OER for teaching in South – South Federal Universities in Nigeria.
2. Lecturer's perception of OER for learning in South – South Federal Universities in Nigeria.
3. Lecturer's perception of OER for research in South – South Federal Universities in Nigeria.

Literature Review

The OER movement gained consideration visibility in 2001 when Charles Vest; the then President of Massachusetts Institute of Technology (MIT) made public the intention of the Institute to place all its course materials online for the benefits of all. After that official statement by Charles Vest came the UNESCO conference in 2002 as the term Open Educational Resources (OER) was first used in a presentation titled “the impact of open Courseware for Higher Education in Developing Countries” (Huyen, 2016). Participants at the Conference perceived OER as the open provision of educational resources enabled by Information and Communication Technologies (ICT) for consultation, use and adaptation by a community of users for non-commercial purpose”. According to Hosen (2014) after the conference, the MIT in September 2002 launched its Open Courseware Programme with 32 initial courses and was adjudged the first of its kind as it gave rise to other conferences which served as an eye opener as well as the launching of open courseware by various institutions across the globe. Notable among them are conferences and declaration which

provided guidelines and recommendation for wider acceptance for open learning resources at the China Open Resources for Education (CORE) held in November, 2003, OECD's center for Educational Research and Innovation held in January, 2005, Khan Academy in September 2006, Cape Town Open Declaration 2007, Darkar-Senegal declaration of OER held in 2009, the Commonwealth of Learning and UNESCO guidelines on OER held in 2011 and the Paris OER declaration held in 2013 (Kurelovic, 2016). These efforts continued over time to ensure that lecturers have a positive perception of OER in teaching, learning and research.

Pande, Singh, Intaratat and Mythili (2019) in their study revealed that most of their respondents had a positive perception on the prospects of adapting, sharing and using OER. This according to them is attributed to exposures via workshops, conferences and so on to learn about OER and its impact in teaching and learning. According to Davis, Cochran, Fagerheim and Thoms (2016) many lecturers have a negative perception of OER and do not share their materials beyond a small known community because they feel a "lack of confidence in the applicability of the resource". Kursun, Cagiltay and Can (2014) also noted that amongst Turkish lecturers, one of the main reasons for not sharing their materials as OER was "a lack of self-confidence about the quality of their course materials". In contrast to these lecturers' perceptions, Van Acker, Van Duure, Kreijns and Vermeulen, (2013) found that those who shared their materials openly did so because they believed they had

value for others; an attribute they identified as "knowledge self-efficacy".

Falode, Ilufoye, Awoyemi and Usman (2018) addressed the issue of lecturers' perception of OER when they noted that though many lecturers in higher Institutions of learning may be aware of the existence of OER, what their perceptions are about OER has a direct bearing on its adoption and use. Even with the perception of OER potentials, a low level of the usage of same by lecturers in academia still persist in the third world countries (Mohammed and Opeyemi, 2020). Also, it is believed that as individual perception changes over time and as users gain experience, so will the negative perception of OER change with time. The inherent perception of one not benefitting from OER has often been lumped up with the fear that others will take unfair advantage of lecturer's intellectual property, benefit from the sales of those materials, plagiarizing such right or out rightly exploiting it for personal gains where the original author might be left out in the dark.

Lecturers' perception of OER for teaching and learning is very important in the quest to ensure that the concept is fully understood by lecturers in universities and other institutions of higher learning. This is one reason lecturers perceptions of open materials is a common topic of discussion in the field of OER. Okwu, Ogunbodede and Sulieman (2023) mentioned that lecturer's positive perceptions of OER are largely due to their understanding of the concept, its ability to improve student learning outcomes, increased cost savings for both students and lecturers and facilitate access to high-quality teaching and learning resources in their

various subjects. Blumenstyk (2016) asserted that even professors are concerned about the escalating costs of educational resources. This has driven some of the lecturers to adopt the free and openly-accessible textbooks as part of their teaching and learning resources. However, despite acknowledging the importance of the OER, there is no unanimous agreement among professors and lecturers in general about the indispensable pace of OER in teaching and learning. Some of them believe it is important but many are not actually adopting OER in practical teaching and learning situations. The poor perceptions have led to lecturers treating such resources as sub-standard and only using them as secondary sources of information (Raneri and Young, 2016). On the other hand, Blumenstyk (2016) stated that some lecturers resist participating in the development of OER as they view their production as venture that take away their valuable time but they are unable to derive any financial rewards from them. The lack of proper infrastructure, including repository and funds for sustaining the promotion of OER is seen as a demotivating factor by lecturers as they want to be a part of the projects which not only advance the knowledge base but also lead to their being cited with the publications forever (Raneri and Young, 2016). This lack of clarity is mirrored in the diverse perceptions that different lecturers have concerning OER quality, a fact that demotivates its use by some lecturers while motivating its use by others.

A positive perception of lecturers is the growing body of evidence suggesting that OER use does not negatively impact student

performance and may even enhance learning. Hilton (2016) reviewed multiple studies and found that students using OER performed well or better than those using commercial textbooks, which reassures lecturers about the legitimacy of these resources. According to Allen and Seaman (2014) lecturer's perception is influenced by their understanding of its benefits and challenges. Lecturers who perceive OER as a valuable resources for research are more likely to use it. On the other hand, lecturers who perceive OER as being of low quality or lacking in relevance may be less likely to use them for their research purpose (Belikov and Bodily, 2016).

Algers and Silve-Fletcher (2015) reported in a study that lecturer were interested in the use OER because they want to collaborate with peers, democratize knowledge to expand boundaries of higher education. This may be because the lecturers' belief in open education is seen as reputation booster for the individuals and institution as well as access to resources as strong drivers for adoption and use of OER. According to Kaatrakoski and Valimaa (2017) research has shown that lecturer's perception of OER can be influenced by their institutional context. For instance, lecturers who work in institutions with strong culture and policy on open education and provides support for its adoption are more likely to perceive OER as a valuable resources for research (Cox and Trotter, 2017).

Loglo and Zawacki-Richter (2019) conducted an exploratory research which focused on perception and level of understanding of OER among lecturers from the global South by use of in-depth

questionnaires. The study discovered a gap in differentiating OER from proprietary resources and an informal culture of use, reuse, remix and redistribution of OER. It was clear from the study that members of faculty viewed OER positively, noting their role in minimizing information resources and imbalances amongst the developed and developing countries.

In a study that was conducted in Nigeria by Oloidi, Obasuyi, Amanambu and Umeano (2021), it was observed that there was moderate use of OER for research by postgraduate history students due to positive perception. This further shows that understanding lecturer's perceptions of OER in the context of research is essential for advancing open scholarship and building sustainable academic communities. According to UNESCO (2019) while many are familiar with OER as teaching materials, fewer understand their applicability in research. OER such as open data sets, open textbooks, and open courseware can support literature reviews, methodology design and dissemination of research outputs. However, studies show that some lecturers struggle to distinguish between Open Access (OA) and OER, leading to confusion about their relevance to research (de los Arcos, Farrow, Perryman, Pitt and Weller, 2016). A growing number of lecturers recognize that OER can facilitate more inclusive and collaborative research environments. Through shared repositories and collaborative authoring platforms, OER allow scholars particularly from under-resourced institutions to access, adapt and build upon existing work (Chan, Okune, Sambuli & Winter, 2015). This democratization of knowledge reduces

dependency on subscription-based journals and commercial databases, especially in the Global South where access barriers are significant (OECD, 2021).

Additionally, lecturers perceive OER as a way to increase the visibility and impact of their research. Making materials openly available supports broader dissemination and citation, fostering academic recognition and social relevance (Hilton, 2016). These perceptions are particularly strong among early career researchers who are more digitally literate and supportive of open science movements.

Methodology

The study adopted the descriptive survey research design. The population of the study was 6,837 lecturers in South-South Federal Universities, Nigeria. These Universities include Federal University of Petroleum Resources (FUPRE) in Delta State, Federal University Otueke (FUO) in Bayelsa State, University of Benin (UNIBEN) in Edo State, University of Calabar (UNICAL) in Cross Rivers State, University of PortHarcourt (UNIPORT) in Rivers State and University of Uyo (UNIUYO) in Akwa Ibom State. A total of 1,367 lecturers were sampled using the proportionate stratified random sampling technique. A structured questionnaire was used for data collection and was titled "Lecturers Perception and Use of OER in Teaching, Learning and Research Questionnaire" (LPUOERTLRQ). Out of the 1,367 instrument administered, 1,315 were properly completed and found useable for data analysis. The data collected for the study was analyzed using descriptive statistics. Arithmetic mean was used to answer the research questions. The mean therefore was

placed on a four (4) point scale at 2.50 which was derived as follows: $4+3+2+1= 10/4 = 2.50$. This implies that any mean below 2.50 was not accepted while those above 2.50 was accepted. Thus, mean value of 2.50 and above was given positive interpretation.

Table 1: Mean and Standard Deviation on Lecturers' Perception of OER for Teaching

SN	Item Statement	Mean	Std. Dev.	Remark
1	OER is relevant to my teaching needs	3.60	.562	Agree
2	OER align with my institutions curriculum implementation requirements	3.33	.552	Agree
3	Using OER enhances my teaching effectiveness	3.42	.594	Agree
4	I find OER useful in developing students information literacy skills	3.33	.588	Agree
5	I find OER easy to integrate into my teachings	3.27	.598	Agree
6	OER addresses the learning needs of diverse students	3.27	.598	Agree
7	OER helps me drive home my points during teaching	3.30	.609	Agree
8	OER are very flexible and easy to access for effective teaching	3.23	.642	Agree
9	The quality of OER is the same with traditional materials	2.98	.796	Agree
10	OER are materials licensed under creative common for teaching	3.18	.630	Agree
	Aggregated	3.29	.383	Agree

Data presented in Table 1 reveals the mean and standard deviation of lecturer's perception of the open educational resources for teaching in South-South federal universities. The results show that the mean responses for the 10 items ranged from 2.98 to 3.60, while the standard deviation range from 0.552 to 0.796. The table also shows an aggregated mean perception of 3.29 with a corresponding standard deviation of 0.383.

Table 2: Mean and Standard Deviation on Lecturers' Perception of OER for Learning

SN	Item Statement	Mean	Std. Dev.	Remark
1	I believe OER improves students learning outcome	3.44	.605	Agree
2	Using OER increasing students acceptability to learning resources	3.32	.611	Agree
3	OER facilitates personalized learning experiences	3.34	.580	Agree
4	OER supports students learning styles and needs	3.29	.621	Agree
5	I believe OER reduces cost of learning materials for students	3.22	.669	Agree
6	I believe OER enhances students motivation	3.31	.631	Agree

Findings

Research Question 1. What are lecturers' perceptions of OER in teaching in South – South Federal Universities in Nigeria?

The relative low values of standard deviation reveals that the responses of the lecturers are homogeneous. The mean values indicate that lecturers have a positive perception of OER for teaching in South-South Federal Universities in Nigeria.

Research Question 2. What are lecturers' perceptions of OER in learning in South – South Federal Universities in Nigeria?

7	OER provides students with opportunity for interactive learning	3.29	.626	Agree
8	Ability to access OER is a factor impeding students use	3.05	.691	Agree
9	I believe OER promotes students retention and academic success	3.23	.670	Agree
10	OER validates my research methods	3.19	.668	Agree
	Aggregated	3.27	.394	Agree

The results presented in Table 2 depict the mean and standard deviation of lecturer's perceptions of the open educational resources for learning in federal universities. The table shows that the mean responses for the 10 items ranged from 3.05 to 3.44, while the standard deviation range from 0.580 to 0.691. The table further reveals an aggregated mean perception of 3.27 with a corresponding standard deviation of 0.394.

The relative low values of standard deviation reveal that the responses of the lecturers are homogeneous. The mean values therefore mean that lecturers have a positive perception OER for effective learning in South - South Federal Universities in Nigeria.

Research Question 3. What are lecturers' perceptions of OER in conducting research in South – South Federal Universities in Nigeria?

Table 3: Mean and Standard Deviation on Lecturers' Perception of OER for Research

S/N	Item Statement	Mean	Std. Dev.	Remark
1	Using OER increases my research visibility and impact	3.44	.614	Agree
2	OER promotes collaboration and knowledge among researchers	3.33	.585	Agree
3	I believe in my ability to critically evaluate OER for research	3.28	.592	Agree
4	OER facilitates data use and sharing among researchers	3.30	.643	Agree
5	OER provides Access to divers perspectives and research approaches	3.28	.641	Agree
6	OER improves access to quality research materials	3.29	.643	Agree
7	OER enhances the development of students research skills	3.27	.647	Agree
8	OER is helpful in identifying research opportunities and gaps	3.24	.639	Agree
9	OER enhances my research productivity	3.21	.657	Agree
10	OER aligns with my institutions research priorities and goals	3.14	.661	Agree
	Aggregated	3.28	.404	Agree

Table 3 reveals the mean and standard deviation of lecturer's perceptions of the open educational resources for research in federal universities. The results in the table show that the mean responses for the 10 items

ranged from 3.14 to 3.44, while the standard deviation range from 0.585 to 0.661. The table also shows an aggregated mean perception of 3.28 with a corresponding standard deviation of 0.404. The values of

standard deviation are relatively low and this reveals that the responses of the lecturers are homogeneous. The mean values indicate that lecturers have a positive perception of OER for conducting research in South-South Federal Universities in Nigeria.

Discussion of Findings

Lecturers Perception of OER in Teaching

The findings revealed that lecturers have a positive perception of OER in teaching in South-South Federal Universities in Nigeria. The findings of the study corroborates with Zang, Tlili, Huang, Chang, Burgas, Yang and Zhang (2020) which revealed that lecturers have a positive perception of OER in teaching because it helps them drive home their point, promotes students retention, motivates students to learn and addresses diverse learning needs of students.

The findings is also in agreement with a study carried out by Ozdemir, Curtis and Bank (2017) which noted that lecturers embrace OER in teaching because of its enormous benefits such as enhancing learning satisfaction, promote equitable access and serving the needs of wider audience despite the misconception over what constitute OER. This suggests that lecturers in South-South Federal Universities believes in the potentials of OER in enhancing the quality of teaching and access to resources. Similarly, lecturers may have preferred OER based on its flexibility and adaptability unlike the traditional texts which can become obsolete in a short while or may not perfectly align with the lecturers teaching style or objectives whereas OER can be customized to suit specific needs. Thus it enables the lecturers to modify existing

material, combine resources and tailor their teaching content to suit the learning outcome accordingly.

Also since OER is hinged on the principles of sharing and collaboration, when lecturers from around the world contributes to the quality of educational resources it does not only enriches it but foster a sense of community and shared purpose among them. By so doing, they can learn from peers, share their own resources and contribute to the improvement of teaching practice. This shows a notable change in the future of teaching and learning particularly in terms of accessibility, pedagogy and delivering. This is a clear indication that OER play a vital role in improving access to education especially with increasing cost of learning materials. Thus OER provides alternative to high quality educational materials without financial barriers.

This findings also aligns with Chinda, Awotua-Efebo and Baribor (2018) that OER enhance a broader and equitable access as it provides a level playing ground to learners with diverse socio-economic backgrounds. OER democratize education thereby providing learners with opportunity to engage with educational resources that would have been out of reach due to time, funds and distance. Unlike the findings of Ojo, Salawu, & Adedapo (2023) where lecturers had a negative perception of OER but are willing to try. Lecturers positive perception reflects their recognition of the flexibility OER provides which enables them to customize, update their teaching materials as well as advance technologically. Thus, they can adapt and modify these resources to meet a specific need. The findings also implies that

empowering lecturers is necessary in democratizing knowledge, as it will enable them to tailor teaching resources to meet diverse needs and help them gain control over their course content and delivery. By so doing, lecturers will be more engaged in teaching practices that can lead to an improved learning outcome. Similarly, the lecturer's perception implies that there is a growing recognition on the impact of OER in teaching which if encouraged will lead to full realization of its potential in education.

Lecturer's Perception of OER in Learning

The findings revealed that lecturers have a positive perception of OER in learning in South-South Federal Universities in Nigeria. The findings of this study aligns with Wiley and Hilton (2018) which revealed that lecturers having a positive perception of OER in learning highlights its ability to enhance students engagement and motivation. The findings also agrees with Hilton (2016) which emphasized the potential of OER in bridging the gap for students who may be struggling to afford traditional textbooks or learning materials. It is particularly important in the context where students come from diverse socio-economic background. Thus it helps the lecturers to provide a level playing ground for the learners by ensuring that they have equal access to high quality learning resources. In addition, lecturers may have perceived that OER positively for learning in South-South Federal Universities because it facilitates more personalized and flexible learning experiences, cater for diverse students' needs and learning styles.

Also, the findings aligns with Umoru, Ibang and Sunday (2024) that lecturers

positive perception of OER does not only shows a growing acceptance of OER in teaching but also in learning as it enhances the learners outcome, engagement and equitable access to education. This also shows an understanding of its potentials in transforming the teaching-learning experience. In view of this transformation, when the traditional learning materials like the textbook are static, OER has the ability to be customized and repurposed to suit different teaching context and learning preferences. This findings also corroborates Zhang and Li (2017) findings that lecturers appreciate OER ability to be reused, remixed, repurposed and redistributed. This does not only allow for innovation but also enhances creative teaching practices. This implies that lecturers positive perception of OER with increased and improved access and equity to educational materials, democratize learning to meet diverse innovation and collaboration, cost effectiveness, save time in accessing educational resources as well as enhance personal and institution growth.

Lecturer's Perception of OER in Conducting Research

The results shows that lecturers have a positive perception of OER and considered is necessary for conducting research. The findings of this study agrees with Folade, Ilufoye, Awoyemi and Usman (2018) which revealed that OER is needed for research because it enhances lecturers interaction with others, help to supplement teaching, research supervision and serve as a means of disseminating their research findings to a wider audience. The findings of this study is also supported by Wiley and Hilton (2018) which pointed out that lecturers have a

positive perception of OER in conducting research because of its ability to facilitate collaboration, knowledge sharing, free access to resources, increased impact and citation rates due to their open nature. The collaborative environment provided by OER can lead to new research opportunities, partnerships and innovations. Also it enable other researchers to build upon existing research, advancing knowledge and understanding in their various fields of endeavors. In addition, it can also help them to address issues of equity in research by providing free and open access to research output thereby bridging the gap between researchers from different institutions, geographical location and countries as well as enhance visibility.

The findings also implies a significant shift of scholarly approach in the academic community. Prior to OER, academic research rely heavily in proprietary databases and subscription based journals often creating barriers occasioned by cost and limited access. With the emergence of OER scholars now engage with research materials with ease and less time expended, collaborate with peers and disseminate research findings, thereby increasing their visibility. OER repositories provides cost free alternatives to costly subscriptions. Scholarly articles can be freely reviewed, downloaded and repurposed to contribute to the global scholarly communities. It also implies that lecturers with access to OER can compete favorably with their counterparts globally and not limited by geographic boundaries. More so, as educational resources become more available, lecturers in low resourced institutions or developing countries can

access current scholarly materials from their counterparts in more funded institutions and developed countries.

Conclusion

Based on the findings of the study, it was concluded that lecturers in South-South Federal Universities have a positive perception of OER in teaching, learning and research because of its potential and global impact in education.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. The Federal Government and the National University Commission (NUC) should provide more funds for the management of OER in Universities as the lecturers perceived OER as a necessary, easy and effective resources for teaching leaning and research in the Institutions of higher learning.
2. University Management should provide policies and programmes for the implementation of OER in their respective Institutions. This encourage the creation and dissemination of OER via institutional repositories, University website and other platforms.
3. University management should incentivize (via grants or more funding) for OER development by rewarding lecturers who incorporate OER in their teaching learning and research.

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