

POSTGRADUATE STUDENTS' PERSPECTIVES ON USING OPEN EDUCATIONAL RESOURCES FOR LEARNING.

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Abstract

The primary goal of the current investigation was to examine postgraduate students' perspectives on using open educational resources for learning. A sample of 160 postgraduate students was chosen for this study by using a random sampling technique. Using a self-construction scale, data from college students were gathered. For data analysis, means, SD, t-test, and ANOVA were employed. The findings of the study reveals that the postgraduate students possessed a positive Perspective toward open educational resources in learning. Also, it is established that postgraduate students in the science stream had a positive Perspective towards open educational resources than postgraduate students in the arts stream. The mean differences were found to be significant with regard to their age, the benefit of using OER, and the effective level of sourcing for educational materials.

Keywords: *Perspectives, Open educational resources.*

INTRODUCTION

All educational materials that are in the public domain or released under an open license are referred to as open educational resources (OERs) by UNESCO. Therefore, anyone may freely and legally copy, use, adapt, and redistribute them. The variety of open educational resources (OERs) includes textbooks, curricula, syllabi, lecture notes, assignments, assessments, projects, audio, video, and animation. "OER includes whole courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, resources, or approaches used to support access to knowledge (Narendra & Sudhakar, 2010). To assist ensure that everyone has access to knowledge and educational opportunities worldwide, the international community has come together to create open educational resources (OER) (Bissell, 2009). OER has recently attracted more attention because of its potential and promises to overcome demographic, economic, and geographic barriers to education, as well as to support lifelong learning and individualized learning. OER's quick expansion opens up new teaching and learning options (Harsasi . M., 2015). OER may help make education more accessible and of higher quality around the world (Garrote. J. R., & Pettersson. T, 2015). Moreover, (Al Abri &

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Dabbragh's, 2018) research found that students only seldom use open educational resources. Positive or negative attitudes are possible. The way a person views a certain phenomenon can influence how they approach it (Swain & Panda, 2009). However, the adoption of OER would result in effective learning and it ensures better learning outcomes for students (Grimaldi., Phillip., et al 2019).

REVIEW OF RELATED STUDIES

Meirani, H. (2015) analyzed how open educational resources (OER) and the internet were utilized in e-learning. By deliberate sampling, a sample was chosen. According to the study's conclusions, watching a video while studying a topic is more interesting and helps reduce boredom than merely reading text. The majority of students decided to learn online while at home, which was another effect. Grimaldi, P. J., Basu, M. D., et al., (2019) explores the possible educational advantages of OER. OER or Non-OER conditions were assigned at random to pupils. The benefits of OER interventions are noted in research. Garrote, J. R., & Pettersson, T. (2015) shed light on a significant impediment to further OER use in higher education. The study was conducted in Brazil, Peru, Guatemala, and Cuba. The study concludes that lecturers' attitudes are crucial to the use of open educational resources (OER) and that staff development must address OER knowledge as a crucial step in the process of making higher education accessible to an increasing number of students. Issa, A. I., Ibrahim, M. A., et al., (2020), according to the study's outcomes Undergraduates have a positive attitude towards using open educational resources for learning, and it was discovered that male undergraduates had a better attitude towards using OER for learning than female undergraduates.

THE OBJECTIVE OF THE STUDY

1. To know the Postgraduate students' Perspectives on using Open Educational Resources for Learning.
2. To study age-wise & academic stream-wise differences in Postgraduate students' Perspectives on using Open Educational Resources for Learning.
3. To study the difference in Postgraduate students' Perspectives on using Open Educational Resources for Learning in their usage & benefit of OER.
4. To offer suggestions for the development of Postgraduate students' Perspectives on using Open Educational Resources for Learning.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their age.
2. There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their academic stream of study.
3. There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their usage of OER in learning.
4. There is no significant difference among Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their effective level of sourcing for educational materials.

METHODOLOGY

For conducting the present study, a survey technique was employed.

Sampling: The sample of the study was selected using a simple random sampling technique which comprised of 160 postgraduate students from two affiliated colleges of Mother Teresa Women's University, Kodaikanal, Tamil Nadu.

The research tool used: Data from the selected sample was collected using a Questionnaire constructed by the investigator consisting of 15 items. This tool was a Four point scale with options strongly agree/agree/disagree / strongly disagree with scoring 4,3,2,1 respectively. The tool was validated based on the pilot study. The reliability coefficient was found to be 0.886.

Statistical Technique Used: Analysis of the data was done using statistical tools like a percentage, t-test and ANOVA were used to study age-wise and stream-wise differences in Postgraduate students' Perspectives on using Open Educational Resources for Learning.

SCOPE AND LIMITATIONS OF THE STUDY

This study is limited to analyzing the usage of OER in learning among 160 postgraduate students. The study will be helpful for postgraduate students to realize the benefit of OER for better academic performance and to develop better perspectives towards OER. In this context, the investigator attempted to study the Perspective towards the usage of OER in learning among postgraduate students.

ANALYSIS AND INTERPRETATIONS

Hypothesis 1: There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their age.

Table 1.

Difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their age.

Age	Size	Mean	SD	t-value	p-value
21 – 23	115	32.89	4.251	4.6134	0.0001
24 & above	45	29.67	3.124		

From table 1, it is clear that the mean Perspective score of postgraduate students belonging to the age group (21-23) is 32.89 which is higher than the mean Perspective score of postgraduate students belonging to the age group (24 & above). The calculated p-value for the mean difference in the Perspective score of postgraduate students with regard to their age is 0.0001 which is significant at a 0.05 level of significance. This implies that there exists a significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their age. Hence, the postgraduate students belong to the age group of (21-23) have a better Perspective toward Open educational resources.

Hypothesis 2: There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their academic stream of study.

Table 2.

Difference between Postgraduate students' Perspectives on Using Open Educational Resources for Learning with regard to their Academic Stream of Study

Stream of Study	Size	Mean	SD	t-value	p-value
Arts	80	46.12	4.756	2.2425	1.5600
Science	80	47.68	4.012		

From table 2, it is clear that the mean Perspective score of postgraduate students of the science stream (47.68) is higher than the mean Perspective score of postgraduate students of the arts stream (46.12). The calculated p-value for the mean difference in the Perspective score of postgraduate students with regard to their stream is 1.5600 which is not significant at a 0.05 level of significance. This implies that there exists no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their stream of study. Hence, the postgraduate students belonging to the science stream (47.68) have a better Perspective towards Open educational resources.

Hypothesis 3: There is no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to the benefit of using OER in learning.

Table 3.

Difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to the Benefit of Using OER in Learning

The benefit of using OER in learning	Size	Mean	SD	t-value	p-value
Collecting learning materials	118	42.85	3.864	5.2010	0.0001
project work	42	39.14	4.258		

From table 3, it is clear that the mean Perspective score of postgraduate students with regard to their benefit of using OER in collecting learning materials (42.85) is higher than the mean Perspective score of postgraduate students with regard to their benefit of using OER in project work (39.14). The calculated p-value for the mean difference in Perspective score of postgraduate students with regard to their benefit of using OER in learning is 0.0001 which is highly significant at a 0.05 level of significance. This implies that there exists a significant difference between Post graduate students' Perspectives on using Open Educational Resources for Learning with regard to the benefit of using OER in learning. Although the majority of the postgraduate students benefited from collecting learning material for their study.

Hypothesis 4: There is no significant difference among Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their effective level of sourcing for educational materials.

Table 4.

Difference among Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their Effective Level of Sourcing for Educational Materials

Variable (Perspective)	Source	Mean	SD	f-value	p-value
The effective level of sourcing	Good	43.89	4.403	7.068	0.001
	Moderate	46.15	4.872		
	Average	41.89	4.015		

It is inferred from table 4 that since the calculated value of p is greater than 0.01 the null hypothesis is not accepted at a 1% level of significance. Hence, there is a significant difference among Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their effective level of sourcing for educational materials. The majority of the students were found to be moderate in their level of sourcing.

FINDINGS AND DISCUSSION OF THE STUDY

This study investigates the Postgraduate students' Perspectives on using Open Educational Resources for Learning. From the data analyzed it was revealed that there exists a significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their age, the benefit of using OER in learning and there was a significant difference among Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their effective level of sourcing for educational materials. There exists no significant difference between Postgraduate students' Perspectives on using Open Educational Resources for Learning with regard to their stream of study. This conforms with (Issa, A. I., Ibrahim, M. A., et al., 2020), who stated that undergraduate students have a positive attitude towards OER and There were no significant differences among undergraduates based on Area of Specialization. Hence, the findings of the study reveal that postgraduate students have a positive perspective towards the usage of OER in their learning and thus got benefited in their academic works.

CONCLUSION

The study finds that the Postgraduate students have a moderate level of sourcing their educational materials and got benefited in collecting their learning materials with the use of OER. The study reveals that there was a difference between the age group, the benefit of using OER, and the effective level of sourcing the educational materials of postgraduate students' perspectives towards using OER for their learning.

RECOMMENDATIONS OF THE STUDY

The postgraduate students' faculty should encourage them to use OER for educational purposes. The academic institution should offer sufficient internet facilities to encourage postgraduate students to often use OER, which allows them to improve their research abilities and utilize OER for their education.

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