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Awareness, Access, and Use of Open Educational Resources by Teachers of Undergraduate Colleges under Rani Channamma University

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ABSTRACT

This study examines the awareness, access, and use of Open Educational Resources (OERs) by teachers of undergraduate colleges affiliated to Rani Channamma University, with a specific focus on gender-wise differences in the level of awareness of OERs and perceptions regarding the distinction between OERs and other e-resources. Besides, the study explored the frequency of using OERs, time spent using OERs, years of using OERs, devices preferred to access OERs, purposes of using OERs, awareness of, and use of the OERs platform. The study found that gender wise difference exists, and male teacher found to have higher levels of awareness of OERs and perceived differences between OERs and E-resources. Most teachers use OERs regularly but for a moderate duration, and a majority are relatively new adopters. Smartphones are the preferred access device, and OERs are primarily used for lifelong learning, curriculum support, and research, with government-supported platforms showing higher awareness than international repositories.

KEYWORDS: Open Educational Resources (OERs), Awareness, Access, Undergraduate Colleges, Teachers, Rani Channamma University.

INTRODUCTION

The educational system relies heavily on its resources. Traditionally, they are offered in physical form such as textbooks and instructional materials. They are adopting the form of online learning materials as a result of technological improvements. These resources are also known as Open Educational Resources (OERs) and are offered without charge. OERs have emerged as a significant component of contemporary educational practices. Also taking significant role in reforming the library infrastructure to provide services to readers. OERs are teaching, learning, and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or

limited restrictions (Priya, 2023). The OER movement in higher education has been driven by concerns over increasing textbook costs and over desires for greater accessibility in higher education (Tucker, 2019). They comprise teaching and learning materials, including textbooks, multimedia modules, course materials, presentations, lectures, syllabi, and assessments. These resources are freely accessible and licensed to permit reuse, redistribution, revision, remixing, and retention (the 5R permissions) without requiring further authorization from the copyright holder (Ohri, Westmore, Thomas, Chakraborty, & Mauldin, 2024). They are developed for use in education aim to create high-quality educational experiences and to enable broad and equal access to knowledge resources (Burger, Zwane, Sanders, & Millwer-Weber, 2025).

The use of such resources are highly required in the higher education system, where teaching–learning processes demand flexibility, inclusiveness, and cost-effectiveness. Teachers working at this level are provided with abundant opportunities to integrate OERs into their instructional practices and academic activities. The educational benefits of these resources can be effectively understood from the perspective of their usage and usage patterns among teaching faculty working in undergraduate level. In the present study attempted to explore the gender wise difference in levels of awareness of OERs and perceived difference between OERs and E-resources. Besides, the study explored the frequency of using OERs, time spent using OERs, years of using OERs, devices preferred to access OERs, purposes of using OERs, awareness of, and use of the OERs platform.

REVIEW OF RELATED LITERATURE

Garg and Singh, (2023) awareness and usage about open educational resources (OERs) among the B.Ed. students, Kurukshetra University, Kurukshetra: a survey. These findings of the study indicate that respondents are knowledgeable about OERs and their tools. Among these resources, SWAYAM - NPTEL emerges as the most favoured and extensively utilized, closely followed by NCERT. Most respondents use OERs once a month for various purposes, such as accessing course related materials, and class notes, completing assignments, and enhancing their general knowledge. They achieve this by downloading a variety of content types, including videos, audio, images, and documents.

Al-Zahrani (2024) conducted a study on Embracing the Promise of Open Educational Resources: Faculty Insights and Implications in Higher Education. The descriptive and MANOVA tests, the findings highlight a preference for blended teaching styles, significant awareness of OER, ease in searching for OER, and a strong intention to use OER in the future.

Nayak and Choudhury, (2024) examined study on perception of higher education teachers towards the availability and use of open educational resources (OERs). The findings of this study reveal around 80% of higher education teachers strongly agree with being aware of OERs and they are able to use it in their classes and also they are agreed of the importance of OERs in present classroom situations to improve the quality of education. Out of the total teachers 35% have disagreed on the facilities and scope provided by their institute to use OERs in teaching learning system.

Arispe, Hoye, and Haynes, (2025) conducted research on impact of professional development on k–12 teacher awareness, use, and perceptions of OER. The study found that, the findings revealed that the training cohort self-reported statistically significant increases in awareness of all 5Rs, and increased frequency of revising and remixing OER; their belief in the effectiveness of OER for learning also increased. Conversely, while the subscribers group did show some gains in awareness, use, and perceived value of OER, none of these were statistically significant.

Mookanavar, Kuri, and Dharmatti, (2025) carried out a study on perceptions and engagement with open educational resources among postgraduates: A study. The study revealed that most students consistently utilize OERs such as open textbooks, images, and videos. The study identified YouTube, eGyanKosh, and e-PG Pathshala as widely used resources, with students demonstrating awareness of Swayam and MOOCs and expressing interest in receiving training to utilize them. Principal challenges encountered in using OERs effectively among students include a lack of ICT skills, limited access to devices, poor Internet facilities, and insufficient relevant information in OERs.
According to a survey of related literature, there are no studies observed about undergraduate professors' use and awareness of open educational resources. The current investigation was started.

Statement of Problem:

Awareness, Access, and Use of Open Educational Resources by Teachers of Undergraduate Colleges under Rani Channamma University

OBJECTIVES

The main objective of the study is to examine the use of Open Educational Resources (OERs) by teachers of undergraduate colleges affiliated to Rani Channamma University.

The specific objectives of the study are:

1. To examine whether there is a significant difference in the level of awareness of OERs between male and female teachers of undergraduate colleges affiliated to Rani Channamma University.
2. To analyze whether there is a significant difference in the perception of OERs and other e-resources between male and female teachers.
3. To study the time spent and frequency of use of Open Educational Resources by undergraduate college teachers.
4. To examine the duration (in years) of using Open Educational Resources among teachers.
5. To identify the devices preferred by teachers for accessing Open Educational Resources. and
6. To examine the purposes of use and the level of awareness of different OER platforms among undergraduate college teachers.

HYPOTHESIS

1. H_o There is no significant difference in the levels of awareness of OERs between male and female teachers of undergraduate colleges affiliated to Rani Channamma University.
2. H_o There is no significant difference in the levels of perceived difference between OERs and E-Resources of male and female teachers of undergraduate colleges affiliated to Rani Channamma University.

Research Design:

The study adopted a survey design. And collected data from the undergraduate colleges affiliated to Rani Channamma University. The data was gathered from the Belagavi and Bagalkot district.

Sample:

The sample consist of 120 teachers of undergraduate colleges affiliated to Rani Channamma University.

Tools Used:

In the study, researcher developed and used structed questionnaire to assess the use of OERs by the teachers working in undergraduate college.

Statistical Technique:

Both descriptive and inferential statistics were used to analyse the data that was gathered. To test the hypothesis, the researcher used the chi-square test and percentage analysis under descriptive statistics.

ANALYSIS AND INTERPRETATION OF DATA USING INFERENTIAL STATISTICAL ANALYSIS

Hypothesis-1: There is no significant difference in the levels of awareness of OERs between male and female teachers of undergraduate colleges affiliated to Rani Channamma University.

Table-1: Comparison of level of awareness of OERs by gender

Gender		Level of OERs Awareness			Total	S/NS
		Low	Average	Higher		
Male	N	6	26	31	63	$X^2 = 22.737$ p = .001 (p < .05) Significant
	%	9.52%	41.27%	49.21%	100.00%	
Female	N	24	24	9	57	
	%	42.11%	42.11%	15.79%	100.00%	
Total	N	30	50	40	120	
		25.00%	41.67%	33.33%	100.00%	

The table-1 shows gender-wise differences in the levels of awareness of OERs among undergraduate teachers. Among male teachers (N = 63), 6 teachers (9.52%) reported a low level of awareness, 26 teachers (41.27%) reported an average level of awareness, and nearly half, 31 teachers (49.21%), reported a high level of awareness of OERs. In contrast, among female teachers (N = 57), a larger proportion, 24 teachers (42.11%), reported low awareness, while an equal number, 24 teachers (42.11%), reported an average level of awareness. Only 9 female teachers (15.79%) reported a high level of awareness of OERs. Overall, out of 120 teachers, 30 teachers (25.00%) reported low awareness, 50 teachers (41.67%) reported average awareness, and 40 teachers (33.33%) reported high awareness of OERs. The findings indicate that male teachers demonstrate a higher level of awareness of OERs compared to female teachers.

The chi-square analysis confirms a statistically significant difference in awareness levels between male and female teachers (χ^2 = 22.737, p = .001), which is significant at the 0.05 level. This indicates that gender significantly influences the level of awareness of OERs among undergraduate teachers affiliated with Rani Channamma University.

Hypothesis-2: There is no significant difference in the levels of perceived difference between OERs and E-Resources of male and female teachers of undergraduate colleges affiliated to Rani Channamma University.

Table-2: Comparison of level of perceived difference between OERs and e-resources by gender

Gender		Level of Perceived Difference			Total	S/NS
		Low	Average	Higher		
Male	N	10	29	24	63	$X^2 = 7.585$ p = .023 (p < .05) Significant
	%	15.87%	46.03%	38.10%	100.00%	
Female	N	21	23	13	57	
	%	36.84%	40.35%	22.81%	100.00%	
Total	N	31	52	37	120	
		25.83%	43.33%	30.83%	100.00%	

The table-2 shows gender-wise differences in the levels of perceived difference between OERs and e-resources among undergraduate teachers. Among male teachers (N = 63), 10 teachers (15.87%) reported a low level of perceived difference, 29 teachers (46.03%) reported an average level, and 24 teachers (38.10%) reported a higher level of perceived difference.

In contrast, among female teachers (N = 57), 21 teachers (36.84%) reported a low level of perceived difference, 23 teachers (40.35%) reported an average level, and only 13 teachers (22.81%) reported a higher level of perceived difference. Overall, out of 120 teachers, 31 teachers (25.83%) reported a low level of perceived difference, 52 teachers (43.33%) reported an average level, and 37 teachers (30.83%) reported a higher level of perceived difference between OERs and e-resources. The findings indicate that male teachers exhibit a relatively higher level of perceived difference compared to female teachers.

The chi-square analysis further reveals a statistically significant difference in the level of perceived difference between male and female teachers (χ^2 = 7.583, p = .023), which is significant at the 0.05 level. This indicates that gender significantly influences the level of perceived difference between OERs and e-resources among undergraduate teachers affiliated with Rani Channamma University.

ANALYSIS AND INTERPRETATION OF DATA USING DESCRIPTIVE STATISTICAL ANALYSIS

Table-3: Frequency of Using OER

Use Pattern	N	%
Daily	25	20.83%
Twice a Week	34	28.33%
Weekly	28	23.33%
Once a Fortnight	11	9.17%
Occasionally	22	18.33%
Total	120	100.00%

Table-3 shows the frequency of using OER among undergraduate teachers. It reveals that 25 (20.83%) teachers use OER daily, while 34 (28.33%) use it twice a week. An average number of teachers, 28 (23.33%), use OER weekly. Only a small number of teachers use it once a fortnight, with 11 (9.17%), and 22 (18.33%) use it only occasionally. This points out that most undergraduate teachers use OER on a regular but not daily basis.

Table-4: Time Spent Using OER

Time Spent	N	%
Less than 1 Hour	46	38.33%
1-2 Hour	53	44.17%
3-4 Hours	15	12.50%
More than 4 Hours	6	5.00%
Total	120	100.00%

Table-4 shows the time undergraduate teachers spend using OER. It reveals that 46 (38.33%) teachers spend less than one hour using OER, while an average number of teachers, 53 (44.17%), spend 1–2 hours. Only a small number of teachers spend longer durations, with 15 (12.50%) using OER for 3–4 hours and 6 (5.00%) for more than four hours. This reflects that most undergraduate teachers spend a moderate amount of time using OER, while only a few use it for extended periods.

Table-5: Years of Using OER

Response	No of Response	Percentage
Less than 1 Year	43	35.83%
1-2 Years	33	27.50%
3-4 Years	20	16.67%
5-6 Years	24	20.00%
Total	120	100.00%

Table-5 indicate that how long undergraduate teachers using OER. It reveals that 43 (53.83) teachers have used it for less than 1 year, and the average number of teachers using it for 1-2 years. Only a small number of teachers had used it for 3-4 years and 5-6 years. This suggests that fewer undergraduate teachers use OER for a longer period.

Table-6: Devices prefer to access of OERs

Devices		Always	Often	Sometimes	Rarely	Never	Total
Smartphone	N	72	20	19	8	1	120
	%	60.00%	16.67%	15.83%	6.67%	0.83%	100%
Laptop	N	29	37	38	11	5	120
	%	24.17%	30.83%	31.67%	9.17%	4.17%	100%
Desktop	N	12	25	41	32	10	120
	%	10.00%	20.83%	34.17%	26.67%	8.33%	100%
Tablet	N	3	19	26	44	28	120
	%	2.50%	15.83%	21.67%	36.67%	23.33%	100%

Table-6 shows the devices undergraduate teachers prefer for accessing OERs. It reveals that 72 teachers (60.00%) always use smartphones to access OERs. An average of 29 teachers (24.17%) always use laptops. Only a small number of teachers use desktops (12, 10.00%) and tablets (3, 2.50%).

This suggests that smartphones are the most commonly used devices for accessing OERs, while desktops and tablets are used by only a few undergraduate teachers.

Table-7: Purposes of Using OER

Purpose		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Access to high-quality teaching materials	N	19	14	34	14	39	120
	%	15.83%	11.67%	28.33%	11.67%	32.50%	100%
Curriculum Enhancement	N	6	21	35	15	43	120
	%	5.00%	17.50%	29.17%	12.50%	35.83%	100%
Cost reduction: Lower textbook and resource costs	N	11	23	34	20	32	120
	%	9.17%	19.17%	28.33%	16.67%	26.67%	100%
To share (collaborative) and improve resources collectively.	N	6	21	31	23	39	120
	%	5.00%	17.50%	25.83%	19.17%	32.50%	100%
To enhance my professional skills	N	11	16	34	18	41	120
	%	9.17%	13.33%	28.33%	15.00%	34.17%	100%
Enhance student engagement and motivation	N	7	18	35	18	42	120
	%	5.83%	15.00%	29.17%	15.00%	35.00%	100%
Lifelong Learning	N	9	17	26	20	48	120
	%	7.50%	14.17%	21.67%	16.67%	40.00%	100%
To prepare for my teaching/Class/Lectures	N	87	20	37	17	39	120
	%	72.50%	16.67%	30.83%	14.17%	32.50%	100%
To get new ideas and inspiration	N	7	15	39	20	39	120
	%	5.83%	12.50%	32.50%	16.67%	32.50%	100%
To supplement my existing learning materials	N	9	12	33	20	46	120
	%	7.50%	10.00%	27.50%	16.67%	38.33%	100%

To write research papers/Articles/Books/Chapters	N	9	13	37	17	44	120
	%	7.50%	10.83%	30.83%	14.17%	36.67%	100%
To stay up-to-date in a subject area	N	5	16	39	16	44	120
	%	4.17%	13.33%	32.50%	13.33%	36.67%	100%
To learn more thoroughly about a concept	N	6	17	40	14	43	120
	%	5.00%	14.17%	33.33%	11.67%	35.83%	100%

Table -7 shows the purposes for which undergraduate teachers use OER. It reveals that 48 teachers (40.00%) strongly agree that they use OER for lifelong learning. A similar number of teachers strongly agree that OER helps them supplement existing learning materials, with 46 (38.33%). Likewise, 44 teachers (36.67%) strongly agree that they use OER to write research papers, articles, books, or chapters, and the same number strongly agree that OER helps them stay up-to-date in their subject area.

A considerable number of teachers also strongly agree that OER enhances student engagement and motivation, with 42 teachers (35.00%), and improves their professional skills, with 41 teachers (34.17%). Curriculum enhancement and learning more thoroughly about a concept are each strongly supported by 43 teachers (35.83%). In addition, 39 teachers (32.50%) strongly agree that OER helps them share and improve resources collaboratively, while the same number strongly agree that it provides new ideas and inspiration.

Comparatively lower levels of strong agreement are seen for cost reduction in textbooks and resources, with 32 teachers (26.67%). Access to high-quality teaching materials and preparing for teaching or class lectures each record 39 teachers (32.50%) in strong agreement. This suggests that undergraduate teachers mainly use OER for lifelong learning, updating their knowledge, improving teaching materials, and supporting

Table-8: Aware and Use of OER Platform

OER Platform		Aware and using	Aware but don't know how to use	Aware but don't want to use	Unaware	Total
e -PGpathshala	N	77	21	12	10	120
	%	64.17%	17.50%	10.00%	8.33%	100%
e-pathshala	N	61	29	21	9	120
	%	50.83%	24.17%	17.50%	7.50%	100%
e-Gyankosh	N	58	29	25	8	120
	%	48.33%	24.17%	20.83%	6.67%	100%
Shodhganga	N	54	28	21	17	120
	%	45.00%	23.33%	17.50%	14.17%	100%
Directory of Open Access Journals/ Books (DOAB) / DOAJ	N	49	37	27	7	120
	%	40.83%	30.83%	22.50%	5.83%	100%
NCERT Text Books	N	58	31	34	7	120

	%	48.33%	25.83%	28.33%	5.83%	100%
NPTEL	N	49	31	32	8	120
	%	40.83%	25.83%	26.67%	6.67%	100%
SWAYAM	N	33	41	34	12	120
	%	27.50%	34.17%	28.33%	10.00%	100%
e-Kranti	N	43	38	26	13	120
	%	35.83%	31.67%	21.67%	10.83%	100%
National Digital Library of India (NDLI)	N	33	50	26	11	120
	%	27.50%	41.67%	21.67%	9.17%	100%
OER Commons India	N	48	32	21	19	120
	%	40.00%	26.67%	17.50%	15.83%	100%
National Academies Press	N	35	41	25	19	120
	%	29.17%	34.17%	20.83%	15.83%	100%
Diksha	N	37	36	27	20	120
	%	30.83%	30.00%	22.50%	16.67%	100%
Open Textbook Library	N	30	32	35	23	120
	%	25.00%	26.67%	29.17%	19.17%	100%
Khan Academy	N	32	34	31	23	120
	%	26.67%	28.33%	25.83%	19.17%	100%
Harvard Business School Online	N	28	37	34	21	120
	%	23.33%	30.83%	28.33%	17.50%	100%
OpenStax	N	17	47	31	25	120
	%	14.17%	39.17%	25.83%	20.83%	100%

Table-8 presents the awareness and use of various OER platforms by undergraduate college teachers. e-Pgpathshala shows the highest level of active use, with 77 (64.17%) teachers aware and using the platform. e-Pathshala also reported strong usage, with 61 (50.83%) teachers actively using it. The e-Gyankosh and NCERT Textbooks followed, with 58 (48.33%) teachers aware of and using these resources, indicating considerable engagement with major national OER platforms. Moderate levels of awareness and use are seen for Shodhganga, with 54 (45.00%) teachers, and for DOAB/DOAJ and NPTEL, each with 49 (40.83%) teachers actively using them. OER Commons India also reflected moderate use, with 48 (40.00%) teachers reporting active engagement. e-Kranti is used by 43 (35.83%) teachers, while Diksha is used by 37 (30.83%), showing average levels of adoption. Lower levels of awareness and use were observed for SWAYAM and NDLI, each with 33 (27.50%) teachers, and the National Academies Press, with 35 (29.17%). Khan Academy was used by 32 (26.67%) teachers, and the Open Textbook Library was used by 30 (25.00%), indicating relatively limited adoption. The least awareness and usage were reported for Harvard Business School Online, with 28 (23.33%) teachers, and OpenStax, with only 17 (14.17%) teachers actively using the platform.

Overall, nationally developed OER platforms showed higher awareness and active use among teachers, whereas international and specialized platforms demonstrated comparatively lower levels of adoption.

MAJOR FINDING OF THE STUDY

1. Male teachers exhibit a relatively higher level of perceived difference between OERs and E-resources compared to female teachers at .05 level of significance, $\chi^2 = 7.583$, $p = .023$
2. Male teachers demonstrate a higher level of awareness of OERs compared to female teachers at .05 level of significance, $\chi^2 = 22.737$, $p = .001$
3. Frequency of Using OER: Most teachers use OER regularly, with 28.33% using it twice a week, 23.33% weekly, and 20.83% daily, while 27.50% use it occasionally or once a fortnight.
4. Time Spent Using OER: The majority spend a moderate amount of time on OER, with 44.17% using it for 1–2 hours and 38.33% for less than one hour; only 17.50% spend more than two hours.
5. **Years of Using OER:** Most undergraduate teachers are relatively new to OER use, with 35.83% having used OER for less than one year and 27.50% for 1–2 years, while only 36.67% have used OER for more than two years.
6. Devices Preferred for Accessing OERs: Smartphones are the most preferred device, with 60.00% of teachers always using them, followed by laptops (24.17%), while desktops (10.00%) and tablets (2.50%) are used by only a few teachers.
7. Purposes of Using OERs: Strong agreement is highest for lifelong learning (40.00%), followed by supplementing existing learning materials (38.33%), research writing and staying up-to-date in the subject area (36.67% each), curriculum enhancement and learning concepts thoroughly (35.83%), with other purposes showing moderate levels of agreement.
8. Awareness and Use of OER Platforms: e-PGPathshala shows the highest level of awareness and use among teachers (64.17%), followed by e-Pathshala (50.83%), e-Gyankosh and NCERT Textbooks (48.33% each), while platforms such as OpenStax (14.17%), Harvard Business School Online (23.33%), and Open Textbook Library (25.00%) show relatively low levels of awareness and use.

CONCLUSION

The study reveals that Male teachers show significantly higher levels of awareness and a stronger perceived distinction between OERs and e-resources compared to female teachers, indicating the influence of gender on OER engagement. Most teachers use OERs regularly, though not on a daily basis, and typically spend a moderate amount of time accessing these resources, suggesting functional but not intensive use. The majority are relatively new to OERs, highlighting the recent adoption of these resources in higher education. Smartphones emerge as the most preferred access device, reflecting the convenience and accessibility of mobile technology. Teachers primarily use OERs for lifelong learning, supplementing teaching materials, and academic and research purposes. Among the platforms, e-PGPathshala, e-Pathshala, e-Gyankosh, and NCERT Textbooks are the most widely used, while several international platforms show lower levels of awareness and use. Overall, the findings indicate a growing acceptance and reliance on OERs among undergraduate teachers, while also pointing to the need for targeted training and support to enhance sustained and effective utilization.

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