

(34) were within the age bracket of 41-50 years, 22 (8%) were within the age bracket of 51 years and above, and 14 (5%) were within the age bracket of 21-30 years. This implies that the majority of the academic staff were within the age bracket of 31-40 years.

TABLE III ACADEMIC QUALIFICATIONS OF THE RESPONDENTS

Qualifications	Frequency	Percentage (%)
Bachelors	20	7
Masters	160	56
PhD	106	37
Total	286	100

Table III shows that the majority of the respondents 160 (56%) were master's degree holders, 106 (37%), Ph.D. holders, and 20 (7%), bachelor's degree holders. This implies that the majority of respondents under study were Master's degree holders.

B. Answering of Research Questions

This section discusses the findings of this study based on the research questions raised. The results are presented in Tables IV-VI.

Research Question 1: What are faculty perceptions towards the use of open educational resources?

TABLE IV FACULTY PERCEPTIONS TOWARDS THE USE OF OER

Sl. No.	Perceptions of Faculty Members Towards the Use of OER	SA	A	D	SD	Mean
1	I believe in the use of open education resources	137(48%)	143(50%)	6(2%)	-	3.5
2	The use of OER will likely increase the learning outcomes of students	137(48%)	143(50%)	6(2%)	-	3.5
3	OER materials are very helpful for learning	123(43%)	157(55%)	6(2%)	-	3.4
4	OER is a very good alternative for expensive textbooks	123(43%)	131(46%)	32(11%)	-	3.3
5	The use of OER in teaching can save time and money	106(37%)	161(56%)	19(7%)	-	3.3
6	OER enhances the reputation of my institution	96(34%)	163(57%)	21(7%)	6(2%)	3.2
7	I encourage my students to use OER	68(24%)	212(74%)	6(2%)	-	3.2
8	I do or intend to use and integrate OER into my role as a lecturer	69(24%)	196(69%)	21(7%)	-	3.2
9	OER brings down the cost of learning and teaching	86(30%)	143(50%)	57(20%)	-	3.1
10	It is easy to become skilled at using and helping students integrate OER into their courses	69(24%)	185(65%)	32(11%)	-	3.1
11	My institution supports the use of OER in teaching and learning	75(26%)	154(54%)	57(20%)	-	3.1
12	I have the knowledge necessary to use and help faculty integrate OER into their courses	57(20%)	160(56%)	69(24%)	-	3.0
13	I use OER developed by other universities and institutions in my lectures	46(16%)	147(51%)	85(30%)	8(3%)	2.7
	Grand Mean					3.2

Table IV shows the perceptions of faculty members toward the use of open educational resources. All the items in Table IV have mean values that are above the criterion mean of (2.5). More so, the grand mean (3.2) is greater than the criterion mean (2.5), which shows that the faculty members have positive perceptions toward the use of open educational resources.

Research Question 2: What are the challenges to the effective use of open educational resources by faculty members?

Table V shows the faculty member's responses to the challenges to the use of OER. All the items in Table VI have mean values that are above the criterion mean of (2.5). More so, the grand mean (3.1) is greater than the criterion mean (2.5), and this shows that all the items in Table V are challenges to the use of OER.

Most notable among the challenges are poor electricity supply, poor internet connectivity, lack of awareness, lack of library sensitization, and lack of ICT skills.

V. DISCUSSION

The study explored faculty members' perceptions toward the utilization of open educational resources. According to the study, faculty members had positive perceptions of the usage of open educational resources. The faculty's positive perceptions of OER are largely due to their understanding of the concept, its ability to improve student learning outcomes, increase cost savings for both students and faculty members, and facilitate access to high-quality teaching and learning resources in their various subjects, according to the responses.

TABLE V CHALLENGES OF FACULTY TO THE USE OF OPEN EDUCATIONAL RESOURCES

Sl. No.	Challenges to the Use of OER	SA	A	D	SD	Mean
1	Poor Internet connectivity	169(59%)	85(30%)	26(9%)	6(2%)	3.4
2	Poor electricity supply	154(54%)	100(35%)	26(9%)	6(2%)	3.4
3	Lack of awareness	118(41%)	143(50%)	18(6%)	12(4%)	3.3
4	Lack of ICT skills	125(44%)	105(37%)	50(17%)	6(2%)	3.2
5	Lack of Library sensitization on the use of OER	84(29%)	154(54%)	42(15%)	6(2%)	3.1
6	Lack of access to computers/laptops	94(33%)	111(39%)	75(26%)	6(2%)	3.0
7	Lack of time to look for suitable resources	31(11%)	133(47%)	100(35%)	22(7%)	2.6
	Grand Mean					3.1

The findings also show that the majority of faculty has a positive perception of OER. This study supports the findings of Lantrip and Ray (2021), who discovered that faculty members had positive perceptions toward OER. According to the study, some of the significant barriers to the successful use of open educational resources include poor electricity, poor internet connectivity, a lack of awareness, a lack of library sensitization, and a lack of ICT skills.

However, in Nigeria, the problems of epileptic power supply and limited ICT infrastructure are persistent issues. This finding is consistent with those of Wiche and Ogunbodede (2021), Oghenetega and Ambrose (2020), and Mtebe and Raisamo (2014), who found in their respective studies that poor electricity supply, low internet bandwidth, listed lack of access to computers, lack of internet search skills, lack of time to look for suitable resources, and so on were some of the major barriers to OER use in higher education in Africa.

VI. CONCLUSION AND RECOMMENDATIONS

The positive experience of faculty toward the use of open educational resources is a significant step toward increasing OER awareness and use among undergraduate students in these institutions and throughout Nigeria. The researchers proposed, among other things, that school administration and university libraries should encourage faculty to adopt and use OER in the teaching and learning process because faculty are the major audience for encouraging OER use among their students.

Based on the findings, the researchers recommended that seminars and workshops be held by librarians to train faculty on how to properly use OER. In addition, universities should increase their electricity supply by providing alternative sources of electricity supply, provide adequate Internet access, and urge faculty to assist in promoting the use of open educational resources among students.

A. Implications for Research, Practice, and/or Society

The positive attitude of academics toward the use of open educational resources is an important step toward developing policies to expand the usage of OER. The goal is to encourage more professors to use OER, which will boost OER's

influence. The favorable opinion is also a significant step toward raising OER knowledge and use among undergraduate students in Nigeria's various institutions. Students may benefit from the efficient use of OER, including cost savings, increased access to higher education, and enhanced participation, as well as teachers having more control over their courses (Lantrip and Ray, 2021). It is one possible solution to Africa's lack of high-quality materials and underfunding of general education.

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