



A Study on Attitude Towards Open Resources at Higher Education Students in Tiruchirappalli District

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Abstract:

Information and Communication Technology (ICT) is bringing in transformation in all spheres across the globe at unprecedented speed. In the context of education, the rapid growth of Open Resources provides new opportunities for teaching, learning and research then equal education for all students. This paper analyzed the attitude towards open resources of higher education students. As the present study is descriptive by nature, the normative survey technique has been adopted. The sample consisted of 300 students, and the survey method was used to collect the data. It was found that the level of attitude towards open resources is moderate among higher education students.

Keywords: *Open Resources, Student's Attitude, Higher Education Students.*

Introduction:

The Massachusetts Institute of Technology (MIT) first talked about placing learning materials to free on the internet on 2001 (Goldberg 2001), and soon after the term "Open Resources" emerged and was defined as: "educational resources, enabled by information and communication technologies for consultation, use and adaptation by a community of user non-commercial purposes" (UNESCO 2002). As the OER movement has gained momentum, so has the definition expanded to embrace the benefits of providing opportunities for knowledge transfer and to facilitate the sharing of best practices (The William and Flora Hewlett Foundation 2010).

Review of Related Literature:

The rapid development in technology and widespread availability of the Internet led to the emergence of several open practices in education (e.g., open education) (Blackall, 2007; Yang & Kinshuk, 2017) including, online learning, e-learning, and distance education. The open education movement improved access to high-quality learning and resources to global masses at a lower cost than traditional, face-to-face education and contributes to empowering instructors' capabilities, through sharing and building upon their pedagogical innovations (Organization for Economic Co-Operation and Development, 2007; Biswas-Diener

& Jhangiani, 2017). Caswell, Henson, Jensen, and Wiley (2008) traced the roots of the open education movement to the free software movement, which precludes the emergence of OER. The emergence of OER goes back to 1985, when the Free Software Foundation was founded by Richard Stallman to support the free software movement and to grant a certain freedom to software users (Caswell et al., 2008). In 1994, the term learning objects was introduced by Wayne Hodgins to refer to digital educational resources that could be shared via the World Wide Web (Wiley, 2006). In 1998, the term open content was coined by David Wiley and introduced to the educational community, specifically to the creators of learning objects (Wiley, 2006).

Need and Significance of the study:

It is of particular interest in developing countries if OER can be utilized to improve the quality of higher education and give more people the opportunity to receive a higher education while keeping the total cost for education down. According to UNESCO Open Educational Resources (OERs) are any educational materials that are in the public domain or introduced with an open license. It means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation. In our survey we used a more simple definition i.e. OERs are information and software that are free to download and utilize for educational purposes. The need for such attitude of the e-resources as all the more pronounced in the context of higher education students who have to work with a vast amount of updated learning content. In this backdrop, the present study that attempts to look into the study an attitude of towards open resources at higher education students.

Operational definitions of the key terms

Attitude: Attitude in the state or ability to perceive. In the context of the present study, Open Resources attitude is the state or ability to perceive information regarding Open Course Ware, Learning Management System, Creative Commons for qualitative improvement in the learning process.

Higher Education Students: The term “The Higher Education” in the context of the presents study refers to the students who are studying bachelor degree programmes like B.A, B.Sc, B.Com and B.B.A., after completing their higher education students.

Objectives of the study:

The main objectives of the present study are:

1. To find out the level of attitude towards open resources in higher education students of Tiruchirappalli District.
2. To find out the significance of difference, if any in the attitude towards open resources in higher education students in Tiruchirappalli District, Sub-grouped on the basic of their Sex, Discipline of study, Programme of study, Type of Residence, Locality of Residence etc.

Hypotheses of the Study:

The hypotheses of the study are the follows:

1. The Higher Education Students of Tiruchirappalli District do not have any attitude towards open resources.
2. There is no significant difference between the mean attitude towards open resources in higher education students, sub-grouped on the basis of their Sex, Discipline of study, Programme of current study, Type of Residence and Locality of Residence etc.

- There is no significant correlation between the mean attitude towards open resources in higher education students of Tiruchirappalli District.

Research Methodology:

In this study aims at attitude towards open resources in higher education students to study problems, normative survey method was employed. Survey is a method for collecting and analyzing the data.

Population and Sample:

A sample as the name implies is a smaller representation of a large whole and the population is selected in such a way that they are representative of the universe. There are the different types of sampling and simple random sampling is the most popular sampling technique. For this study by using simple random sampling technique. As many as 305 Higher Education Level Students will be selected using Simple Random sampling from Arts and Science colleges and University of Tiruchirappalli District to from the sample.

Research Tools:

As the present study questionnaire was employed as tools to collect the data from the respondents. The questionnaire is the most effective tool in survey method. Questionnaires enable the researcher to collect both quantitative and qualitative information. It is constructed in an earliest way and less expensive for administration. The person administering the questionnaires has an opportunity an establish rapport, with higher education students to explain the respondents and it is fairly easy to tabulate and analyze the data. Because of these reasons, questionnaires were considered as appropriate tool for the present study.

Analysis of Data:

Inferential Analysis:

For the present study, the investigator used t-test and to make inferences about the sample. For a better understanding, the following tables are presented and discussed as follows.

Null Hypothesis: 1(H_0 1)

There is no significant difference between the mean attitude towards open resources in higher education students sub-grouped on the basis of Gender.

In order to find out whether there is a significance of difference between the mean Open resources attitude Scores of male and female higher education students of, the above Null hypothesis was formulated, the t-test was attempted to test the same.

Table No 1

Significance of Difference between the Mean Open resources attitude Scores of Male and Female Higher education Students of

Gender	N	Mean	S.D	't' value
Male	173	80.53	12.62	0.263*
Female	132	80.22	7.81	

* Not significant at 0.05 level

The above table (1) presents an analysis of the Open resources attitude Scores of male and female higher education students, who formed the sample. The mean of the Open resources attitude Scores of the male higher education students is 80.53 and that of the female students is 80.22 and the respective Standard Deviations are 12.62 and 7.81

The calculated 't' value, 0.263 is less than the table value of 1.97 at 0.05 level of significance. It implies that the male and the female higher education students in do not differ significantly in their Open resources attitude. Hence the null hypothesis, *“There is no significant difference between the mean Open resources attitude Score of Higher education students, sub-grouped on the basis of their Gender”* is not rejected. Further, it can be seen that the mean Open resources attitude score of the female students is less than that of the male students. Therefore, it may be concluded that the male students are better than their female counterparts in their attitude of open resources for Learning.

Null Hypothesis: 2 (H₀2)

There is no significant difference between the mean Open resources attitude Scores of Arts and Science higher education students.

In order to find out whether there is a significant difference between the mean attitude Scores of Arts and Science higher education students of, the above null hypothesis was formulated and the t-test was attempted to test the same.

Table No 2

Significance of Difference between the Mean of the Open resources attitude Scores of Arts and Science Higher education students of

Discipline of study	N	Mean	S.D	't' value
Arts	108	71.27	16.52	1.71*
Science	197	74.80	18.59	

*Not significant at 0.05 level

The above table (2) presents an analysis of the Open resources attitude Scores of Arts and Science Higher education students of, who formed the sample. The mean Open resources attitude Score of Arts discipline students is 71.27% and that of the science discipline students is 74.80% and the respective Standard Deviations are 16.52 and 18.59.

The calculated 't' value, 1.71 is less than the table value of 1.97 at 0.05 level of significance. It implies that the Arts and Science discipline higher education students in do not differ significantly in their Open resources attitude. Hence the null hypothesis, *“There is no significant difference between the mean Open resources attitude Score of Arts and Science Higher education students”* is not rejected. Further, it can be seen that the mean Open resources attitude Score of Arts discipline students is less than that of the Science discipline students. Therefore, it may be concluded that the Science students are better than their Arts counterparts in their Open resources attitude applications for Learning.

Null Hypothesis: 3 (H₀3)

There is no significant difference between the mean Open resources attitude scores of Hosteller and Day-Scholar higher education students.

In order to find out whether there is a significant difference between the mean Open resources attitude Scores of Hosteller and Day-Scholar higher education students of, the above null hypothesis was formulated and the t-test was attempted to test the same.

Table No 3

Significance of Difference between the Mean Open resources attitude Scores of Hosteller and Day-Scholar Higher education students of

Type of Student	N	Mean	S.D	't' value
Hosteller	86	76.33	19.38	1.52*
Day-Scholar	219	72.60	17.35	

*Not significant at 0.05 level

The above table (3) presents an analysis of the Open resources attitude Scores of the Hosteller and Day-scholar higher education students of, who formed the sample. The mean of the Open resources attitude Scores of the Hosteller students is 76.33 and that of the Day Scholar students is 72.60 and the respective Standard Deviations are 19.38 and 17.35.

The calculated 't' value 1.52 is less than the table value of 1.97 at 0.05 level significance. It implies that Hosteller and day-scholar Higher education students do not significantly differ in their Open resources attitude. Hence the null hypothesis, "There is no significant difference between the mean Open resources attitude Score of Hosteller and Day-scholar Higher education students" is not rejected. Further, it can be seen that the mean Open resources attitude Score of Hosteller students is greater than that of the Day-scholar students. Therefore, it may be concluded that the hosteller students are better than their day-scholar counterparts in their attitude of open resources for Learning.

Null Hypothesis: 4 (H₀4)

There is no significant difference between the mean Open resources attitude Scores of Rural and Urban higher education student.

In order to find out whether there is a significant difference between the mean Open resources attitude Scores of Rural and Urban Higher education students of, the above null hypothesis was formulated and the t-test was attempted to test the same.

Table No 4

Significance of Difference between the Open resources attitude Scores of Rural and Urban Higher education Students of

Locality of the Institution	N	Mean	S.D	't' value
Rural	164	78.03	12.09	4.424*
Urban	141	83.26	8.28	

*Not significant at 0.05 level

The above table (4) presents an analysis of the Open resources attitude Scores of the Rural and Urban higher education students of who formed the sample. The mean of the Open resources attitude Score of the rural students is 78.03 and that of the urban students is 83.26 and the respective Standard Deviations are 12.09 and 8.28.

The calculated 't' value, 4.424 is greater than the table value of 1.97 at 0.05 level of significance. It implies that the rural and urban higher education students in significantly differ in their Open resources attitude. Hence the null hypothesis, "*There is no significant difference between the mean Open resources attitude Scores of Rural and Urban higher education students*" is rejected. Further, it can be seen that the mean Open resources attitude Score of rural students is less than that of the urban students. Therefore, it may be concluded that the urban students are better than their rural counterparts in their attitude of Open resources for Learning.

Delimitation of the study:

The major delimitations of the study are:

- The study has been conducted only on a sample of higher education students from Arts and Science students.
- Due to time constraints, the sample was limited only to 305 students and the study is limited only to a few select demographic variables like gender, the discipline of study, place of stay and locality of the institution.

Findings of the study:

The following are the important findings of the present study.

1. The Open Resources attitude level among higher education students of Tiruchirappalli district.
2. The Male and Female higher education students do not differ in their attitude of Open Resources. However, the Male higher education students' attitude of Open Resources is more than that of the Female higher education students.
3. The arts and science higher education students do not differ in their attitude of Open Resources. However, the science higher education students' attitude of Open Resources is more than that of the arts higher education students.
4. The hosteller and day-scholar higher education students do not differ in their attitude of Open Resources. However, the hosteller higher education students' attitude of Open Resources is more than that of the day-scholar higher education students.
5. The rural and urban higher education students differ in their attitude of Open Resources. However the urban higher education students' attitude of Open Resources is more than that of the rural higher education students.

Conclusion:

The study has thrown light on the present status of student's attitude towards open educational resources. The students were unfamiliar with the term open educational resources, it was rather self-explanatory, and

this should ease the promotion of further training and activities. We conclude that the student's attitude is of critical importance for the utilization of Open Resources and that staff development needs to address attitude about Open Resources as an important step in the process of making higher education accessible to growing numbers of students. In order to facilitate computer assisted education at low cost we strongly advocate a wider use and production of Open Resources in developed countries as well.

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