

PERCEPTION OF LECTURERS TOWARDS THE USE OF OPEN EDUCATIONAL RESOURCES FOR TEACHING AND LEARNING IN PUBLIC UNIVERSITIES IN NORTH-EAST NIGERIA

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Abstract

The study investigated the perception of lecturers towards the use of open educational resources for teaching and learning in public universities in North-East Nigeria. It adopted a descriptive survey design, guided by two research questions. The study population comprised 5,008 lecturers in federal and state universities within the North-East geopolitical zone. A multi-stage sampling was used to select 501 lecturers within the ranks of assistant lecturers and full professors, in eight selected public universities from four States of the region. Data were collected using two structured rating scales that measured the use of OER and lecturers' perceptions toward OER use. These instruments were developed by the researchers, validated by experts, and tested for reliability using Cronbach's alpha and Kuder-Richardson Formula 20 (K-20), which produced an acceptable reliability coefficient. Descriptive statistics, including simple percentages, frequency counts, mean and standard deviation, were employed to answer the research questions, while presentation was done using frequency tables and graphic illustration. Findings revealed that while OER use exists among lecturers, they are used at a low rate, with 13 out of 30 OER investigated being used. It also revealed that the majority of the lecturers demonstrated moderate perception towards the use of OER for teaching and learning. It was concluded that lecturers' perception remains a critical determinant of OER use in public universities. Thus, capacity-building programmes, sustained policy enforcement, improved infrastructural support, and incentive mechanisms to enhance lecturers' engagement with OER, among other things, were recommended.

Introduction

The introduction of open educational resources (OER) is largely seen as an innovative techniques and strategies to improve the teaching and learning process. This is coupled with the ability of enhancing the knowledge network for students, and the efficiency of educational services delivery, globally (Chukwueke & Austin, 2024). Hence, the struggle to keep the OER project alive. Bulugu and Ponera (2024) stated that OER accommodate unique learning preferences and promote inclusive education by being adaptive and available across several platforms, including assistive technologies for students with impairments. Zulaiha and Triana (2023) define open educational resources as teaching, learning, and research materials in any medium that exist in the public domain or are distributed under an open license, allowing for free use and, in certain cases, repurposing by others. They are digital content available on the internet and utilised for academic purposes by educators, learners, and researchers in the information economy (Allen, 2023; Adil et al., 2024). These resources enhance the affordability, adaptability, and accessibility of higher education.

Ajiboye (2020) emphasized that the use of OER is closely related to how frequently university lecturers comply with the policy and deposit digitised resources. Thus, Wiley et al. (2019) observed that the OER movement significantly promoted the use of open textbooks in countries like the United States, leading to a heightened utilisation of OER in higher education institutions. In Europe, de Langen and van der Woert (2018) demonstrated that the movement has enhanced the discovery and dissemination of OER

among educators and students, whereas in Nigeria, Issa et al. (2020) asserted that the OER movement has gained significant relevance in the educational sphere. These and other supplementary actions and initiatives have culminated in a global movement focused on utilising OERs to enhance educational experiences and promote equitable access to knowledge among educators. However, there is still much concern about the rate of use of these resources for teaching and learning in Nigeria. The reason is not far-fetched from the submission of Panda and Santosh (2017) to include interpersonal, attitudinal, and behavioural barriers. Christopher and Julie (2018) also opined that it is also common to accept the fact that Nigerian university lecturers do not share learning resources in their possession, thereby making the use of OER a multifarious process that requires the spirit of collaboration rather than having the quantum of knowledge content alone.

It is important to note that positive perceptions may encourage OER use, while negative perceptions may act as barriers. This positive perception supports greater use and creation of OER, contributing to the expansion of accessible educational resources globally. Is this applicable to the lecturers, especially those in the public universities in North-East Nigeria, where Bello et al. (2021) and Joseph et al. (2022) indicate that the adoption of OER has been slower? Consequently, due to the generally low level of OER initiatives in the North-East zone of Nigeria, as observed by Idris (2021) and Bello (2023), it appears that the university lecturers, who are the major stakeholders, are not living up to the expectations in terms of the use of these resources. Given the strategic significance of OER in fostering inclusive, equitable, and high-quality teaching and learning processes, it is

essential to examine how lecturers in public universities in North-East Nigeria perceive and react to this innovation. This understanding may guide specific actions to enhance OER utilisation, while also optimising its influence on teaching and learning in public universities in North-East Nigeria. Hence, the essence of this study.

Research Questions

1. What OER are used by university lecturers in North-East Nigeria for teaching and learning?
2. What is the perception of university lecturers towards the adoption and use of OER for teaching and learning in public universities in North-East Nigeria?

Literature Review

The perception of lecturers towards use of open educational resources refers to the beliefs and mindsets these educators exhibit regarding the application of OER in teaching and learning contexts. Different educators present various perceptions towards OER utilization (Nipa & Kermanshachi, 2020). Anthony et al. (2018) added that these perceptions mostly present OER as beneficial to their educational activities, as well as promoting teaching and learning activities in higher institutions of learning. According to Okwu et al. (2023), lecturers' positive and favourable perceptions of the use of these resources is tied to making their works easier and more effective.

Additionally, research has demonstrated varying levels of perception, awareness, adoption, and utilization patterns across different geographical regions and institutional

contexts. For instance, Bulugu and Ponera (2024) found that lecturers and students in Tanzanian tertiary institutions were aware of and had adopted OER, primarily due to reduced access costs, free availability, facilitated learning, and timely accessibility. However, their study revealed lower usage among students compared to lecturers, who frequently employed these resources for teaching, consulting assignments, and research purposes. Furthermore, Marín et al. (2022) conducted a comparative multi-case study across nine countries, viz, Australia, Canada, China, Germany, Japan, South Africa, South Korea, Spain, and Turkey and revealed that OER repository usage varied significantly by country. It reported that Canadian lecturers utilized platforms like eCampus Ontario and social media for sourcing materials, Japanese educators employed YouTube as educational content, while Spanish lecturers primarily used institutional repositories for storing and sharing OER through virtual learning platforms.

Still on the pattern of use of OER, Bond et al. (2021) reported that nearly half of faculty respondents at Texas Christian University had used OER either currently or previously, with financial support and training opportunities identified as leading initiatives to increase OER creation and adoption. Despite growing interest in OER, literature and studies have shown that significant barriers continue to impede widespread use of OER among lecturers. Among these studies, Elder et al. (2020) found that while 75% of respondents across four U.S. institutions expressed interest in OER, many had not yet utilized them due to several concerns. Part of these concerns was reported in the study of Hayes (2024), which identified quality concerns and copyright complexities as primary

barriers among Arts and Humanities faculty in Irish higher education institutions, while Business field respondents cited relevance, quality, and awareness as top concerns, resulting in the lowest OER usage rates among surveyed disciplines. Notwithstanding, studies also revealed that university lecturer perceptions toward the use of OER have remained predominantly positive despite several concerns and challenges. One such study is the study by Mishra and Singh (2017), which found that Indian lecturers demonstrated a very positive perception about creating and sharing OER, stemming from satisfaction when others used their materials, useful peer feedback, increased reputational profiles, collaborative opportunities, and the belief in encouraging reciprocal sharing among colleagues.

Okwu et al. (2023) reported favourable perceptions among lecturers in Nigerian state universities in Bayelsa and Rivers States, though inadequate electricity access, poor Internet connectivity, ignorance, lack of library sensitization, and insufficient ICT skills emerged as significant obstacles to efficient OER utilization. Contrarily, Moralista and Oducado (2020) examined the lecturers' perception toward online education resources in a State College in the Philippines during the coronavirus disease 19 (COVID-19) pandemic and reported that the majority of the lecturers considered online education and open educational resources to result in more academic dishonesty, impersonality and lack of feeling compared to face-to-face classes and to be difficult to manage in terms of technology. Additionally, the lecturers were undecided whether they were in favour of online education and open educational resources or not. Thereby, reporting a negative

perception towards the use of open educational resources in universities. Albeit, the reviewed literature reveals a substantial gap in empirical research specifically examining public university lecturers' perception towards OER adoption and use in North-East Nigeria. While studies have been conducted in various countries, including Bangladesh, the United Kingdom, China, India, Tanzania, and the United States, as well as other Nigerian regions, there remains a dearth of research explicitly addressing this phenomenon within the North-East Nigerian context, particularly considering gender and institutional ownership as moderating variables. This absence of published research has created a significant lacuna in the literature that requires systematic investigation to understand, with an attempt towards promoting the integration of open educational resources in public universities in North-East Nigeria.

Research Method

The descriptive survey design was employed in studying 501 lecturers derived from a study population of 5,008 lecturers. The study's population consisted of lecturers from eight public universities in Nigeria's North-East geopolitical zone who held ranks ranging from assistant lecturer to full professor. The States selected include Adamawa, Bauchi, Gombe and Taraba States, while the eight public universities used are, Modibbo Adama University (MAU), Adamawa; Adamawa State University (ASU), Mubi; Abubakar Tafawa Balewa University (ATBU), Bauchi; Bauchi State University (BSU); Kashere University, Gombe (KUG); Gombe State University (GSU), Gombe; Federal University (FU) Wukari, Taraba State; and Taraba State University (TSU), Jalingo. Furthermore, a multi-stage

sampling procedure of purposive-proportionate-simple random sampling was used to select these 501 lecturers, representing 10% of the entire population. Data were collected using two researcher-made questionnaire-like rating scales, which were validated by three experts, with a reliability coefficient of 0.83 and 0.89, respectively. The reliability was established using 15 lecturers from Nnamdi Azikiwe University, Awka, and 15 lecturers from Chukwuemeka Odumegwu Ojukwu University, Igba-Ariam, Anambra State. The computation was done using the Kuder-Richardson Formula 20 (K-20) and Cronbach's alpha. Moreover, the researchers, assisted by three trained research assistants, distributed copies of the study instruments to the lecturers through direct interaction. 501 copies of the instruments were distributed, but 475 were retrieved and used for data analysis. Simple percentages, frequency counts, mean scores and standard deviation were used for data analysis. The answer to research question one was decided using a simple majority, while research question two adopted the use of a 2.50 criterion mean. This implied that items with mean scores of 2.50 and above were retained, while items with mean scores below 2.50 were not retained. Results were presented in frequency tables and suitable graphic illustrations.

Results and Discussion

Research Question 1: What OER are used by university lecturers in North-East Nigeria for teaching and learning?

Table 1

OER used by university lecturers in North-East Nigeria for teaching and learning

S/n	OER	U	%	NU	%	Dec.
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1	Resources from OER Commons	308	64.8	167	35.2	U
2	Resources found in the Education Resources Information Centre (ERIC)	306	64.4	169	35.6	U
3	Resources from Virtual Library	303	63.8	172	36.2	U
4	Resources from African Virtual University	163	34.3	312	65.7	NU
5	Resources from the National Open University of Nigeria	317	66.7	158	33.3	U
6	Resources from Coursera	142	29.9	333	70.1	NU
7	Resources from OpenStax CNX	112	23.6	363	76.4	NU
8	Resources from MIT OpenCourseWare	128	26.9	347	73.1	NU
9	Resources from Open Course Library	234	49.3	241	50.7	NU
10	Resources from CUNY Academy	133	28.0	342	72.0	NU
11	Resources from Academia	441	92.8	34	7.2	U
12	Resources from Quora	415	87.4	60	12.6	U
13	Resources from ScienceDirect	188	39.6	287	60.4	NU
14	Resources found in Investopedia	159	33.5	316	66.5	NU
15	Resources from Google	451	94.9	24	5.1	U
16	Resources found in PDF Drive	441	92.8	34	7.2	U
17	Resources found in Wikipedia	432	90.9	43	9.1	U
18	Resources from Manchester University e-Library	145	30.5	330	69.5	NU
19	Resources from Management Study Guide	158	33.3	317	66.7	NU
20	Resources found in Slideshare	405	85.3	70	14.7	U
21	Resources from Google Scholar	314	66.1	161	33.9	U
22	Resources found in Alison Online Courses	135	28.4	340	71.6	NU
23	Resources found in my university's OER platform	146	30.7	329	69.3	NU
24	Resources from MERLOT	55	11.6	420	88.4	NU
25	Resources from Khan Academy	52	10.9	423	89.1	NU
26	Resources found in B.C. Open Collection	130	27.4	345	72.6	NU
27	Resources found in the Directory of Open Access Journals	430	90.5	45	9.5	U
28	Resources found in the Directory of Open Access Books	432	90.9	43	9.1	U
29	Resources found in the Open Education Consortium	154	32.4	321	67.6	NU
30	Resources found in Teaching Commons	169	35.6	306	64.4	NU

Note: Dec – Decision; U – Used; NU – Not Used

Table 1 presents the responses by the respondents on the OER used by university lecturers in North-East Nigeria for teaching and learning. Out of the 30 open educational resources investigated, the result shows the rating of 'used' by the majority of the

respondents, for only 13 of the resources. These resources, their frequency counts and percentages of the respondents that use them include, resources from OER Commons 308 (64.8%), resources found in the Education Resources Information Centre (ERIC) 306 (64.4%), resources from Virtual Library 303 (63.8%), resources from the National Open University of Nigeria 317 (66.7%), resources from Academia 441 (92.8%), resources from Quora 415 (87.4%), resources from Google 451 (94.9%), resources from PDF Drive 441 (92.8%), resources from Wikipedia 432 (90.9%), resources from SlideShare 405 (85.3%), resources from Google scholar 314 (66.1%), resources found in the Directory of Open Access Journals 430 (90.5%), and resources found in the Directory of Open Access Books 432 (90.9%).

On the other hand, the result further revealed the non-use of the majority of the resources by the majority of the respondents. They include resources from African Virtual University 163 (34.3%), resources from Coursera 142 (29.9%), resources from OpenStax CNX 112 (23.6), resources from MIT Open Courseware 128 (26.9%), resources from Open Course Library 234 (49.3%), and resources from CUNY Academy 133 (28.3%). Other open educational resources rated 'not-used' by majority of the respondents include, resources from ScienceDirect 188 (39.6%), resources from Investopedia 159 (33.5%), resources from Manchester University e-Library 145 (30.5%), resources from Management Study Guide 158 (33.3%), resources found in Alison Online Courses 135 (28.4%), resources found in respondent's university's OER platform 146 (30.7%), resources from MERLOT 55 (11.6%), resources from Khan Academy 52 (10.9%), resources found in B.C Open Collection 130

(27.4%), resources found in the Open Education Consortium 154 (32.4%), and resources found in teaching commons 169 (35.6%). The implication of the use of only 13 out of the 30 OER investigated, as shown in the results presented, is that there is low use of OER by lecturers in public universities in North-East Nigeria for teaching and learning.

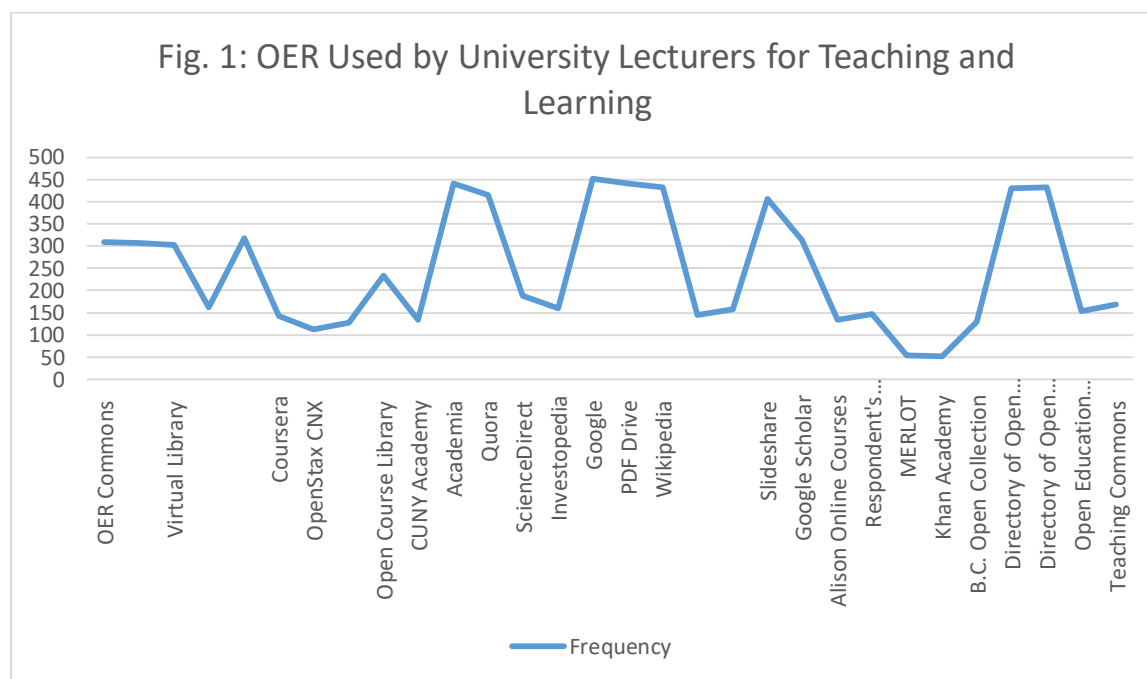


Fig. 1 presents the distribution of OER used by lecturers for teaching and learning in public universities in the North-East, Nigeria. The frequencies of use varied across platforms. The highest frequencies were recorded for Google, PDF Drive, and Academia, each with values approaching 450. Other resources with relatively high adoption included Wikipedia, Directory of Open Access Books, Directory of Open Access Journals, and Quora, with frequencies above 400. On the other hand, resources from MERLOT and Khan Academy recorded the lowest frequencies, below 100.

The selective usage pattern found in this study reflects a growing recognition of OER as a critical component in modern pedagogy, enabling educators to provide diverse learning experiences (Yaki et al., 2023). The findings partially corroborate Bulugu and Ponera (2024), who reported higher OER usage among Tanzanian lecturers compared to students, attributing this to usefulness, affordability, and availability, though both contexts reveal a preference for widely known, easily accessible resources over curated platforms requiring advanced digital literacy. Similarly, Elder et al. (2020) observed limited extensive OER use among faculty, with 75% expressing interest without corresponding active engagement, reflecting an intention-behaviour gap consistent with the present study, where adoption exists for some platforms but actual use of structured repositories remains minimal. In contrast, Herbert et al (2023) found U.S. Midwest faculty preferred OER textbooks over commercial alternatives when institutional support and intrinsic motivation were present, suggesting contextual differences in policy frameworks, infrastructural support, and training opportunities compared to Nigeria.

On the other hand, the dominance of informal, general-purpose platforms suggests lecturers prioritize convenience and familiarity over pedagogical quality and structured resource integration, raising concerns about academic rigour and content alignment with curriculum requirements (Bond et al., 2021). This trend mirrors Baas et al. (2019), who noted lecturers often engage in informal sharing rather than systematic OER adoption due to quality assurance skepticism. De-Oliveira Neto et al. (2017) reported OER use in the Global South as dependent on ICT infrastructure and digital competence, an observation

strongly echoed in the present findings, where limited broadband penetration and institutional support in North-East Nigeria likely restrict lecturers' engagement with structured repositories requiring stable internet connectivity and advanced search skills. Marín et al. (2022) revealed country-specific variations where Canadian lecturers utilized eCampus Ontario and institutional repositories while Japanese educators adopted YouTube for educational purposes, contrasting sharply with North-East Nigerian lecturers who show negligible use of institutional-based OER resources and platforms, with only 30.7% utilizing their universities' OER platforms. This suggests systemic weaknesses in institutional OER strategies within the Nigerian context. The non-use of platforms like MERLOT, OpenStax, and Khan Academy may be attributed to low awareness, lack of training, or perceived complexity, factors previously identified as significant barriers (Elder et al., 2020), while limited institutional encouragement and absence of reward mechanisms further suppress engagement (Herbert et al., 2023).

Research Question 2: What is the perception of university lecturers towards the use of OER for teaching and learning in North-East Nigeria?

Table 2

Perception of university lecturers towards the use of OER for teaching and learning in North-East Nigeria

S/n	Item Statements	SA	A	D	SD	\bar{x}	St. De.	Dec.
1	I perceive OER as a means of making my research visible	268	200	2	5	3.54	0.57	R
2	OER platforms provide an avenue for archiving my teaching resources	73	388	11	3	3.12	0.43	R
3	They make teaching and learning very easy.	256	198	8	13	3.47	0.67	R
4	They promote affordable teaching and learning processes.	88	369	6	12	3.12	0.53	R

5	They make for expanded access to learning.	233	230	9	3	3.46	0.57	R
6	They are easy to distribute widely with little or no cost.	176	203	76	20	3.13	0.83	R
7	They serve as an augmentation of class materials.	103	201	164	7	2.84	0.77	R
8	OER enhance regular course content	183	274	16	2	3.34	0.57	R
9	They assist in showcasing innovations and talents without any barriers.	180	212	23	60	3.08	0.96	R
10	I perceive that using OER enhances lifelong learning.	72	250	137	16	2.80	0.73	R
11	Using OER lowers the cost of publishing.	47	322	53	53	2.76	0.78	R
12	Using OER makes teaching and learning interactive.	222	226	19	8	3.39	0.65	R
13	Because anyone can create an account and post material, some OER may not be relevant.	235	194	32	14	3.37	0.74	R
14	Because of free access to creating and posting materials, accuracy is not guaranteed.	69	253	144	9	2.80	0.70	R
15	The involvement of instructional designers, editors, and digital rights specialists in the adoption and use of OER makes it difficult for teaching and learning in my school.	47	380	43	5	2.99	0.48	R
16	Due to copyright issues, OER is not necessary in my teaching and learning practices.	37	122	176	140	2.12	0.92	NR
17	Because OER materials are created to stand alone, and since the learner can access them outside of the classroom, there is a lack of human interaction between teachers and students.	211	219	34	11	3.33	0.71	R
18	Many OER are only available in English, which limits their usefulness to non-English speakers.	58	384	26	7	3.04	0.49	R
19	OER cannot be adopted with the present erratic power supply and internet connection in my institution	225	71	167	12	3.07	0.96	R
20	Going by the technological exposure of my students, it is difficult to use OER in the teaching and learning process.	41	252	168	14	2.67	0.67	R
21	I perceive that OER violates intellectual property and copyright concerns.	172	118	172	13	2.95	0.91	R
22	Because they are freely available, the sustenance cannot be guaranteed.	50	239	159	27	2.66	0.74	R

Cluster Average	3.05	0.70	R
Note: SA – Strongly Agreed; A – Agreed; D – Disagreed, SD – Strongly Disagreed; \bar{x} - Mean; St. De. Standard Deviation; Dec. – Decision, R – Retained, NR – Not Retained			

Table 2 presents data from responses by university lecturers in North-East Nigeria on their perception towards the use of open educational resources for teaching and learning. There are 22 item statements covering responses on the perception of lecturers towards the use of OER for teaching and learning in public universities in North-East Nigeria. The result reports the retention of many item statements, as it accounts for an average cluster mean of 3.05 with a standard deviation of 0.70. However, the reason for the 'retained' response is that the average cluster mean falls within the retained region, where the mean score is ≥ 2.50 .

Additionally, results based on the mean scores and standard deviation per item statement indicate that a majority of the respondents rated retention with the majority of the item statements, such as: I perceive OER as a means of making my research visible (with a \bar{x} of 3.54 and St. De. of 0.57), OER platforms provide an avenue for archiving my teaching resources (with a \bar{x} of 3.12 and St. De. of 0.43), they make teaching and learning very easy (with a \bar{x} of 3.47 and St. De. of 0.67), they promote affordable teaching and learning processes (with a \bar{x} of 3.12 and St. De. of 0.53), they make for expanded access to learning (with a \bar{x} of 3.46 and St. De. of 0.57), OERs are easy to distribute widely with little or no cost (with a \bar{x} of 3.13 and St. De. of 0.83), they serve as an augmentation of class materials (with a \bar{x} of 2.84 and St. De. of 0.77), OER enhance regular course content (with a

\bar{x} of 3.34 and St. De. of 0.57), and they assist in showcasing innovations and talents without any barriers (with a \bar{x} of 3.08 and St. De. of 0.96),

Other perceptions retained by the majority of the respondents include, I perceive that using OER enhances lifelong learning (with a \bar{x} of 2.80 and St. De. of 0.73), using OER lowers the cost of publishing (with a \bar{x} of 2.76 and St. De. of 0.78), using OER makes teaching and learning interactive (with a \bar{x} of 3.39 and St. De. of 0.65), because anyone can create an account and post material, some OER may not be relevant (with a \bar{x} of 3.37 and St. De. of 0.74), because of free access to creating and posting materials, accuracy is not guaranteed (with a \bar{x} of 2.80 and St. De. of 0.70), the involvement of instructional designers, editors, and digital rights specialists in the adoption and use of OER makes it difficult for teaching and learning in my school (with a \bar{x} of 2.99 and St. De. of 0.48), because OER materials are created to stand alone, and since the learner can access them outside of the classroom, there is a lack of human interaction between teachers and students (with a \bar{x} of 3.33 and St. De. of 0.71), many OER are only available in English, which limits their usefulness to non-English speakers (with a \bar{x} of 3.04 and St. De. of 0.49), OER cannot be adopted with the present erratic power supply and internet connection in my institution (with a \bar{x} of 3.07 and St. De. of 0.96), going by the technological exposure of my students, it is difficult to use OER in the teaching and learning process (with a \bar{x} of 2.67 and St. De. of 0.67), I perceive that OER violates intellectual property and copyright concerns (with a \bar{x} of 2.95 and St. De. of 0.91), and because they are freely available, the sustenance cannot be guaranteed (with a \bar{x} of 2.66 and St. De. of 0.74)

However, item statement 16 was not retained by majority of the majority of the respondents as it accounted for mean scores and standard deviation of 2.12 and 0.92, respectively. The statement, as can be deduced from the Table, reads: due to copyright issues, OER is not necessary in my teaching and learning practices. These findings resonate with Hayes (2024), who reported that Irish lecturers perceived OER as beneficial for enhancing teaching processes and improving resource accessibility while expressing concerns about quality and copyright complexities, though Hayes noted disciplinary differences that the present study did not explore. Similarly, Mishra and Singh (2017) found Indian lecturers demonstrated positive perception toward creating and sharing OER, motivated by visibility, reputation, and collaboration benefits, with the present study's highest mean statement "OER makes my research visible" ($M = 3.54$) reflecting similar intrinsic motivations. This result also aligns with Okwu et al. (2023), who found Nigerian lecturers held positive perceptions toward OER but faced barriers such as poor electricity supply, inadequate internet access, and lack of sensitization, issues strongly reiterated in the present study.

Conversely, the findings diverge from Moralista and Oducado (2020) in the Philippines, where lecturers were undecided about OER and online education, citing impersonality, academic dishonesty, and management difficulties, while lecturers in North-East Nigeria exhibit stronger agreement on OER's benefits for teaching interactivity ($M = 3.39$) and expanded access to learning ($M = 3.46$), with this difference potentially reflecting contextual variations where the Philippine study was conducted during the early COVID-19

pandemic's abrupt and unstructured online learning phase. Notwithstanding, a key pattern across the findings is the coexistence of favourable perceptions and structural limitations, where while lecturers acknowledge OER as a valuable pedagogical and scholarly tool, infrastructural deficiencies (erratic power supply, poor connectivity) and content-related concerns (accuracy, language barriers) moderate enthusiasm for adoption, reflecting the perception and behavioural gaps observed in prior OER studies (Hayes, 2024; Mishra & Singh, 2017) where positive perceptions do not always translate into consistent use or creation of OER.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. Alongside the 2017 OER policy, the National Universities Commission (NUC) and Tertiary Education Trust Fund (TETFund) should establish and fund intervention programmes to improve OER use, especially in North-East Nigeria.
2. University administrators, in North-East Nigeria, should establish and properly fund OER support units within university libraries to provide continuous technical and instructional support to lecturers. This will also be complemented by the organization of regular seminars, workshops, and awareness campaigns to showcase successful OER practices and address misconceptions about copyright and quality assurance.

Conclusion

The findings of this study provide valuable insights into the current state of lecturers' perception towards the use of OER in public universities in North-East, Nigeria. The study establishes that while there is a growing interest and recognition of the value of OER, actual use of these resources in North-East Nigeria remains relatively low compared to global best practices. Although lecturers generally perceive OER as beneficial and exhibit positive perceptions towards their use, concerns such as lack of institutional support, inadequate training, quality assurance issues, and fear of criticism from colleagues hinder full-scale adoption.

Notwithstanding, from a comprehensive viewpoint, the study confirms that OER has the capacity to revolutionise teaching and learning in Nigeria, particularly in the North-East geopolitical zone, by improving access to quality educational resources, fostering collaborative knowledge sharing, and diminishing educational expenses. Achieving this potential necessitates a methodical, systemic approach that includes institutional policy formation, infrastructural support, ongoing professional development for educators, and initiatives to foster an open culture inside academia. Thus, the study concludes that, although much progress has been achieved in policy, awareness and initial acceptance, ongoing efforts are crucial to institutionalising OER practices in the North-East area and across Nigeria. This is because the obstacles to OER integration in the region are not solely technical or policy-oriented but are significantly socio-cultural and institutional, which is largely linked to the lecturers' perception and the varying capabilities of their institutions.

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